

# Bellsquarry Nursery Class

## Day Care of Children

Bellsquarry Primary School  
52 Calder Road  
Bellsquarry  
Livingston  
EH54 9AD

Telephone: 01506 410 777

**Type of inspection:**  
Unannounced

**Completed on:**  
14 December 2022

**Service provided by:**  
West Lothian Council

**Service provider number:**  
SP2003002601

**Service no:**  
CS2003047937

## About the service

Bellsquarry Nursery class is registered to provide an early learning and childcare service to a maximum of 32 children aged from three years to not yet attending primary school at any one time.

The service is provided by West Lothian Council and is located in the village of Bellsquarry, West Lothian. The nursery class is located within Bellsquarry Primary School, with a designated entrance for direct access into the nursery. The setting consists of a welcoming cloakroom, a large playroom with kitchen area and toilets. There is an enclosed outdoor play area, which has direct access from the playroom. The service is close to local shops and parks and has good transport links.

## About the inspection

This was an unannounced inspection which took place 12 December 2022 between 10:00 and 15:45. The inspection was carried out by one inspector from the Care Inspectorate.

To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with children using the service
- spoke to three staff, one student and management
- received feedback from one parent via email and spoke to one parent by telephone
- observed practice and daily life
- reviewed documents.

Feedback was given to the service via video call 14 December 2022 between 09:30 and 10:15.

## Key messages

Care and learning routines were individually planned to support children's needs. This meant that children's needs, wishes and choices were being supported.

Children were meaningfully and actively involved in leading their play and learning through a balance of spontaneous and planned high quality experiences, which promoted choice and independence.

Very good play opportunities developed children's skills in language, literacy and numeracy.

Effective deployment of the skilled staff team ensured high-quality outcomes for children.

The service was well led by management who promoted a clear shared vision for the nursery and had high aspirations for children and families.

## From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

|  |               |
|--|---------------|
| How good is our care, play and learning? | 5 - Very Good |
| How good is our setting?                 | 5 - Very Good |
| How good is our leadership?              | 5 - Very Good |
| How good is our staff team?              | 5 - Very Good |

Further details on the particular areas inspected are provided at the end of this report.

## How good is our care, play and learning?

5 - Very Good

We evaluated this key question as very good because there were major strengths in supporting positive outcomes for children.

### QI 1.1: Nurturing Care and Support

The kind and compassionate staff had built strong relationships with children and families. Through skilled interactions staff promoted children's confidence, which positively influenced their learning and development. Care and learning routines were individually planned to support children's needs. This meant that children's needs, wishes and choices were promoted. As a result, all children were happy, settled and purposefully engaged in their play.

Children's rights were valued and respected. The value-based culture meant that very good staff practice evidenced placing importance on the rights of the child. This meant that children were valued, respected, and included in the life of the service.

Snack and mealtimes were sociable, unhurried and relaxed. Staff recognised these times as rich opportunities to promote close attachments with children. Food choices were nutritious, reflected current best practice guidance and were appropriate for children's individual cultural and dietary needs. Fresh water was available throughout the day and children were encouraged to remain hydrated. Healthy alternatives were given if children did not like what was on offer. Independence skills were promoted as children self-served their snack and poured their own drink. Supportive staff sat with children and role modelled good table manners and encouraged them to try the healthy food options available. This supported children to develop healthy eating habits. Rich conversations at lunch time helped children to develop language and social skills. This highly responsive approach ensured children were developing a broad range of lifelong learning skills.

Highly effective personal planning reflected the overall needs of each child to improve their wellbeing and support positive outcomes. This highlighted the importance of involving children and their families in making important decisions about their care and development. Similarly, it supported children's current needs to be met.

### QI 1.3 Play and learning

Children were meaningfully and actively involved in leading their play and learning through a balance of spontaneous and planned high quality experiences, which promoted children's choice and independence. Creative approaches successfully engaged children's imagination and enriched their play and learning. Very good play opportunities developed children's skills in language, literacy, and numeracy. One such example was when staff encouraged children to lead their learning and develop a range of skills when learning about hedgehogs.

All children benefitted from daily access to the outdoor play space. The outdoor play areas and resources were cleverly planned to provide very good play and learning opportunities. Similarly, children's opportunities for play and learning were enhanced through strong connections to their own and wider communities, including trips to parks and woodland walks. Daily outdoor play experiences, supported children to be active, contributed to good health and provided opportunities to engage in risk benefit play experiences.

Key staff worked proactively with children, families, and other professionals to identify appropriate next steps and strategies for children who required additional support. This information was used consistently and effectively by all to ensure positive outcomes and enhanced opportunities. Staff were knowledgeable about the potential impact on children of adverse childhood experiences and implemented supports to build children and family resilience where needed. This reduced potential barriers in some children's learning to support them to reach their full potential.

Planning approaches were child centred and responsive to children's interests and life experiences. As a result, children were progressing at an appropriate pace and were happy and confident. Staff were continually working on improving their skills when planning and recording children's individual learning. This would support them to consider gaps in areas of learning for all children. Parents were kept informed and included in their child's learning. One parent told us that their child was making brilliant progress, particularly around writing skills, friendships and confidence. They said, "My child loves crafts, painting and drawing and learning their Christmas songs."

