

Torphichen Nursery Class Day Care of Children

The Loan
Torphichen
Bathgate
EH48 4NF

Telephone: 01506 284 751

Type of inspection:
Unannounced

Completed on:
28 August 2024

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West Lothian Council

Service provider number:
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Service no:
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About the service

Torphichen Nursery Class is in Torphichen, Bathgate. They provide a day care of children service for the local authority for a maximum of 25 children from two years to an age not yet attending primary school. No more than five children should be under three years of age.

The nursery is in a designated building in the grounds of the primary school. The service is close to green spaces, local amenities and can be reached by public transport links.

Children have access to a playroom, enclosed garden, personal care facilities and use of other areas within the school grounds.

About the inspection

This was an unannounced inspection which took place on Wednesday 28 August 2024 between 08:30 and 17:00. 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 and observed their play
- spoke with three families and received feedback from five through an online link.
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Positive, trusting relationships had been made that supported children's emotional wellbeing.
- Children were happy, settled, confident and engaged in play for sustained periods.
- Children benefitted from a staff team who were forward thinking in their approach to meet individual needs and wishes.
- Children were able to follow their interests as staff were attuned to their needs.
- Children and families experienced a nurturing and inclusive environment that supported children to reach their full potential at a pace that was right for them.
- Children were developing skills for life through opportunities to be independent, engage in risk benefit play and lead their learning.
- Staff valued the importance of children's rights and embedded this in everyday routines and engaging conversations.
- Children and families benefitted from a team who were committed to ensuring positive outcomes for all.

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 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.

Quality indicator 1.1: Nurturing care and support

Children experienced warm, nurturing and kind approaches from staff who had a very good understanding of every child's needs and preferences. They engaged with children, offering cuddles and reassurance to support their wellbeing. There was a strong commitment from the team to support children and families. Families commented staff "take time to get to know your child and what they like and dislike," "I feel all the staff are caring and kind" and "staff are nurturing and caring." As a result, families had established trusting relationships with the team.

Staff were creative in their approach to promoting children's rights through play. Small, knitted characters supported children to learn about the wellbeing indicators. Children were confident when talking about their experiences of being safe, healthy, responsible and achieving. As a result, they were developing a positive sense of themselves.

Staff were skilled at interacting with children, reading their cues and responding to individual wishes. Staff engaged children in many aspects of the daily routine, promoting them to have ownership of the session. Children took on leadership roles and were able to talk confidently about the important jobs they had. This meant children were valued as unique, capable and confident individuals.

Interactions between staff and children were calm, caring and fun. Staff knew what was important to each child. Families told us, staff know the children very well and cater to their individual needs, recognised there were always staff available to support children and felt staff go out of their way to ensure interests are developed within the nursery. As a result, children were confident and engaged in play as their needs were met by a dedicated and nurturing team.

Personal plans were in place and were reviewed with children and families. Families told us they had opportunities to discuss their child's learning each term and agree next steps. When required, the service implemented additional child plans. These documented clear, individual strategies that were used consistently to support care, play and learning at a pace that was right for the child.

Mealtimes offered some opportunities for children to develop skills for life. They took on leadership roles, preparing foods, setting tables and ensuring milk and water was available to stay hydrated. Children were able to make some choices from a selection of foods. We encouraged the service to look at how children could have more ownership over the mealtime routine, promoting more choice and independence. Staff sat with children, promoting healthy food habits as they enjoyed eating together. Staff used this opportunity to extend language and communication through meaningful discussions. As a result, children enjoyed a relaxed and unhurried mealtime experience.

To support children's emotional wellbeing there were spaces indoors where they could rest and relax in the sensory corner and book area. If children required a nap, safe sleep mats were provided in a quiet area of the room. Staff were mindful of children's individual need for rest.

They worked closely with families to ensure they were getting it right for the child in line with their routine. Families told us they felt listened to and that their views were respected. This promoted positive partnership working with families.

The team promoted partnership working with other agencies to support children and families. They made very good use of connections with professionals and signposted families to services when required. One family commented "staff work with us as a family and advocate for my child." This promoted positive outcomes for children.

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

Quality indicator 1.3: Play and learning

Children were engaged as they led their interests throughout the day. Play spaces offered children well-resourced areas to explore and investigate. Families told us staff were responsive to children's ideas and made learning fun. Staff created inviting and cosy spaces to ensure continuous provision was available. They were mindful of all children being able to select from a wide variety of resources. Picture books supported children to make independent choices ensuring they had ownership of their learning. As a result, children made connections with the learning experiences offered.

Language, literacy, and numeracy experiences were woven throughout the provision. Staff were creative in their approach to engage children in learning that included listening to stories, using puppets, exploring mark making materials, learning rhymes and sharing home learning bags with families. Staff were skilled at encouraging thinking and problem solving using effective questioning, supporting children to deepen their learning. Children and families commented on the fun that was had recently, learning about the gingerbread man.

Planning was a balance of responsive approaches and intentional learning. Staff were mindful of children's needs and stages of development. They worked closely with the local authority to ensure play and learning experiences were varied, engaging and supported the development for all learners. The team had recognised this as a priority through their reflections and evaluations and were continuing to focus on breadth of learning.

Children were able to access the outdoor area freely from the playroom. Families commented "the outdoor area is my child's favourite place to play, my child "loves outdoors and mostly everyday plays outdoors in the garden which has multiple activities to do and ways to get creative" and "There is a great outdoor area which my child can normally be found in come rain or shine." This free flow access ensured children benefitted from fresh air and exercise daily.

Children told us they liked "Outdoor play, craft and water play", "making gingerbread biscuits, helping to make snacks" and "I like playing in the calm area." This meant that children were able to make independent choices in their play.

