

Bonnytoun Nursery School Day Care of Children

141 Springfield Road
Linlithgow
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Telephone: 01506 284 753

Type of inspection:
Unannounced

Completed on:
14 June 2024

Service provided by:
West Lothian Council

Service provider number:
SP2003002601

Service no:
CS2003016157

About the service

Bonnytoun Nursery School is in Linlithgow, West Lothian and is provided by the local authority. The nursery is in a building in the grounds of Springfield Primary School in a residential area. They are registered to provide a daycare of children's service to a maximum of 64 children at any one time from two years of age to an age not yet attending primary school. No more than 10 children should be two years.

Children have access to a large playroom with several smaller rooms that can be reached from the main space, an extensive outdoor play space, designated room for meals and toilet facilities. The service is close to the school, green spaces and other local amenities. It can be reached by transport links.

About the inspection

This was an unannounced inspection which took place on Wednesday 12 between 09:00 and 17:00 and Thursday 13 June between 08:30 and 12:00. Feedback was given Friday 14 June. 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 children using the service and observed their play
- spoke with eight families during the visit and received feedback from 10 online.
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- spoke with visiting professionals

Key messages

- Children and families experienced a welcoming and inclusive setting.
- Play spaces were inviting, engaging and well resourced.
- Children had access to a large outdoor space all day that offered a breadth of challenge and choice.
- The service was led by a committed leadership team that valued the importance of play.
- Children were learning about their rights through creative ways that meant they felt respected and included.
- Mealtimes were relaxed and promoted independence. Children chose when to eat so play was not disrupted.
- Staff were kind, caring and forward thinking in their approach to ensure all children reached their full potential.
- Staff were attuned to children's needs, wishes and choices and respected these.
- Children led their play and learning supported by a skilled team.

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 key question as very good.

Quality indicator 1.1: Nurturing care and support

Children experienced warm, caring and nurturing interactions from staff. Positive attachments had been made that supported children's emotional wellbeing and a sense of security. Staff had a very good understanding of what was important to each child, their likes and wishes. Families' comments included "Staff members are very caring", "really caring specialist who love their job and are always smiling, very hospitable and willing to help if needed", "Terrific staff" and "staff go above and beyond and this is reassuring". As a result, families had confidence that children's individual needs were being met.

Children were learning about their rights from a team who valued children as confident and capable individuals. The service was working towards their silver award as part of the 'Rights Respecting Schools Programme'. Staff were creative in the ways they supported children to understand their rights. For example, they used rights-based language in conversations and articles of children's rights were visual around the environment. Some children were confident when talking about the wellbeing indicators through the characters they were familiar with. As a result, children benefitted from learning in a setting that respected their rights.

Mealtimes were calm, relaxed and sociable. Children chose when to eat. They visited the nursery bistro and enjoyed meals with friends and staff. The space had been carefully considered to promote independence and choice. Children selected food options from a serving table and chose where to sit. The routine promoted independence and ensured they had ownership of the experience. Staff valued the importance of this routine to connect with children. They sat at the table and used the opportunity to engage in meaningful conversations. Each table had a basket with interesting resources linked to the wider learning. At the time of our visit, their interest was about holidays. This encouraged children to talk about learning and their own experiences.

Children had space to rest and relax throughout the environment. They benefitted from a dedicated sensory space where they could sleep or use to explore sensory resources. There were also cosy spaces in the main room that children accessed independently. Staff recognised when children needed to explore sensory activities and were confident in the use of sensory circuits. This meant children's need to rest and regulate their emotions were carefully considered.

Children's wellbeing was supported through effective and detailed personal planning. Plans had been created and meant all staff knew what was important to all children, the strategies being used and next steps in learning. The service had an effective system in place to ensure any changes to children's plans were shared regularly with the team. This meant that there was a consistent approach to meeting children's needs.

Staff managed the administration of medication effectively. Medication was reviewed regularly in line with guidance and meant staff were able to meet children's healthcare needs when required.

