

## Bridge of Earn Nursery Day Care of Children

The Institute  
Station Road  
Bridge of Earn  
Perth  
PH2 9EA

Telephone: 01738 718 156

**Type of inspection:**  
Unannounced

**Completed on:**  
6 March 2024

**Service provided by:**  
Bridge of Earn Nursery

**Service provider number:**  
SP2003002148

**Service no:**  
CS2003010092

## About the service

Bridge of Earn Nursery is a day care of children service registered to provide care to a maximum of 24 children aged from two and a half to those not yet attending primary school.

The nursery operates from a community hall within the village of Bridge of Earn, close to shops, parks and other amenities. The nursery consists of a playroom, kitchen, toilet facilities and a large enclosed garden.

## About the inspection

This was an unannounced inspection which took place on 5 March 2024 between 08:30 and 15:15 and 6 March 2024 between 08:45 and 13:15. The inspection was carried out by one inspector 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
- received feedback from eight families
- spoke with staff and management
- observed practice and children's experiences
- reviewed documents.

## Key messages

- Children experienced genuinely warm, caring and nurturing interactions which supported their wellbeing.
- Staff were respectful and supportive of each other. This created a nurturing environment for children and families.
- Children experienced fun and joy throughout their day. They actively led their own play and learning experiences.
- Children experienced indoor and outdoor environments which were developmentally appropriate. However, a few areas of the setting, could be enhanced to extend children's play experiences and provide cosy and comfortable spaces.
- Children were consistently supported by the right number of staff to meet their needs.
- Robust quality assurance processes supported improved experiences and outcomes for children and families.
- Children and families were meaningfully involved in developing the service.

## 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.

### 1.1: Nurturing care and support

Children were cared for in a kind, nurturing and compassionate way. They experienced genuinely warm, caring interactions which supported their wellbeing. Families were very positive about the care their children received. Their comments included: "Friendly, attentive staff who know the kids individually and show they care about the nursery and families", "Caring and nurturing staff who always go above and beyond for the children" and "Wonderful staff who always put the children first".

Effective personal planning supported children's overall wellbeing. Their individual needs and cues were understood and responded to effectively by staff which helped them to feel loved, safe, and secure. As a result, children were happy, relaxed and having fun. Staff worked proactively with families and other professionals. They were skilled at recognising where children may benefit from additional support. This was managed sensitively to ensure children received the right support. Staff consistently implemented children's individualised strategies of support which meant they experienced continuity of care. This contributed to children being nurtured and supported to achieve their full potential.

Children were encouraged to be independent through daily activities such as preparing their own snack and self-serving. For example, they were skilfully supported by staff to cut vegetables safely which helped to build their confidence and life skills. Children and staff enjoyed eating and chatting together at lunchtime which promoted good eating habits and supported positive attachments. They were able to eat at a pace which was right for them in an unhurried atmosphere. As a result, children had a positive, relaxed, and social experience.

### 1.3: Play and learning

Children experienced fun and joy throughout their day. They laughed and giggled during play and when interacting with staff. Planning approaches within the nursery were child centred which enabled children to actively lead their own play and learning experiences. Families agreed with this, and one family commented, "Lots of open learning opportunities and play. The learning is led by the children and their interests". Staff engaged with children's interests and effectively supported them to find out more about things they were curious about. For example, children were interested in creatures under the sea. Staff helped them to use digital technologies and books to find out facts about them.

Children were well supported to develop their skills in language, literacy, and numeracy. Their play and learning experiences were enhanced through positive connections to their local community. For example, they went to the shop where they had real life opportunities to develop their understanding of money. However, there were a few missed opportunities to extend children's mathematical thinking during play experiences. Children independently engaged in mark making and enjoyed reading and retelling stories with staff. Staff were playful in their interactions with children and there was lots of chatter and laughter. They took time to listen to children and used some effective questioning to promote children's curiosity.

Children were involved in shaping their play and learning. They contributed to floor books with comments and drawings about their experiences. However, there was limited evidence of children's learning recorded. Observations were personal to each child and captured some progress and achievements in key areas. However, the breadth and depth of children's learning was not captured to demonstrate their development across a variety of areas. Families had been involved in setting children's next steps which enabled them to be included in their child'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.

### 2.2: Children experience high quality facilities

Children experienced a bright and welcoming environment. Playrooms had been redecorated in neutral tones which created a calm space. However, the playroom lacked homely touches and cosy spaces for children to rest and relax in. This meant children had limited opportunities to retreat to a quiet and comfortable area. One family told us, "The setting would benefit from a quiet zone if it is possible to include that in future planning".

Children experienced indoor and outdoor environments which were developmentally appropriate spaces. They independently accessed some interesting and exciting toys and resources which enabled them to lead their own play and learning. However, a few areas of the setting, such as the role play area could be enhanced with more real life resources to extend children's play experiences. Children had fun outdoors, experiencing imaginative, active, and risky play opportunities where they could push their own boundaries and build self-confidence. For example, children built obstacle courses with loose parts which provided them with opportunities to test their balance.

The setting was safe, and well maintained. Consideration had been given to ensure the environment was secure, for example, with additional fencing added in the outdoor area to keep children safe. Staff were vigilant about where children played and ensured that children were always accounted for. Children and staff had worked together, to minimise risks and enable children to make choices about how to keep themselves and others safe.

Children experienced a clean, well-ventilated setting which helped to keep them safe and healthy. They were well supported to wash their hands at key times throughout the day which minimised the risk of potential spread of infection.

## 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.

### 3.1: Quality assurance and improvement are led well

A strong ethos of improvement supported high quality outcomes for children and families. Staff, families, and children had been involved in reviewing the shared vision of the setting. This meant that everyone had clear expectations about children's care, play and learning experiences.

Family engagement was a key strength of the service. The service was run by a parent led management committee. This enabled families to be meaningfully involved in making decisions about the service development. All families agreed and strongly agreed that they influenced change within the setting. A wide range of methods were used to gather children's and families' suggestions and ideas. Their views were genuinely valued and listened to and used to inform improvements.

Robust quality assurance processes supported improved experiences and outcomes for children and families. Staff and families were fully involved in self-evaluation and reflected well together which enabled them to bring about positive change. A cycle of improvement had been embedded with key priorities identified and actions followed up to assess whether changes resulted in improvements. Audits and monitoring informed the development of staff practice and improvements to the environment. As a result, children experienced high quality care and support which was tailored to their needs.

## 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.

### 4.3: Staff deployment

Staff were respectful and supportive of each other. This created a nurturing environment for children and families. The staff team were stable and consistent, which ensured families knew which staff were supporting their children. Effective arrangements were in place in the event of absence, with consistent supply staff available. This supported the continuity of children's care.

Staff worked very well together as a team and communicated effectively to ensure children were consistently supervised and supported. They were very responsive to children's needs and moved flexibly throughout the play spaces to provide support, interaction, and engagement.

Children were consistently supported by the right number of staff to meet their needs as staffing arrangements were effectively planned. This included effective planning of staff breaks to ensure that children were supported by familiar staff. Consideration had been given to the differing skill mix and experience of staff to ensure that children consistently received high quality care and support.

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com).

## Detailed evaluations

How good is our care, play and learning?	4 - Good
1.1 Nurturing care and support	5 - Very 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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Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
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[enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

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