

Bright Horizons Livingston Early Learning and Childcare Day Care of Children

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Livingston
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Telephone: 01506 462 200

Type of inspection:
Unannounced

Completed on:
17 November 2022

Service provided by:
Bright Horizons Family Solutions Ltd

Service provider number:
SP2003000319

Service no:
CS2003012115

About the service

Bright Horizons Livingston Early Learning and Childcare is registered to provide care to a maximum of 131 children who are aged from birth up to an age to attend primary school of whom no more than 48 shall be under two years of age.

The service is situated in a residential area of Livingston. The nursery has rooms for babies, toddlers and two year olds on the first floor, downstairs is the pre-school room. The service has a large enclosed garden which the children have access to.

About the inspection

This was an unannounced inspection which took place on 14 November 2022 between 9:30 and 16:45 and on 15 November 2022 between 9:30 and 16:00. 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 since the last inspection.

In making our evaluations of the service we:

- spoke with 20 people using the service and 17 of their parents and carers
- spoke with twelve staff and management
- observed practice and daily life
- reviewed documents
- spoke with visiting professionals

Key messages

- Quality assurance and self evaluation was having a positive impact in improving the service and on outcomes for children
- There was a caring ethos within the staff team, who knew children and families well
- Fun and creative opportunities for play were provided
- The outdoor area should be improved so that all areas are available to pre-school children
- Staff in the pre-school room need to be aware of children's individual needs and have strategies to support them.

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?	4 - Good
How good is our staff team?	4 - 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 throughout the nursery experienced warm and nurturing approaches from kind and caring staff. Staff knew children in their care well and were aware of their likes and interests. Staff practise reflected families personal preferences and promoted children's independence, privacy and dignity.

Children in the baby room benefitted from loving, kind, softly spoken, nurturing staff. Babies had clearly developed loving and trusting relationships with the staff. Staff celebrated children's progress. Toddler's were sensitively supported by staff who were knowledgeable about their individual needs, for example if they had slept well the previous night. Staff sensitively supported them when delivering personal care, hand washing and changing out of outdoor clothes. They were aware of children's abilities and supported them to be independent in a sensitive manner. Children in the two's room experienced kind, caring and respectful interactions from staff.

Parents comments included "The baby room looks great, I can see that there are lots of different toys for them to play with as well as messy play opportunities. I think the baby team are fantastic! Very friendly and warm. You can see how much they care about the children" and "The toddler room staff show that they know my daughter as an individual with their feedback to me. The staff coordinate each day very well and there is a great range of activities for the children to take part in. My daughter particularly likes playing outside in the garden and she is frequently given the opportunity to do that".

Children in the preschool room benefitted from care by staff who knew them well and responded positively to them. Children were confident in the care of staff and happy to approach them for support. Overall children in the preschool room could be given more opportunities to develop their independence.

Not all children were receiving the support to fulfil their potential. Staff in the pre-school room need to ensure that individual observations of children support them to provide consistency of care. All staff should be aware of the needs of individual children and the strategies to support them (see area for improvement one).

Lunchtimes were calm, relaxed and a sociable time for children. Staff sat with children to offer support and facilitate conversation. Staff and the chef communicated well to ensure that children's allergies and food preferences were known to all. All children had access to water through the day to keep them hydrated. All of this contributed to keeping children safe and healthy.

Children's safety, emotional security and wellbeing were supported through sensitive arrangements for sleep routines. Staff understood the importance of sleep for children's overall development. Individual sleep tags were used in the baby room to ensure that all staff were aware of the individual child's needs and families wishes around sleep. We discussed with the manager that this good practice could be used throughout the nursery where children slept.

Children's overall wellbeing was supported through the effective use of personal planning. The service was in a transition period of moving from learning journey books to online learning journey on the Family App. All children had summative assessments so that prior knowledge about the child was not lost. We discussed with the manager that more uniformity within the summative assessments would be helpful. She agreed to look at this with staff.

Quality indicator 1.3: Play and learning

Children under three benefitted from staff who recognised the value of play as an opportunity for developing life skills and learning. Staff were aware of the current interests and stage of development of individual children. Staff responded in a timely fashion to extend the provision to provide further opportunities for children to engage in their chosen activities. Children experienced a lot of sensory and cause and effect play which allowed them to develop cognitive processes. Achievements were recognised and learning journals evidenced overall learning and progression of babies.