Staff were skilled and knowledgeable at recognising when support from other agencies may be required. They had very good connections with other professionals. They followed their procedures for requesting assistance and implemented supports and strategies to ensure children reached their full potential. We spoke to one of the services that worked closely with the team. They told us the staff were proactive in their approach to supporting children. They described the partnership working as "highly positive" and find the staff team very supportive. As a result, they recommend the service to families.

Quality indicator 1.3: Play and learning

Children experienced a breadth of learning opportunities linked to their interests. Staff ensured learning was fun, engaging and meaningful. Planning for this was a balance of intentional promotion and responsive to children's ideas. Staff were skilled at observing, asking effective questions and supporting children to lead their play. Families told us they liked children could choose to play outdoors, have a wide variety of play experiences and have choices that are interesting. This meant they were able to make informed choices about their play and learning.

Staff promoted children's right to play. They ensured children had access to rich and continued provision indoors and outdoors. Play spaces were well resourced and extended children's interests. There were opportunities to create, design, problem solve and co-operate in a designated block play room. This space had been carefully created to ensure children had high quality resources and materials and meant they were developing skills in numeracy through play. Other play spaces engaged children through use of technology, role play, sensory experiences and physical equipment. All spaces were organised well to ensure children had choice, ownership of their learning and be independent. As a result, children had fun and engaged at activities for sustained periods of time.

Staff were responsive to children's ideas. They spent time with children, supporting them to lead their interests. For example, one group wanted to make a lap top at the writing area. Staff sat with them, asked questions that sparked thinking and supported children to research this online. This ensured there was depth of learning important to children and meant they had success in their ideas.

Children were supported to develop literacy skills through every area of the setting and in meaningful conversations and interactions with staff. Staff valued the importance of good quality books and stories being available throughout all areas. They were creative at engaging children in exploring different ways to communicate their ideas through mark making. The environment displayed lots of print, children's work and their voice. This meant children made progress at a pace that was right for them.

Children were supported to make progress as they engaged with the provision. Staff recorded photos and observations on line and shared these with families. The service was in the early stages of using the online system and recognised there had been some inconsistencies in the detail of observations and were taking steps to ensure a more consistent approach.

Children and families experienced a well planned and effective transition programme to meet individual needs. This included home visits before children started nursery and planned events as they move to school. The service had close links with schools and ensured transition experiences were offered throughout the year. Families told us the transition programme had been very well organised and they felt included. This meant children were familiar with new settings and families felt informed and included to support their child.

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 key question as very good.

Quality indicator 2.2: Children experience high quality facilities

Children experienced a setting that was comfortable, well-furnished and benefitted from ventilation. Staff had created an environment that offered children a balance of large spaces and cosy areas. Areas were inviting and meant children could lead their play and choose to connect with friends.

Children benefitted from a large indoor playroom that could be separated into two spaces, large garden that offered a mix of grass, soil and concrete, sheltered play area and rooms off the main play space. Children confidently accessed all spaces independently and staff followed to support. Spaces ensured children had access to resources that supported them to engage in risk benefit play and exploring. Many children enjoyed accessing the garden, using the hill, pouring water, sliding and investigating what happens to soil when water is added.

Staff had carefully considered meeting the needs and developmental stages of all children. Spaces were safe, secure and regularly checked. Staff carried out regular risk assessments of spaces and equipment and any issues were reported to the school janitor and repaired in a timely manner. This meant play spaces and resources were safe and did not compromise children's play and learning.

Risk assessments were in place for wider experiences offered to extend learning in the community. Staff referred to these regularly, updated them and included important information needed that considered any risks and preventative actions for children. This meant safety and wellbeing was well planned.

Staff promoted children's safety through the Care Inspectorate SIMOA guidance. They spoke with children and displayed pictures to support them to learn about risks and safety. Some children were able to tell us who the SIMOA elephant was and why they were important. Children had placed the elephant picture at their fire pit as they recognised this could be a risk. As a result, they were supported to keep themselves safe.

Hand hygiene routines were in place at key times. Children entered the setting and washed their hands independently. They were confident in this routine at mealtimes and were able to tell us why it was important to wash hands. As a result, children's health and wellbeing was considered.

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.

