

# Start Bright Nursery Bonnyrigg Day Care of Children

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Bonnyrigg  
EH19 3HS

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**Type of inspection:**  
Unannounced

**Completed on:**  
19 December 2022

**Service provided by:**  
Start Bright Nursery Bonnyrigg Ltd

**Service provider number:**  
SP2016012743

**Service no:**  
CS2016348363

## About the service

Start Bright Nursery Bonnyrigg is registered to provide a care service to a maximum of 40 children aged from 3 months to those not yet attending primary school at any one time. Of those 40, no more than 12 are aged under 2 years.

The service is located in the town of Bonnyrigg, Midlothian, close to local parks, shops, and other local amenities. The accommodation consists of three playrooms, a kitchen, toilets and a large enclosed outdoor area.

## About the inspection

This was an unannounced inspection which took place on 15 December 2022 between 09:00 and 16:00. Feedback was shared with the service on 19 December 2022. The inspection was carried out by two early years 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 since the last inspection.

In making our evaluations of the service we:

- spoke with children using the service and six of their family members
- observed practice and daily life
- spoke with management and the staff team
- reviewed documents.

## Key messages

- Children received nurturing care and support from staff who knew them well.
- Effective communication and positive relationships supported children and families.
- Planning approaches were responsive to children's interests.
- A range of effective systems were in place supporting a culture of continuous improvement.
- Staff were well supported by a strong management team.
- Loose parts play within the under two's outside area could be enhanced.

## 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? | 4 - Good      |
| How good is our setting?                 | 4 - 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?

4 - Good

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

### Quality Indicator 1.1 Nurturing care and support.

Children were happy and content in the setting and we saw they were comfortable with the routines of the day. They benefitted from warm and responsive interactions with staff. This supported them to feel valued and respected. Parents that completed our survey were all happy with the care provided for their children. One parent told us they were "exceptionally happy with how my child is treated and cared for".

Personal plans held information to support and promote children's wellbeing, health and safety. These were reviewed with parents regularly which meant the information remained current and supported continuity of care. Staff demonstrated that they knew the children well and had effective strategies in place. These included approaches for medical conditions and allergies to support individual children's care needs. We discussed with staff that for some children these strategies could be more defined with clear actions if medication was ineffective. This would ensure they received the correct care.

Children benefitted from staff who used a nurturing approach to support transitions and offer comfort when needed. Sleep routines were led by children's individual needs and they were settled down to sleep in a quiet and comforting way. Younger children were settled to sleep with stories and when waking were cuddled and comforted until they were ready for play. We saw children treated with dignity and respect during toileting routines. For example, we saw staff chatting with children explaining what was happening prior to nappy changing, and singing to babies while changing them to soothe and settle them. This meant emotional security and wellbeing was well supported.

Children showed pride in their achievements which staff celebrated and shared with parents. This helped build self-esteem and supported them to feel valued. Parents told us they were happy with the communication they received and one commented "we get an in depth handover from a member of staff (usually her key worker) at each pick up. We also get updates on the online Learning Journal and on the nursery's private Facebook page". This demonstrated that families were able to get involved in making decisions about their child's care and development.

At mealtimes we saw meaningful discussions facilitated by staff who sat together with children, promoting the importance of healthy lifestyles. This meant children experienced unhurried and positive mealtimes. Homemade lunches prepared on the premises followed best practice guidance, and additional choices were offered if children did not eat the option available. Children were encouraged to develop self help and independence skills, by self serving, pouring drinks and clearing their used plates away.

### Quality Indicator 1:3 Play and learning.

Children benefitted from a range of activities that were fun, engaging and provided a balance of spontaneous and planned opportunities. Staff showed enthusiasm in their interactions with children, providing resources and experiences to support their learning. These included sensory activities, dinosaur

play and planting activities. One parent told us "staff are responsive to children which helps stimulate their interests".

Children's interests and ideas were reflected in learning journals and floorbooks. These were captured and progress tracked through observations, photographs and artwork. The learning journals held observations that were meaningful and identified individual children's interests.

Planning approaches were shared with parents at a recent parent education night. One parent told us "the team explained their planning, it was very clear that the children are at the heart of this and heavily influence the learning and play that takes place".

We observed some good examples of staff effectively extending children's play to challenge their learning. The manager told us about regular team meetings and supervision sessions that were in place. These helped support practice and build further knowledge and depth of skills, to promote children's learning.

