

Bright Beginnings Day Care of Children

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Type of inspection:
Unannounced

Completed on:
21 February 2023

Service provided by:
Susan Boyce

Service provider number:
SP2003001339

Service no:
CS2003006070

About the service

Bright Beginnings provides a care service to a maximum of 72 children in the following age categories: 24 children aged six weeks to two years; 20 children aged two to three years; 28 children three years to those not yet attending primary school. The service operates from a two storey building in Mount Florida, Glasgow. The accommodation includes age related playrooms, toilets and an enclosed outdoor area. The service provider of Bright Beginnings is Susan Boyce and operates in partnership with Glasgow City Council to provide early learning and childcare for children aged three to five years. The service is close to transport routes and other amenities.

About the inspection

This was an unannounced inspection which took place on Tuesday 14 February 2023. The inspection was carried out by two inspectors 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 throughout the inspection year. In making our evaluations of the service we:

- Spoke with some of the children using the service and reviewed survey responses from seven parents whose children attend the service.
- Spoke with the service provider, manager and staff.
- Observed practice and staff interactions with children.
- Reviewed documents.

Key messages

- Children benefited from a skilled staff team who worked very well together and had created a welcoming, inclusive environment.
- Positive working relationships between the manager team and staff promoted a collegiate approach to providing high quality play experiences for children.
- The staff routinely engaged in a range of professional learning activities that built on and sustained their practice.
- Children experienced interesting and motivating play and learning opportunities within creative outdoor spaces.
- Children were spoken and listened to in ways that encouraged them to feel valued and included.
- The manager's leadership approach had helped build, maintain and strengthen the capacity of the team to deliver continuity in children's care.

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 made an evaluation of very good for this key question as we found performance that demonstrated major strengths in supporting positive outcomes for children and did not require significant adjustment.

1.1 Nurturing care and support

We looked at how the service's planning approaches for children's care, learning and development ensured they experienced positive outcomes. Children benefited from a skilled staff team who worked very well together and had created a welcoming, inclusive environment. Their sound knowledge of child development, GIRFEC (Getting It Right for Every Child) and the well-being indicators resulted in children's individual needs being met. We observed staff being responsive to children's changeable interests and demands. Children were spoken and listened to in ways that encouraged them to feel valued and included.

Staff worked closely with families, involving them in decisions about their child's care and development. This enabled the relevant staff to respond quickly, sensitively and compassionately to changes in a child's life. Personal plans using the SHANARRI (safe, healthy, achieving, nurtured, active, respected, responsible and included) wellbeing indicators and the Early Level of Curriculum for Excellence were regularly reviewed. We highlighted, and the manager agreed, on the value of ensuring these consistently included individual care and development support strategies and next steps.

Staff told us how they worked with parents to ensure children's personal plans included the key information needed to provide appropriate care, meet any medical needs and support their children to settle into the nursery setting. One parent commented: "I feel the nursery staff are very attentive to each child's needs which also allows the staff to build bonds with each child and gives parents peace of mind when their children are at the nursery knowing they will be well looked after." Another parent told us: "The staff have showed great support with my child during his settle time. They were reassuring and took the time that he needed for him to settle in. The communication between the staff and myself is amazing. I am informed about my child's day at nursery in great detail."

Staff were clear about their responsibilities in respect of safeguarding children. They had completed refresher training in child protection and were confident about recognising and reporting any concerns they had. We signposted the management team to our organisation's "Practice guide to Chronologies" and discussed how this could be used to enhance the robust systems already in place for monitoring and maintaining child protection records and support the continued safeguarding of children.

1.3 Play and learning

We found that staff promoted a culture within the service that focussed on promoting the children's right to play, have fun and experience challenge. Staff told us they worked hard to provide a rich variety of high quality learning experiences by continuously promoting choice, children's interests, as well as tracking and reflecting on individual achievements. Through discussion with staff it was evident they shared a clear understanding of the resulting impact of this approach on the breadth and depth of children's learning.

Children's voice was highly valued, and staff considered how children might lead their own play and learning. As a result, children were confident, happy and motivated to learn. Effective questioning provided opportunities for extending children's thinking and consolidated their learning through play experiences.

This supported children to achieve their potential. A range of strategies and regular opportunities through structured activities and programmes supported children to flourish and achieve. This contributed to the inclusive ethos of the service. A parent commented: "My child is being encouraged to explore and be curious through the activities at Bright Beginnings. They are allowing him to learn about the world and himself by supporting him and teaching him skills which allow him to navigate his early years."

We discussed with staff observation and planning approaches that focus on capturing and responding to the play interest of a child or group of children in the present moment. Staff agreed that this more responsive approach could help them to build on existing approaches for recognising children's play interests as well as extend opportunities for child-initiated play. This can enhance the flexibility of the planning systems that were followed. It will increase opportunities for staff to reflect on when children display deep level engagement in their play and support them to provide greater autonomy and choice as to how this will be taken forward.

