

Broxburn Playgroup Day Care of Children

Strathbrock Partnership Centre
Community Area
189a West Main Street
Broxburn
EH52 5LH

Telephone: 07734385989

Type of inspection:
Unannounced

Completed on:
6 November 2025

Service provided by:
Management Committee Of Broxburn
Playgroup

Service provider number:
SP2003003164

Service no:
CS2003013396

About the service

Broxburn playgroup is a daycare of children service which operates from Strathbrock Partnership Centre. The facilities are on one level with the toilet facilities across the corridor from the room they use. They have access to a small enclosed play area. The service is located in a residential part of Broxburn, with access to local amenities.

The service is registered:

1. To provide a care service to a maximum of 20 children between the age of 2 years to those not yet attending primary school.

At the time of the inspection 34 children were registered with the service. There is a varied pattern of attendance with morning or afternoon sessions or full days.

The service works in partnership with West Lothian Council.

About the inspection

This was an unannounced follow-up inspection which took place on 04 November 2025 between 10:00 and 12:00 hours. The inspection was carried out by one inspector from the Care Inspectorate.

The inspection focused on the requirements and areas for improvement made during the previous inspection which took place on Wednesday 28 April 2025 between 08:30 and 15:30 and Tuesday 29 between 09:45 and 14:00. We evaluated how the service had addressed these to improve outcomes for children.

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:

Key messages

- Children benefitted from kind and caring relationships with staff which met their needs and supported their well-being.
- Quality assurance and self-evaluation systems had been introduced to identify how the service could be developed to improve experiences and outcomes for children.
- Risk assessments had been developed to promote children's safety in the setting and when in the community.
- Staff had developed in their role and were beginning to undertake leadership tasks.
- Improvement was evident in the areas identified at previous inspection. The manager and staff should continue to introduce, embed and review their work to monitor progress and achievements.

What the service has done to meet any requirements we made at or since the last inspection

Requirements

Requirement 1

By 30 September 2025 the provider must ensure that risk assessments are in place to promote a safe environment for indoors and outdoors. They should identify risk and detail what measures are in place to reduce any harm to children.

This is in order to comply with Regulation 4(1)(a) Welfare of users of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This requirement was made on 2 June 2025.

Action taken on previous requirement

Risk assessments for the environment and outings had been developed. They identified risk and measures in place to reduce this. Moving forward, we asked that they are kept under review and updated when needed.

Met - within timescales

Requirement 2

By 31 October 2025 the manager must develop their skills and knowledge to support quality assurance and self-evaluation within the setting. They should be able to guide and support staff in quality assurance. This could include, but not limited to;

- a) becoming familiar with the quality framework for daycare of children, childminder and school-age childcare
- b) identifying training and learning that would help develop skills that would support effective quality assurance
- c) becoming familiar with best practice guidance that supports self-evaluation and quality assurance.

This is in order to comply with regulation 7 (2)(c)- Fitness of managers of the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This requirement was made on 2 June 2025.

Action taken on previous requirement

The manager had started to introduce systems that supported quality assurance and self- evaluation of the service. This had included distributed leadership where staff had responsibility for identifying and making changes. One area reviewed was the snack experience for children. It had been improved to enable children to develop their self help skills.

The manger is working with the Local Authority and linking with other services to develop their skills and knowledge to support self-evaluation and quality assurance. Although at the early stages, we were beginning to see improvements that had been made. For example, personal plans were better, planning documents demonstrated how children's learning and interest were being supported and staff were supported in their role. Staff were feeling more confident in their role.

Moving forward, the manager should continue to develop and embed the systems into practice. As part of this, they should become familiar with A quality improvement framework for the early learning and childcare sectors: early learning and childcare. They should also continue to work with other services and undertake learning that will support them to develop their skills and knowledge in quality assurance.

We will extend the timescale for this requirement to 31 March 2026 to allow the time for this.