### How good is our setting?

### 4 - Good

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

#### Quality Indicator 2.2 Children experience high quality facilities.

Children benefitted from an environment that was comfortable, clean, well maintained with plenty of natural light. Playrooms provided homely spaces with cosy areas for rest and relaxation which supported their wellbeing.

Staff demonstrated good infection control procedures, including supervising children during hand washing and frequently cleaning surfaces. This supported staff and children to minimise risks of infection and created a safe environment.

Resources were easily accessible and supported children to explore and lead their own play. Children enjoyed a range of activities that reflected their interests, these included sensory play, art and crafts, construction toys and role play. The home areas were well used across all playrooms and provided a range of natural and real life resources which promoted curiosity and imagination. We saw children having fun practicing their fine motor skills when pegging up the doll's clothes on the washing line.

Health and wellbeing was promoted through outdoor experiences and provided opportunity for fresh air and energetic play. There was a range of activities which provided a variety of large equipment to encourage children to be active and develop their gross motor skills. Children were able to assess their own risks through 'risky play' including climbing, swinging and balancing activities. The under two's garden should be further developed so that children experience more natural materials to continue to provide challenge and a sense of adventure for their play. One parent told us, "there seems to be quite a focus on outdoor play, no matter the weather, which I think is great."

The management team were clear of their role in the storage of information and paper files were kept in secure filing cabinets. Any information stored on the office laptop was password protected and only accessed by the management team. Parents were informed of how the nursery kept their information safe through the General Data Protection Regulation (GDPR) policy.

## How good is our leadership?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

### Quality Indicator 3.1 Quality assurance and improvement are led well.

The service was well led by management who demonstrated their commitment to the quality and improvement of the service. There was a warm atmosphere and staff told us they felt valued and respected. Parents were all very positive in their responses of the management team and one parent told us the management team were "fantastic leaders, and you can really see that they love what they do and take pride in their work".

Children and their families were encouraged to share their views and contribute to the life of the service. They were meaningfully involved in a number of ways, one which included the parent/carer participation floorbook. We saw that one parent had suggested using the theme of animals to support counting activities. This had been acted upon and staff provided evidence to parents of how this had been met. This meant that parents' suggestions were valued and respected and helped to encourage other parents to participate.

Effective policies and procedures were in place to support the improvement of the service. Priorities for the year were clearly set out and had been developed jointly as a staff team and in partnership with the local authority. Each priority was split across separate floorbooks to make them more accessible for staff and children to add comments, pictures and drawings. This helped identify the progress and development of the key priorities.

Quality assurance systems were in place and the service had developed a quality assurance calendar to monitor and review all working documents. The calendar also highlighted staff meetings, parent consultations, training, staff appraisals and transitions. This ensured a robust approach to provide continued and effective quality assurance of the service. Observations of staff practice was monitored in a variety of ways including during staff induction to ensure staff were confident in nappy changing and setting up a room. We saw that quality assurance and monitoring processes were working well and were having a positive impact on staff practice, provisions and outcomes for children.

## How good is our staff team?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

### Quality Indicator 4.3 Staff deployment.

Staff communicated well to meet the needs of children and created a warm and welcoming environment. They were motivated and enthusiastic with a shared vision to ensure that children were well supported. All parents were all very positive about the staff team, and one parent told us "the team are great, they genuinely care about the children and love to see them grow and develop". Another parent told us "they treat us all like family! I couldn't ask for a better staff team to look after my child there professionalism and dedication is brilliant".

The management team recognised the importance of ensuring that the service was appropriately staffed. They planned the staff rota according to suitably qualified and skilled staff across the playrooms. This

meant that deployment and levels of staff were effective and ensured children had positive experiences across the day.

The effective planning of staff breaks minimised disruption to children's routines and ensured there were enough staff to support children at busier times of the day, such as mealtimes. During these times the management team supported playrooms. This meant children were cared for by staff who were familiar to them and promoted the building of positive trusting relationships.

The team had a good mix of skills, knowledge and experience and demonstrated their willingness to develop and improve. This meant they could support each other to develop their professional learning and provide a range of improved learning opportunities and experiences for children.

## Complaints

Please see Care Inspectorate website ([www.careinspectorate.com](http://www.careinspectorate.com)) for details of complaints about the service which have been upheld.

## Detailed evaluations

|  |               |
|--|---------------|
| How good is our care, play and learning?           | 4 - Good      |
| 1.1 Nurturing care and support                     | 4 - Good      |
| 1.3 Play and learning                              | 4 - Good      |
| How good is our setting?                           | 4 - Good      |
| 2.2 Children experience high quality facilities    | 4 - 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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