Children in the preschool room had opportunities to engage in imaginative and creative play with loose parts and natural materials. Some staff facilitated opportunities for children to express their thoughts and opinions and consider the ideas of others. This provided children with space to think critically while respecting others.

Children in the pre-school room had access to activities which stimulated their natural curiosity and developed their skills in understanding and thinking. For example, the curiosity cupboard where they could mix and make potions, this was available inside and at the small outdoor area directly outside the playroom, allowing children to lead their own learning. A parent commented "The activities seem age appropriate and fun. My son is always keen to tell us what he's done when he comes home".

Moving forward, staff teams in the two's and pre-school need to develop their planning approaches to further consider individual children's learning and progression. Effective observations of individual children's learning and possible next steps in learning should be considered when planning future learning experiences (see area for improvement two).

Areas for improvement

1. To support all children to reach their potential, staff in the pre-school room should ensure that individual observations of children are used to support children's overall well-being. Staff should record strategies and ensure that they are shared with all staff.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state that 'If I am supported and cared for by a team or more than one organisation, this is well-coordinated so that I experience consistency and continuity' (HSCS 4.17).

2.

To support individual children's learning and development, staff in the two's and pre-school rooms need to continue to develop their planning, to ensure that it is responsive to children's interests and life experiences and offers opportunities for progression.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state that 'As a child, I can direct my own play and activities in the way that I choose, and freely access a wide

range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning, learning and creativity' (HSCS 2.27).

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.

2.2 Children experience high quality facilities.

The entrance and foyer to the nursery were welcoming, inviting spaces and gave a strong message to children that they mattered. All rooms had photographs of staff which informed parents of whom was working with their child. The nursery was furnished to a high standard, clean with plenty of natural light and ventilation.

The setting was safe and secure and maintenance issues were addressed in a timely manner. Staff worked well together to ensure that risks were minimised and that children were accounted for throughout the day.

Parents were very positive about coming back into the nursery to drop off and pick up their children.

Children under three benefitted from indoor and outdoor environments which were sensitively structured and took account of children's stage of development and learning. Spaces reflected children's interests with appropriate resources and materials to support learning. Children in the toddler room had free-flow access to the outdoor, which provided opportunities to independently choose where they played. Consideration should be given to free-flow to the outdoors from the other rooms.

Some activities in the pre-school room had not been well planned to enable children to lead their own play and learning. Pre-school staff need to further consider the activities and resources available to children to ensure that are motivated in their play and learning (see area for improvement one).

Despite the re-vamp of the outdoor area, the pre-school children did not access the large garden area for much of the day. Many areas of the garden were inaccessible due to the amount of mud which made areas slippery and difficult to access. In addition areas of the garden were not set up and well resourced for children to explore. The outdoor STEAM (Science, Technology, Engineering, Arts and Maths) classroom was not well utilised and did not promote learning experiences that allowed children to explore, question, research, and discover (see area for improvement one).

Areas for improvement

1. The indoor and outdoor areas for pre-school children should offer a range of rich stimulating play resources to support and develop their learning.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state that 'As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning, learning and creativity'(HSCS 2.27).

How good is our leadership?**4 - Good**

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

3.1 Quality assurance and improvement are well led.

The manager had successfully promoted a shared vision, values and aims of the service. These had recently been revised with input from children, families and staff, in a spirit of genuine partnership. They now reflected the aspirations of all stakeholders. Parents commented "They listen, take on board and respond well to feedback" and "I fed back extensively to the head of service and beyond and have seen some of my feedback being enacted which is very positive for me as a parent".

Leaders recognised the importance of using the views of children and families to inform the planning and development of the service. We saw detailed consultation with children, staff and families about the room changes for the two's rooms and the pre-school rooms. Management continued to reflect on the benefits of change to ensure that there were improved outcomes for children.

Senior leaders were working hard to create conditions where all people felt confident to initiate well informed change and share responsibly for the process. This was successful in the baby and toddler room and there was an emerging impact of this in the two's rooms. The pace of required improvement in the pre-school rooms demonstrated less progress and senior management should continue to focus on areas of improvement to improve outcomes for children.

