

Bonnyrigg Playgroup Day Care of Children

Waverley Pavilion
Waverley Park
Bonnyrigg
EH19 3BU

Telephone: 01316 635 832

Type of inspection:
Unannounced

Completed on:
28 June 2023

Service provided by:
Bonnyrigg Church Playgroup
Management Committee

Service provider number:
SP2003002779

Service no:
CS2007149983

About the service

Bonnyrigg Playgroup is registered to provide a service to a maximum of 26 children aged from two to five years. The playgroup runs on a Monday, Tuesday and Wednesday, 09:00 to 11:30. The service does not operate during school holidays.

The service is based in a single storey pavilion located within the Waverley Park area of Bonnyrigg. The space comprises of a large hall, kitchen and cloakroom. Children had access to an enclosed garden to the side of the property. The playgroup has sole use of the building during the hours it operates. The service is close to local schools, shops and green spaces.

About the inspection

This was an unannounced inspection that took place on 26 June 2023 between 09:00 and 12:00. We returned to the service on the 28 June between 11:00 and 11:45. The inspection was carried out by one inspector from the Care Inspectorate.

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

To inform our evaluations we:

- spoke with and observed children using the service
- received written feedback from seven families
- spoke with staff and received written feedback from two staff members
- spoke with the manager
- observed practice and children's routines and experiences
- reviewed documents.

Key messages

- Children's wellbeing was being nurtured through positive interactions with staff who were sensitive to their individual needs.
- Children were happy and confident as they extended their interests and developed their own ideas.
- The garden space had been thoughtfully developed and offered a variety of well resourced spaces.
- Children were supported by staff who worked well together to promote a safe environment.
- Staff understood the importance of building relationships and working in partnership with children and families.
- Staff had worked hard to develop their self-evaluation processes, and these had contributed to bringing about positive changes.
- Effective use was made of the differing experience, knowledge and skills of the staff group.

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?	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/people and clearly outweighed areas for improvement.

Quality Indicator 1.1: Nurturing care and support

Children's wellbeing was being nurtured through positive interactions with staff who were sensitive to their individual needs. One parent shared, "It is the staff that make it special, and the staff are brilliant here". As a result, children were happy, comfortable and had built trusting relationships with the staff that cared for them.

All children had a personal plan in place, these were completed in partnership with parents. All staff could confidently talk about individual children's likes, dislikes and wishes. One parent shared with us, "The staff are really friendly, they take time to get to know the children". Evidence gathered showed that personal plans had been updated as and when changes to children's care needs had occurred. Daily conversations and ongoing communication with families supported staff to understand individual children's needs. However, we did find inconsistencies and not all personal plans had been signed and dated when reviews had taken place. We asked the service to ensure that all personal plans are reviewed and updated every six months or when changes occur, in line with legislation. The manager was receptive to this feedback and planned to action this at the beginning of the new term. This would ensure that children have a personal plan that reflects their current needs and supports continuity in their care, play and learning.

Staff supported children to be independent as children showed confidence following the snack routine. For example, independently washing their hands, choosing where to sit and self-serving their own snack. Children had a choice of healthy, nutritional food options that reflected current good practice guidance. One parent told us, "The snack is always healthy and they have opportunities to serve and feed themselves which is promoting their independence". As a result, children received praise and encouragement as they enjoyed a sociable, unhurried snack time.

Children experienced warm, caring interactions while receiving personal care. Staff recognised children's feelings when they presented as a little upset at being changed. Staff were sensitive to this and responded in a nurturing and compassionate way. Staff used daily routines such as nappy changing as an opportunity to have quality one to one interactions with children. This supported children's emotional security and overall wellbeing.

No children required medication within the service at the point of inspection. The manager was confident in the procedures to correctly store, and administer medication if required. We directed the service to the Care Inspectorate's, 'Management of medication in day care of children and childminding services' (2018). The service should revisit this good practice guidance to refresh their knowledge and understanding when required. This would ensure that children's health and wellbeing needs are responded to consistently by knowledgeable, skilled staff.

Quality Indicator 1.3: Play and learning

Children were fully leading their own play and learning. Children were happy and confident as they extended their interests and developed their own ideas. Parents shared with us, "The range of opportunities for creative and independent play is amazing" and "I love the variety of activities and the crafts my child has brought home, have all been lovely and clearly child led". Children had access to a balance of planned and spontaneous activities that offered new play experiences. For example, a child was engrossed in their play as they explored the coloured foam, water and loose parts play that had been introduced in the garden area. The child experimented with early mathematical concepts such as size, volume and weight as they filled, poured and measured the water into different containers. This supported children to be excited in their play and learning, while following their own natural curiosity.

Children's play and learning was supported by a responsive planning approach. This meant children could see their current interests reflected within the environment. For example, staff told us many children were exploring learning with their whole body and were showing an interest in climbing. Staff observed the way children were using the space and developed this to enhance the opportunity for children to be physically active and climb. This supported children to extend and challenge their own learning and feel valued.

Staff shared learning with parents through daily conversations and updates, newsletters and a closed parent forum. This supported families to be involved in their child's learning and experiences across the day. When asked what would make the service better, one parent shared with us, "Maybe the occasional day when parents can come and play too to see what happens". The service should continue to look for further opportunities to support parents to be involved in their child's play and learning. This would support children to celebrate their play, learning and achievements with family members who are important to them.

How good is our setting?

4 - Good

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

Quality Indicator 2.2: Children experience high quality facilities

Children experienced a warm, welcoming environment that benefited from natural light and was well ventilated. Play spaces had been developed to reflect children's current interests and pace of learning. Staff had worked hard to develop spaces that were inviting, thoughtful and sent the message to children that they mattered. One staff member told us a main strength of the setting was, "The caring nurturing environment. The relationships we build with the children and their families". This supported children to feel valued and important.