Not met

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

For children's health, welfare and safety needs to be fully met, the provider should continue to develop children's personal plans. They should include information about;

- the effectiveness of strategies and techniques used to support children
- summary of progress made and 'next steps'
- reviews at least once in every 6 months in consultation with children and families.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15).

This area for improvement was made on 2 June 2025.

Action taken since then

Personal plans had been improved and contained information and strategies needed to support children. There were differences in the way some information was recorded. In some instances, statements were general and would benefit from being more specific – For example, stating the steps of the process needed to support children's settling in experience.

In some plans there was information about children's development and how they were making progress. We saw that the review process has been started and involved parents and carers. Information recorded at review could be more detailed. For example, assessing how effective strategies are to support children. If needed, this would enable them to be changed.

Staff should continue to develop their skills in keeping personal plans up to date. They should continue to improve the review process with parents and carers so plans are tailored to meet children's individual needs.

This area for improvement has not been fully met, so will be continued.

Previous area for improvement 2

For all children to develop and learn at an appropriate pace staff should be supported to further develop planning.

- They should consider the range of activities provided so children are supported to develop skills through stimulating play opportunities.
- Staff should develop their evaluation skills so they can assess the impact and outcome of activities children participate in. This would enable them to plan experiences, with more focus on supporting children's specific next steps to further enhance progression in learning.
- They should refer to current national practice guidance to deliver high quality play and learning experiences. Staff should then apply their training in practice to improve outcomes for children.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely extended play, including using open ended and natural materials' (HSCS 1.31).

And 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes' (HSCS 3.14).

This area for improvement was made on 2 June 2025.

Action taken since then

Staff were in the process of developing the planning systems to ensure children were benefitting from a range of experiences that supported their learning. They had introduced consultative and responsive

planning and we could see where children's learning and interests had been supported and extended. They were using national guidance to inform planning and had recognised the need to consider pre-birth to three more for the children attending.

Staff were still in the process of developing their evaluation skills so they recognise the impact and outcome for children. This should enable them to offer opportunities that promote children to develop a broad range of knowledge and life skills.

Staff need to continue to develop planning systems so they are embedded and used effectively to support children's learning and development. They need more time to achieve this so we will continue this area for improvement.

This area for improvement has not been fully met, so will be continued.

Previous area for improvement 3

To improve children's learning through play by use of questions, promoting creativity and curiosity staff should continue to improve their interaction skills so they engage children in high quality learning experiences.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I am supported to achieve my potential in education or employment if this is right for me' (HSCS 1.27).

And 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes' (HSCS 3.14).

This area for improvement was made on 2 June 2025.

Action taken since then

Staff were at the early stages of building on their skills to support children's learning. Staff were down at children's level and interacting with them in their play. Offering children choice and talking to them about their activities. They were encouraging them to use their imagination and supported language development. Staff recognised when they are extending conversation with children and how children are benefitting from their interactions.

Staff should keep developing their skills so they confidently use questions, help children problem solve and offer them explanations if needed. This should enable them to record quality observation and add provocations to support and extend quality experiences for children.

This area for improvement has not been fully met, so will be continued.

Previous area for improvement 4

To ensure children have access to a range of activities that support their learning and development, staff should improve the planning system in place. It should reflect how children's individual learning needs are being planned for, evaluated and next steps identified.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'As a child, I have fun as I develop my skills in understanding, thinking, investigation and problem

solving, including through imaginative play and storytelling (HSCS 1.30) And 'As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open ended materials (HSCS 1.31).

This area for improvement was made on 2 June 2025.

Action taken since then

Consultative and responsive planning has been introduced along with individual learning journals for children. Staff were starting to identify progress, consider next steps and extend children's interests. They need to keep developing this and be mindful of children's individual needs. They should continue to reflect this in children's learning journals and personal plans. Next steps could be more detailed to include information about how to support children. For example, with numeracy, what words, resources or books could be used or added to extend learning and offer challenge.

This area for improvement has not been fully met, so will be continued.