How good is our setting?

5 - Very Good

We made an evaluation of very good for this key question as we found performance that demonstrated major strengths in supporting positive outcomes for children and did not require significant adjustment.

2.2 Children experience high quality facilities

The service made very good use of available resources to create a motivating environment for children to play together. Play spaces included a range of open-ended and natural resources to stimulate children's creativity and problem solving. Staff ensured spaces were set up in ways that were adaptable and had potential to encourage children's sustained thinking. Wall displays contributed to a stimulating environment that celebrated children's creativity and achievements.

In the playrooms and outdoors there were plenty of well-considered open ended materials and creative approaches that successfully engaged children's imagination and enriched their play and learning. Children used these resources to extend and develop play in line with their self-chosen plans.

We found that children had regular daily access to outdoor play as well as opportunities to experience a variety of parks and woodland spaces beyond the setting. One parent told us: "The nursery is very creative with their daily activities and no two days ever appear to be the same with children being taken out each day to various local parks and play areas to have fun and learn in different environments." Another parent commented: "I think the nursery does a really good job at utilising the green spaces outwith the nursery. As the nursery outdoor space is really just a shared lane, my daughter goes to the park most days. She knows about an allotment, she knows about planting vegetables. I do think that's incredible for a nursery with no green space on their premises."

We highlighted and staff agreed that regular planned outdoor play opportunities based on the forest schools approach would further increase opportunities for children to experience fresh air and enjoy challenging play. We highlighted the value to the manager of developing staff training in the forest schools' approach to support such a development. The senior management team agreed to make this a focus of future improvement and professional development planning.

We found that staff shared their reflections on how setting up and monitoring of each play area can lead to challenging and engaging play opportunities for children. This helped to ensure that all play environments offered excitement, were well resourced and appeared attractive to children.

How good is our leadership?

5 - Very Good

We made an evaluation of very good for this key question as we found performance that demonstrated major strengths in supporting positive outcomes for children and did not require significant adjustment.

3.1 Quality assurance and improvement are led well

Positive working relationships between the manager, team and staff promoted a collegiate approach to providing high quality play experiences for children. Staff told us how the manager provided a clear focus for their shared team work including setting out clear responsibilities and expectations. We found that the manager's leadership approach had helped build, maintain and strengthen the capacity of the team to deliver continuity in children's care. It had contributed to children's emotional health and wellbeing by ensuring the care they experienced was delivered by familiar key adults who were perceived as consistent, reliable, trustworthy, and responsive to their needs.

The staff team worked together very effectively to evaluate and reflect on their practice. They were keen to take forward current ideas, develop and implement best practice guidance. We found that staff were motivated, very well led and passionate about improving outcomes for all children. This resulted in children experiencing high quality interactions and a broad range of stimulating play experiences centred around their emerging interests.

The manager team told us how they dedicated time to analysing children's, staff and parents' contributions to any consultations and extracting the key messages or themes. Staff were becoming familiar with the Care Inspectorate "A quality framework for daycare of children, childminding and school-aged childcare" (Care Inspectorate, 2022). The manager highlighted how this tool had been used to support staff and children's contributions to the development of an improvement plan that clearly set out the service priorities and targets for change.

How good is our staff team?

5 - Very Good

We evaluated this key question as very good, where significant strengths supported positive outcomes for children.

4.3 Staff Deployment

Effective staff deployment across the service meant that children's individual needs were being met by the right number of staff, consistently throughout the day. The staff to child ratio allowed staff to be responsive to individual needs which enhanced children's experiences and ensured children had the right support at the right time. Children who required additional support were well supported by staff to feel respected and included in daily experiences. This was enhanced through effective working relationships with families. A robust induction process supported newly appointed staff to meet children's needs. The induction programme helped new staff to settle into their role and become part of the staff team. As a result, they were clear about their roles and responsibilities which supported children's experiences.

The staff routinely engaged in a range of professional learning activities that built on and sustained their practice. We found staff were confident in discussing how they had improved their practice as a result of their own professional learning activities. We found that this learning had a positive impact on the quality of experiences for children, their progress and wider improvements in the setting. The senior management team agreed that the staff team should continue to engage in training that strengthens their professional skills in observing and evaluating children's ownership of their play experiences and projects.

All staff felt very well supported as they had opportunities to talk about their work through team meetings, 1:1 supervision discussions and monitoring of their practice. The manager had created conditions where all staff felt confident to initiate informed change and share responsibility for the process. Staff were able to implement their ideas as they were listened to and felt their contributions were valued. This resulted in a staff team who were involved in the improvement journey of the service and worked well together to ensure outcomes for children were of a high quality.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at 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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