Quality indicator 3.1: Quality assurance and improvements and led well

Children and families experienced an ethos that was welcoming, warm and inclusive. Staff promoted the vision, values and aims through their practice and experiences offered and strived to include everyone in the life of the setting. Nearly all families we spoke to or received feedback from, told us they felt included in their child's nursery experience and were regularly consulted on their views. Comments from families included "The care the staff take over the children, their genuine interest and how they display their values is lovely to see" and staff are "amazing, wonderful and caring". Children told us staff were good at giving cuddles and helping to keep them safe.

The service was led by a committed and inspiring leadership team who valued the importance of learning through play. They spent time each day in the setting, were familiar to children and families and knew what was important to each child. The value they placed on high quality play complemented the staff team who strived to offer children rich and meaningful activities through enabling environments, quality interactions and high-quality experiences. This meant children and families benefitted from a service that was well led and placed children at the heart of everything they do.

Staff engaged in a cycle of reflective self-evaluation. This supported them to identify what was working well, areas to further develop and supported improvement planning for the next year. Their reflections demonstrated they were forward thinking in identifying their improvement priorities and clear about their actions on how they would deliver these. They made very good use of best practice guidance such as 'How Good is our Early Learning and Childcare', and 'A Quality Framework for Daycare of Children, Childminding and School Aged Childcare'. We could see this was a working document, embedded in their quality assurance processes and was having a significant impact on sustained improvements. This meant children received high quality play and learning that supported them to reach their full potential.

The service had effective quality assurance systems in place that ensured children's journals, planning, playroom observations and improvements were continually reviewed. This ensured children experienced high quality play, learning and engagement. As a result, staff were well informed and understood their role in delivering a very good service that had high aspirations for children.

We recognised the commitment from the team who had leadership roles. These included family engagement, outdoor learning and health and wellbeing. This meant children's literacy, numeracy and health and wellbeing was supported through the creation of inspiring spaces and engaging activities.

Families experienced a varied family engagement programme led by staff. This included stay and play sessions, health and wellbeing events and raising awareness of how to support numeracy and literacy development through play.

Children and families were consulted regularly through questionnaires, face to face chats and family meetings. Their views and suggestions supported the services ongoing improvement journey.

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.

Quality indicator 4.3: Staff deployment

Staff skills, knowledge and interests complimented one another and resulted in quality experiences for children. Staff told us they felt supported by each other and the leadership team and 'loved' being part of the team at Bonnytoun. As a result, staff were happy and felt valued in their role.

Staff were committed to professional development and learning. They accessed regular training events through the local authority and wider training providers. They were able to reflect on learning, share this with colleagues and confidently talk about the impact on outcomes for children. For example, all staff had completed child protection training, were confident in the processes they would follow to identify when a child may be at risk to ensure children's safety and wellbeing.

The deployment of staff was managed well and effective to meet children's needs. The leadership team had recognised additional staff were needed to support the mealtime routine and end of day and followed their recruitment process to employ four additional members to the team. Staff told us this had a significant impact in being able to support children. This meant children were able to experience high quality engagement to meet their needs and follow their interests.

There was a consistent approach to communication through weekly staff meetings, detailed minutes, and email communication. Regular team meetings provided opportunities for staff to come together and discuss the service, share important information on how to meet children's needs, and planning for a breadth of experiences. This ensured all staff received communication updates, had a clear understanding of developments within the service and important information to support a consistent approach to meeting children's needs. As a result, children and families experienced continuity of care and support.

Staff worked effectively as a team as their skills, commitment and understanding of quality engagement promoted children's learning and fun. Staff sat with children and supported their learning where they chose to play. This created a relaxed atmosphere that meant children's learning styles could be supported.

Across the day, staff communicated very well as a team. They had a clear understanding of each other's roles and responsibilities and deployed themselves effectively to ensure children were supported. Staff breaks were managed without disruption to children's care and learning. This ensured staff's wellbeing was considered. As a result, children's sense of security and overall wellbeing was promoted.

Children benefitted from a very good service that valued their rights to play and have fun through quality interactions, positive relationships, and enabling environments. As a result, children were happy, engaged and thrived and flourished.

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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