Previous area for improvement 5

To ensure children are making progress, staff should be supported to develop their skills to record high quality observations. They should be able to use observations to assess children's progress and identify 'next steps'. This will help plan experiences to extend children's interests and encourage them to reach their potential.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes' (HSCS 3.14).

This area for improvement was made on 2 June 2025.

Action taken since then

Staffing issues had impacted on progress made. Some observations had been recorded, but were not yet used effectively to extend children's knowledge, understanding, skills and achievement.

Staff should attend training or research what good observations look like. They are not yet at the stage of following up on next steps and ensuring it informs the planning process.

This area for improvement has not been fully met, so will be continued.

Previous area for improvement 6

To improve outcomes for children and families, the manager should develop quality assurance systems. This should enable them to assess and evaluate all aspects of the the service and identify areas for development. This could include, but is not limited to, audits, peer review and monitoring of staff practice.

This is to ensure confidence in the people who support and care for me and is consistent with the Health and Social Care Standards (HSCS) which state that;

'I benefit from a culture of continuous improvement, with the organisation having a robust and transparent quality assurance processes.' (HSCS 4.19)

This area for improvement was made on 2 June 2025.

Action taken since then

Quality assurance and self-evaluation had started to be used to assess the work of the setting. Audits had been used to identify areas that could be improved for children. For example, changes to the layout of the room and snack time had helped children have better experiences. For example, they had developed their self-help skills and gained confidence in their abilities at snack time.

Gaps in practice had been recognised and enabled staff to address this. For example, ensuring an appropriate system was in place to support the administration of medication if needed.

Supervision had been introduced to support staff in their role and identify learning for their continued professional development.

The manager and staff still need to develop their skills to assess the impact and outcome of change. They could use examples of practice to support their findings.

This area for improvement has not been fully met, so will be continued.

Previous area for improvement 7

To support partnership working, the manager should consider ways that meaningfully involve parents and carers in the service and contribute to change. As part of this process, they should develop various ways to gather parents, children's and stakeholder's views.

This is to ensure confidence in the people who support and care for me and is consistent with the Health and Social Care Standards (HSCS) which state that;

'I benefit from a culture of continuous improvement, with the organisation having a robust and transparent quality assurance processes.' (HSCS 4.19)

This area for improvement was made on 2 June 2025.

Action taken since then

Newsletters were used to share information with parents and invite them to contribute to the work of the service. Plans were in place to offer stay and play sessions to promote partnership working and enable views to be shared.

Further consideration needs to be given to different approaches which could be effectively used to gather the views of children and families.

The service will continue to work with partners and other services to build on purposeful self-evaluation and inform improvement.

This area for improvement has not been fully met, so will be continued.

Previous area for improvement 8

To promote positive outcomes for children the provider should ensure;

- all recruitment information is received and stored for each staff member
- the induction process should continue to be embedded and used to support professional development
- staff engage in continuous professional learning relevant to their role, which develops their skills and knowledge.

This is to ensure confidence in the people who support and care for me and is consistent with the Health and Social Care Standards (HSCS) which state that;

'I have confidence in people because they are trained, competent and skilled, and are able to reflect on their practice and follow their professional and organisational codes.' (HSCS 3.14)

This area for improvement was made on 2 June 2025.

Action taken since then

Information relating to staff recruitment was in place. To support good practice, it would be beneficial to have a record of when information was requested and received. This would demonstrate safe recruitment practice had been fully followed.

The national induction resource has been introduced and used to gather information about staff knowledge. They were beginning to reflect on their practice and identify learning for their continued professional development.

A training plan was in place with relevant topics being covered. For example, personal planning, infection, prevention and control, planning and use of best practice guidance such as setting the table and realising the ambition.

A plan was in place to support the development of the staff team. For example, looking at planning in respect of pre birth to three and need more support and learning around evaluation and assessing their work. To further support this, staff may want to consider the bite size sessions from the Care Inspectorate's improvement team available on the HUB.

Staff had used in-service days for learning and were starting to use professional reading.

This area for improvement had been met.

Complaints

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

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