

Ballerup Nursery Centre Day Care of Children

c/o St Vincents Primary School
Tinto Way, Greenhills
East Kilbride
Glasgow
G75 9DG

Telephone: 01355 236 737

Type of inspection:
Unannounced

Completed on:
21 May 2024

Service provided by:
South Lanarkshire Council

Service provider number:
SP2003003481

Service no:
CS2003015271

About the service

Ballerup Nursery Centre is registered to provide care to 80 children. Of these 80 children nine are aged zero to under two years, 15 are aged two to under three years and 56 are aged three years to those not yet attending primary school.

Care is provided from the nursery centre connected to St. Vincent's Primary School, East Kilbride, South Lanarkshire. The service is close to local shops, schools, transport routes and other amenities.

About the inspection

This was an unannounced inspection which took place on 20 and 21 May 2024 between 08:30 and 17:00. Inspection feedback was provided on 21 May 2024. 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 eight people using the service and 12 families
- spoke with 10 staff and management
- observed practice and daily life
- reviewed documents
- spoke with two visiting professionals.

Key messages

- The service was calm, homely and relaxed. Children were settled, happy and having fun.
- Children were supported to lead their learning through a creative, challenging and stimulating environment.
- There was a good balance of spontaneous and planned play experiences that promoted choice and independence for children.
- Staff were very warm, nurturing and attuned to children's needs.

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?	5 - Very Good
How good is our setting?	5 - Very 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?

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 quality indicator as very good.

1.1 Nurturing Care and Support

Staff were committed to delivering a high standard of care. Nurturing relationships, professional practice and supporting children's wellbeing were central to this. For example, personal plans were shared and celebrated individual progress and achievements. Parents were actively involved in decisions about their child's care and development. They told us "My child's keyworker updates their personal plan with relevant information regarding any appointments or instructions. I have also had phone discussions about how they are developing and achieving within the room". As a result, approaches were consistent, supportive and having a positive impact on improving outcomes for children.

Visiting professionals told us they provided regular support to children and provided training and support for nursery staff. They told us "I am always given time with the keyworkers and find them keen to take on any advice or suggestions. The children are well supported, targets planned for and actioned. Staff are happy to contact me if they hit any obstacles or need further advice" and another said "We share information and plan together. After every visit, time is given to me to provide feedback to the management informally. Meetings with parents are organised to gather and share information. We also work closely at times of transition planning for children who may be considered for a supported school placement. The nursery provides many different experiences which will support the children who have been referred and will offer specific experiences that are fun and motivating for them".

Staged intervention and additional support plans support were in place to support children to achieve. Strategies agreed with visiting professionals and parents were consistently applied. One parent told us staff had "Learned how to support my child's daily needs and feedback to me each day how they had been. The staff are showing growing confidence in supporting my child with their new technology. Staff listen to questions and concerns I may have and provide honest answers. They are also happy to approach me with any questions or concerns they may have and take onboard anything I say".

Children were having fun and were happy. Sensitive approaches helped children to be confident and secure in their relationships with staff and each other. For example, staff read stories, helped to dress dolls in home corner and offered provocations to extend learning when searching for bugs outdoors using magnifying glasses.

As part of ongoing reflections and monitoring staff told us that they had improved the lunchtime routine for older children. Children were now having a rolling lunch which ensured interruptions to play were minimal. This approach provided children the opportunity to enjoy their meal in smaller groups and helped to create relaxed and supportive mealtimes. Mealtimes were paced to suit the needs of children and opportunities to build skills in self-serving were promoted. Water was available to children at all times and they were encouraged to remain hydrated.

Suitable plans were in place to support the management of medication, accidents and incidents. Medication was stored safely out of the reach of children and parents were aware of the expectations around this. We discussed regular reviews and monitoring of this documentation and the leadership team understood the importance of this.

Staff had a clear understanding of their roles and responsibilities in safeguarding children. They participated in regular training and systems ensured they were confident in recognising and responding appropriately to any concerns.

1.3 Play and learning

We observed children who were having fun and confident in the environment. With well placed guidance from staff, they were building wooden fire engines in the woodwork area, creating complex obstacle courses as a team outdoors, climbing trees and carving caterpillars from clay. The pace of day matched the needs of children and there was minimal disruption to their play. This fostered high-quality play, learning and development.

Children's learning was progressing. They were accessing broad and deep learning across curricular areas. Reflective planning was at the heart of this approach. Children were at the centre of learning and were leaders of their own learning. For example, parents told us "Children are always able to play outside with the provision of all-weather suits and wellies - it's lovely to see them splashing around" and another told us "My child loves exploring the garden and climbing".

Staff provided spontaneous and planned play experiences that promoted choice and the development of independence. These delivered rich opportunities such as growing foods, embroidery and adventures in the local woodlands.

Children were able to free flow between the indoor and outdoor areas throughout the day. Their thinking was extended through the resources and areas available. For example, outdoor play equipment and resources were made from wood, natural materials and loose parts. Children explored water, mud and leaves in the mud kitchen. They mixed, stirred and measured using mathematical language such as full, too much and empty. This rich conversation sparked children's imagination and interest.

There were many opportunities indoors, outdoors and in the wider community for children to engage and learn. Skills in language, literacy and numeracy were embedded through play experiences and provocations for learning. Staff told us this was an ongoing focus. They tracked and supported children's progress and learning in these areas.

Planning for children's learning included observations, children's voice, reference to good practice documents, next steps for learning and reflective pedagogy. They were committed to ongoing professional development. Practice and theory were being used to support planning experiences.