There was a strong ethos of continuous improvement in the service which was effectively supported by the management team and some team leaders and staff. The manager and depute had worked hard to develop a programme of continuous improvement. Some areas highlighted at the inspection had been identified by the the manager and depute as areas for improvement. They should now ensure that areas identified in this report and by them are addressed in a timely manner.

How good is our staff team?**4 - Good**

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

4.3 Staff deployment.

A positive ethos was evident within the staff team. The deployment of staff within the service during our visit was well managed and effective to meet children's needs. Staff worked well together as a team and were supported by the wider management team. Both the manager and the depute were visible in the service. Staff had created a caring ethos promoting a climate of respect. They used praise effectively with children to promote positive attitudes to play and learning. Children presented confident in the care of staff.

Parents were very positive about the staff team. Comments included "The staff in the service are fantastic", "Always knowledgeable, friendly and happy to help" and "staff are very supportive and do a great job".

Lunch cover staff were employed and worked for a core part of the day. This meant that busier times of the day were recognised and planned for. It also meant that key staff breaks were planned for to minimise the impact on the children whilst enabling staff to rest and be refreshed.

Approaches led by the lead practitioners in the under three's rooms had been introduced to support and develop staff skills and knowledge. This provided opportunity for staff to further develop skills to support children to experience high quality care play and learning experiences. In discussion with lead practitioners, they celebrated the achievements of their staff team.

The good areas of practice within the nursery should be shared throughout the nursery to improve outcomes for all children.

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

Requirements

Requirement 1

Children must have the right care at the right time. By 01 November 2021, the provider must ensure that where strategies are identified by parents, other professionals and the service, these must be consistently implemented. The impact of these strategies must be recorded and regularly evaluated to ensure that they are having a positive impact and meeting children's needs.

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

This is to ensure that care and support is consistent with the Health and Social Care Standards which state that 'If I am supported and cared for by a team or more than one organisation, this is well-coordinated so that I experience consistency and continuity' (HSCS 4.17).

This requirement was made on 28 September 2021.

Action taken on previous requirement

Where children had an Individual Education Plan (IEP) strategies identified by parents and other professionals were recorded and implemented. Staff worked with health visitors and speech and language therapists to further support children.

The impact of these strategies were not always consistently recorded. Staff need to ensure that they record these and share information with all staff.

Met - outwith timescales

Requirement 2

Staff must provide children with access to broad and balanced learning experiences, which provide meaningful and rich contexts and opportunities for children to develop a wide range of skills.

In order to ensure this the provider must by 01 October 2021 ensure that staff are supported to implement their training. The impact of this should be monitored.

This is to comply with The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011, Scottish Statutory Instrument 2011/210, 4 (1)(a) Welfare of users.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state that 'I have confidence in people because they are well trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational skills'.

This requirement was made on 28 September 2021.

Action taken on previous requirement

Staff in the under three's had implemented their Alice Sharp training to improve environments and experiences. As a result children were experiencing broad and balanced learning experiences.

Met - outwith timescales

Requirement 3

Children and parents must experience a service which has a culture of continuous improvement because there are robust and effective quality assurance procedures in place. They should be confident that their service is well led and managed.

In order to achieve this the provider must by 01 December 2021 ensure that they continue to develop systematic and rigorous procedures for self-evaluation, auditing and monitoring all areas of the service using local and national guidance and which lead to clear plans for maintaining and improving the service.

This is to comply with The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011, Scottish Statutory Instrument 2011/210 3, 4 (1)(a) and 15 (b).

This is to ensure that care and support is consistent with the Health and Social Care Standards which state that 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes'.

This requirement was made on 28 September 2021.

Action taken on previous requirement

Since the last inspection the manager and new depute had worked hard to develop systematic and rigorous procedures for self-evaluation, auditing and monitoring all areas of the service using local and national guidance and which lead to clear plans for maintaining and improving the service. The impact of this could be seen through the service. Some of the areas for improvement identified at this inspection had already been identified by the service. They should now ensure that they begin to address the areas for improvement in a timely manner.

Met - outwith timescales

Complaints

Please see Care Inspectorate website (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?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good
How good is our staff team?	4 - Good
4.3 Staff deployment	4 - Good

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