### How good is our setting?

**5 - Very Good**

We evaluated this key question as very good because there were major strengths in supporting positive outcomes for children.

#### QI 2.2 Children experience high quality facilities

The setting was very comfortable, with plenty of natural light and ventilation and furnished to a very high standard. Children and families experienced a bright and welcoming cloakroom area on arrival. Children had ample space for their needs and their own place to store personal belongings. This gave a strong message to children that they mattered.

The service had been creatively furnished to allow children to flow easily from one learning area to another. The indoor and outdoor environments were sensitively and cleverly structured to take account of all children's stages of development and learning. Spaces reflected children's current interests and curiosities, with appropriate resources and materials to support learning. Play resources were beautifully presented and accessible to invite and entice children to play. This resulted in all children being purposefully engaged in their play. For example, the very good range of natural open ended and craft materials supported children's developing curiosity, and creativity skills.

The setting and equipment were safe, secure, and well-maintained. Robust infection prevention and control and food safety practices provided high levels of safety for children, to keep them safe, protected, and healthy.

Children could access well maintained toilet facilities within the playrooms. Where children needed support, this was carried out in a designated changing area meaning children's dignity and personal preferences were respected.

The cosy nook, within the playroom offered a space for children to have a quiet space alone for relaxing with a friend. Such spaces can help to soothe a distressed child and support children to develop positive wellbeing.

## How good is our leadership?

5 - Very Good

We evaluated this key question as very good because there were major strengths in supporting positive outcomes for children.

### QI 3.1 Quality assurance and improvement are led well

The nursery was a highly valued and included part of the school community. The head teacher was extremely invested in the continuous improvement of the service. Management promoted and sustained a clear shared vision for the setting that reflected the aspirations of children, families, partners, and the wider community. Staff were encouraged to reflect on their practice and were confident in making required changes needed to improve experiences for children and their families. As a result, children were being given very good opportunities to enhance their learning and development.

Children and families benefitted from a culture of continuous improvement. An improvement plan, which was regularly monitored, ensured progress of planned developments. Staff that we spoke to could confidently talk about improvement priorities. They were highly committed to progressing such priorities to improve the quality of service and outcomes for children and families. Managers and staff were reflective, with a commitment to self-evaluation, which was evident in their responsive and planned approaches. This supported positive outcomes for children and families.

Management were effectively monitoring, using quality framework documents and audit tools to benchmark the service and identify areas for improvement. As a result, improvement had been made which impacted on better outcomes for children. For example, staff have been improving learning opportunities for children to experience more science, technology, engineering, and maths experiences (STEM). Children were busy designing and building models and working out how to wrap presents during the inspection. Such experiences helped children to grow and build the skills and knowledge that they would need in life and in work.

Children's views and opinions about their care, play and learning was a strong focus and highly valued by staff. This helped them to feel respected and included. Similarly, parent's views were sought about planned changes and improvements made to the service. For example, parents were surveyed to find out how satisfied they were with the service and which areas they felt could be improved. The service agreed that there was scope to continue to enrich this inclusive practice through continued consultation. This would ensure that all families felt valued and were involved in making important decisions about their child's provision. When we asked a parent what could be improved in the service they told us, "Nothing, it is all good and I cannot fault it."

## How good is our staff team?

5 - Very Good

We evaluated this key question as very good because there were major strengths in supporting positive outcomes for children.

### QI 4.3 Staff deployment

Effective deployment of the skilled staff team ensured high-quality outcomes for children. Parents appreciated the support that staff gave to their children and a parent told us that staff were super friendly to the children.

The importance of ensuring that the service was appropriately staffed during the day was recognised by management as essential to the wellbeing of children in the service. Staffing arrangements supported effective transitions to ensure continuity of care for children across the day, building children's resilience. For example, staff breaks were seamlessly supported to minimise disruption to busy periods of the day, such as lunch times. This ensured that staff were able to take rest breaks while enough staff were still available to meet children's needs.

Management worked hard to ensure that gaps in staffing were covered by regular agency staff who embraced the ethos and culture of the service. There was a clear process for mentoring and supporting agency staff, using the skills and knowledge of the existing team. As a result, the agency staff who were covering staff holidays during the inspection, clearly had established relationships with children and supported children's needs very well. This provided continuity of care and support for children.

There was a broad range of skill and expertise across the staff team. Professional development and networking opportunities delivered by West Lothian Council supported their development journey. As a result, staff were embarking on leadership roles, such as being the head of literacy. This enhanced opportunities to challenge children's developing literacy skills, supporting them to progress at a very good pace.

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com).

## Detailed evaluations

|  |               |
|--|---------------|
| How good is our care, play and learning?           | 5 - Very Good |
| 1.1 Nurturing care and support                     | 5 - Very Good |
| 1.3 Play and learning                              | 5 - Very Good |
| How good is our setting?                           | 5 - Very Good |
| 2.2 Children experience high quality facilities    | 5 - Very Good |
| How good is our leadership?                        | 5 - Very Good |
| 3.1 Quality assurance and improvement are led well | 5 - Very Good |
| How good is our staff team?                        | 5 - Very Good |
| 4.3 Staff deployment                               | 5 - Very Good |



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Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

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