How good is our setting?

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 quality indicator as very good.

2.2 Children experience high quality facilities

The setting was comfortable, well-furnished and a welcoming space for children. Playrooms were spacious and well-ventilated with plenty of natural light. Staff had created a homely atmosphere for children with relaxation music playing quietly in the background.

Spaces were stimulating and offered provocations such as large-scale weaving with wool, clay modelling, embroidery, climbing trees and creating complex obstacle courses.

There were regular opportunities to conduct experiments through a commitment to learning around science, technology, engineering and mathematics (STEM). This meant that children were able to engage in deep learning.

Staff met regularly to monitor both the indoor and outdoor environments. For example, children wanted to create a garden within the garden. Staff helped children to develop this idea. This resulted in the creation of a small garden with a bridge, planting and seating area and a bug hotel. Children's imagination and teamwork opportunities were promoted. Parents supported this and one told us "My child enjoys building blocks, outdoor play, art, music, dancing, reading stories, counting, imaginative play, water/sand, gardening and team games".

Parents told us that they felt their child's interests and stages of development were reflected throughout the environment and we agreed. They said "My child loves outdoors and they always have access to this. They also love dancing and sensory play which the staff regularly do" and another said, "My child loves to play outdoors and is probably outside every day. They enjoy free play, obstacle courses, planting and learning about where our food comes from".

The service had a variety of safety measures in place such as risk assessments, prevention of choking procedures and project work based around Care Inspectorate's keeping children safe guidance. Children received care in a safe environment that was well maintained.

Infection prevention and control procedures were in place and helped to minimise the spread of infection. Staff used appropriate personal protective equipment when needed and handwashing was embedded. This supported a safe environment for children. We discussed and the service agreed on the importance of cleaning procedures for storage cupboards.

Consideration had been given to data protection and the use of online systems. Children's information was securely stored and managed. The service had a variety of policies such as child protection and complaints. These policies were aligned with the aims and vision service. This supported the management of the service.

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 quality indicator as very good.

3.1 Quality assurance and improvement are well led

Staff used good practice guidance, team meetings and professional development reviews to facilitate discussions. Focus areas for the service were well placed to support improvement for children. This was supporting the service to help meet the aspirations families had for their children.

Continued professional development was central to the staff team approach. Training opportunities were wide and varied and included consideration of subjects such as forest school training, emotional wellbeing, first aid and the Froebelian approach. Staff had committed to lead roles which supported the sharing of new learning leading to well informed change.

There had been a recent change in management at the service. However, effective strategies had been put in place to support and manage that change. The team was strong, they had a clear vision and plan in place to continue providing high quality care and outcomes for children and their families.

Quality assurance was detailed and monitoring ensured focus areas helped high-quality service delivery. The service had an up-to-date quality assurance calendar. Focus areas included celebrating diversity, outdoor learning and the wellbeing of all in the nursery community. These areas were underpinned by current best practice to support families and children.

Staff were confident and committed. Several families shared individual experiences of the directed support they had received. For example, one parent told us " Staff are very friendly and welcoming and clearly know and adore the children in their care. They go the extra mile in all regards and truly include everyone as part of the Ballerup family" and another said "Good communication between nursery and home makes all transitions easier. It's a fantastic place and my children have thrived there".

Shared communications were in place between families and staff to support the direction of the service moving forward. These included newsletters, information displays and daily chats. There were plans underway to offer a regular programme of opportunities to stay and play. Parents welcomed this and told us "Lots of surveys and questionnaires and opportunities to get involved" and "Families are always asked for opinions and suggestions. Questionnaires are sent regularly asking for input and children's voice is present throughout".

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 quality indicator as very good.

4.3 Staff deployment

Well-functioning systems were in place that enabled new children, families and staff to be introduced and form positive bonds that were supporting high quality outcomes not only for children but also for their families. Families felt this approach worked well.

Staff supported children's progression and interests through professional reflection and practice. For example, each member of staff had a leadership role that focused on providing extended opportunities. Careful consideration had been given to the skills, knowledge, and expertise of the team.

Staff were well deployed across the day. They communicated often such as when supporting lunch time and transitioning children from indoors to outdoors. Staff shifts and breaks were flexible which helped to minimise impact on children. The service was appropriately staffed and supervision ensured children had quality engagements across the day.

The management team along with staff had worked hard to ensure new staff were well supported through a detailed induction and mentoring programme. This meant that staff were clear in their understanding of their role and confident in their knowledge about the needs of individual children.

Staff were aligned in their nurturing approach and happy to be at work. Families told us "Our child appears to be enjoying nursery and we can tell that they feel comfortable" and "My child smiles when they see all the staff in the baby room. It is a lovely nurturing environment" and another said, "Great social experience, clearly capable staff, nurturing environments".

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

Personal plans for all children must set out how staff will meet their health, welfare and safety needs. Information in personal plans should link to tracking, planned activities and observations. It should be clear that next steps are followed through and that they have been agreed with parents/carers. This should result in a flow of information about each child for their time at nursery.

This is to ensure care and support is consistent with the Health and Social Care Standards 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.

This area for improvement was made on 4 September 2018.

Action taken since then

A new format had been utilised. Monitoring of personal plans had been added to the service quality assurance calendar. Care plans included updates of children's individual needs such as medication and allergy needs. Consultation with families took every term and plans identified children's individual interests and significant needs.

This area for improvement was addressed.

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?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very Good
How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very 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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