Children were able to choose where they spent their time and were freely moving between indoors and outdoors. The garden space had been thoughtfully developed and offered a variety of well resourced spaces. One parent shared with us, "The outdoor space they have is incredible and they get to spend so much time outside which I love". The variety of natural open-ended materials supported children to follow their own curiosity and experiment with their own ideas. For example, three children worked together transporting water across the garden to create a muddy puddle. Children developed early literacy skills as they worked together to develop a plan, negotiated roles and delegated individual tasks. Children overcame challenges, problem solved and developed resilience as they worked together to achieve their goal. Staff recognised and praised children's hard work and achievements. This supported children to develop their confidence, gain a sense of achievement and satisfaction, while building strong relationships with their peers.

Children were supported by staff who worked well together to promote a safe environment. Children were encouraged to risk assess their own play. For example, two children were exploring swinging in the garden from the tree branches. Staff encouraged children to think about their plan, consider the risks and if they should do anything more to keep themselves safe. Through supportive conversations children felt confident to take safe risks, challenge themselves and try new experiences.

Children were encouraged to follow good handwashing routines. Staff followed good infection, prevention and control practices within the environment and across their daily routines. The service runs from a community building and therefore the storage of equipment was challenging. For example, we found additional seating being stored in the children's bathroom area. While we recognised the service is provided from a community shared building, it is important that areas used by children are not used as overflow storage areas. The service should revisit the storage of additional furniture and community equipment and ensure it is stored safely. This would support good infection, prevention and control practices within the service. The service was receptive to this feedback. The service should ensure that additional equipment and furniture is stored away from areas that children access. This would support children to experience a safe, welcoming and hygienic environment at all times.

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

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

Quality Indicator 3.1: Quality assurance and improvement are led well

Staff had worked hard to develop their self-evaluation processes, and these had contributed to bringing about positive changes within the service. We saw evidence of a number of ways in which self-evaluation and reflective practice took place within the service. For example, daily reflective discussions, daily planning conversations and monthly team meetings. One staff member shared with us, "We evaluate every day together to see what works and what doesn't work too". Staff had developed a floor book as part of their ongoing self-evaluation. This contained children's contributions and parents' voices. The newly introduced improvement diary captured ongoing improvements and outcomes that were being developed. This area of practice was new to the staff team. The service should continue to embed this system and ensure that this supports and informs ongoing developments within the service. This would contribute to positive outcomes for all.

Staff understood the importance of building relationships with children and families. One parent shared with us, "Staff could not be more welcoming and helpful and knowledgeable". A new questionnaire had just been sent out to parents welcoming child and parent feedback and comments in relation to the service. The service recognised the importance of working in partnership with children and parents and remained open to their suggestions and feedback. For example, staff shared several examples of how observations of children's play and learning had influenced developments within the service. This supported children to have their voice heard and bring about positive changes to their environment. Listening to both children and families contributed to building strong, trusting relationships and sent the message that they are an important part of the service.

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/people, therefore we evaluated this key question as very good.

Quality Indicator 4.3: Staff deployment

Staff warmth, kindness and compassion enabled children to feel valued, loved and secure. Children experienced kind, warm and responsive interactions throughout their morning. Staff recognised the importance of building strong attachments and took time to support, speak and listen to children. This supported them to understand children's individual needs within the context of the wider group. For example, when children were settling into the service, staff took time to offer reassurance and responded sensitively. One staff member shared with us, "I believe we are very caring and empathetic towards both the families and children of the playgroup especially when the children are first settling in and we are always there to support". This contributed to the warm atmosphere that children experienced.

Effective use was made of the differing experience, knowledge and skills of the staff group. This ensured children's experiences across the whole day was positive and that they were safe. One staff member told us, "We all have different strengths, and we work together to pull on these and create the best possible experiences for children". Staff communicated well with their colleagues when a task may take them away from their responsibilities. For example, moving inside to begin snack preparation. Staff were flexible and worked together to ensure effective supervision and quality engagement with the children continued. This supported children's positive play and learning experiences.

Staff took on a variety of roles across the space to support and extend children's play experiences. For example, staff were observed being invited into children's play, facilitating play opportunities and scaffolding children's learning through skilled conversations. One parent shared with us, "My child has come on leaps and bounds with their speech and also their interaction with people out with his family. They always look forward to playgroup and asks to go straight back". This contributed to the positive, trusting relationships that had been built and supported children to thrive.

Staff were confident in their roles and responsibilities in keeping children safe and protected from harm. The service had an appointed lead person who was confident in taking forward any concerns and following the correct reporting procedures. This contributed to children's overall health, wellbeing and safety.

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

To ensure children experience high quality care the provider should develop further self-evaluation systems to assess the quality of the service. This should include priorities for improvement and how these improvements will be achieved.

This is to ensure the quality of the environment is consistent with the Health and Social Care Standards (HSCS) which state that: 'As a child, I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 9.19) and 'I experience high quality care and support because people have the necessary information and resources' (HSCS 4.27).

This area for improvement was made on 26 September 2022.

Action taken since then

The service had worked hard to develop their self-evaluation systems. Staff had introduced a floor book to support ongoing self-evaluation and evidence gathering. This had supported staff to have ongoing reflective discussions and use these to bring about positive changes to outcomes for children. For example, the service had developed further sensory and messy play opportunities for children. The service had introduced a diary to plan, record, monitor and evaluate ongoing improvements. The service should continue to develop and embed this new area of practice. This would contribute to positive outcomes for all.

This area for improvement has 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.

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?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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