Children benefitted from learning in the community. This included walks and visits to the woodland area. The service had plans to offer woodland trips to families as part of their family learning programme. Families liked that the nursery made use of local attractions to enhance learning. This meant that children developed a sense of self in their wider community.

Learning was shared with families online and through floor books.

Children had individual journals that were updated regularly with photos, observations and showed progress children had made. Clear next steps were identified, and staff suggested how learning could be further developed at home. Floor books ensured children were able to revisit learning and talk about their experiences. Families told us about the activities children had enjoyed. This meant they felt 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.

Quality indicator 2.2: Children experience high quality facilities

Children had access to a designated building in the grounds of the school. The building had benefitted from refurbishment that meant the playroom was clean, maintained and an appropriate space for children. Spaces were cosy, inviting, and furnished to a high standard. The playroom reflected children's interests and planned learning experiences. Children moved freely around spaces to lead their play. Staff had carefully considered the design of areas to promote independence. This gave a strong message that children mattered.

Staff had a system in place to carry out checks of spaces to ensure they were free from any potential hazards. We reminded staff to use their systems to document when checks had been carried out, where a risk had been identified and the actions taken. This would ensure children continued to play and explore in safe spaces.

Children were involved in assessing the outdoor area for risks using pictures. Staff were creative in supporting children to keep themselves safe with the use of the Care Inspectorate SIMOA elephant. This was used well as children were able to talk about safety. This ensured they developed an awareness of risk in their environment and how to keep themselves safe.

Staff valued the importance of outdoor play and ensured this was available for children to access throughout the session. Staff promoted the benefits of nature and the importance this had on children's overall wellbeing. They created spaces that reflected Froebelian principles that meant children developed an appreciation for nature and the importance of caring for living things.

Children took part in effective handwashing routines. They were confident when talking about the importance of hand washing and the impact this had on their health and wellbeing. Children had leadership roles to support peers in this routine at key times. To ensure staff remain confident at promoting effective infection, prevention and control practice in line with updated guidance, we signposted them to the document 'Health protection in children and young people settings, including education.'

Clear risk assessments were in place and staff recorded when they had read any updates. This ensured a consistent approach across the team to ensure children's safety and wellbeing.

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

There was a welcoming, warm, and nurturing ethos where children had fun with staff who genuinely cared for them. The service was led well by a committed and supportive leadership team that promoted a culture of care, respect, and inclusion.

Clear vision, values and aims promoted children's right to play and learn in a safe, caring and inclusive environment. Children spoke confidently about the values of the nursery. They told us these were 'kind, unique and independent.' We could see the values were embedded in everyday discussions and interactions. Some children were able to use 'sing-a-long' communication strategy to sign the values. Many families told us their children had progressed in their learning and development since attending the nursery because of the inclusive, nurturing and kind approaches from the team. One parent commented "I love the values they have." This meant children flourished as they were supported to reach their full potential at a pace that was right for them.

Children benefitted from a committed and enthusiastic team that had high aspirations for learners. Staff were reflective to ensure they continued to deliver high quality care and support. The ideas and views of the team were respected. They recognised their skills and qualities complemented each other. This supported them to take leadership roles relating to their interests and professional development priorities. Staff spoke about the positive impact these professional development opportunities had on them as practitioners and the wider experiences for children. As a result, children and families benefitted from a team that were forward thinking in their approach to improving outcomes.

The improvement plan was specific to the nursery priorities to develop family engagement, connections with the community and breadth of play and learning for all learners. Priorities were responsive to consultation with children and families, the use of best practice guidance for improvement and working closely with other agencies. This meant children, families and staff were included as their ideas were valued.

The service had a clear and effective quality assurance system in place. This included regularly monitoring of children's journals, planning for a breadth of learning and high-quality observations of experiences. This meant that children and families benefitted from a service that had a strong ethos for continued improvement.

The service valued the importance of working in partnership with families through clear communication and building positive relationships. Families were welcomed into the setting and staff took time to talk with them. Families received regular updates through the online platform, daily discussions, a SWAY newsletter, and journal meetings. Families told us communication was very good, they knew what was happening in the nursery and commented on how staff always took time each day to talk with them. They liked the sharing of learning and important information on the app. This helped them feel included in their child's learning and the life 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, therefore we evaluated this key question as very good.

Quality indicator 4.3: Staff deployment

Children and families experienced high quality care and support from a dedicated and committed team who worked well together. They recognised each other's skills, experience, strengths and valued the important role they played in supporting positive outcomes for children. Families commented "what a fantastic nursery and fantastic staff, would recommend to anyone" and "I always promote Torphichen nursery as a positive place to attend, I would not change a thing. They have really set my child up for the better." This meant families had confidence in the team as positive and trusting relationships had been made.

Children benefitted from tailored transition programmes that met their individual needs. Some families had chosen to have a visit in their own home, supporting children to build a relationship with staff in a familiar environment. As a result, children were able to make connections with their key worker before they attended the setting.

Families were welcomed into the setting; told us they knew the team and felt staff took time each day to talk about what was important to them and their child. The service valued families as partners in their child's learning. They offered regular family engagement sessions that were very well attended. One family commented "The stay and play sessions are excellent."

Children's needs were met as staff deployment was effective. Staff were clear about their roles and responsibilities to ensure children were able to follow their interests indoors and outdoors.

The service had systems in place to ensure communication between staff and the wider leadership team was effective. Weekly meetings and detailed minutes ensured all staff felt included and informed. Having designated time each week meant that staff were clear about what was important to each child, any changes to strategies and next steps in learning. This meant there was a consistent approach across the team to ensure each child reached their full potential.

Staff experienced a positive culture of nurture, respect and support. They told us they liked working at Torphichen Nursery, felt valued and listened to. An effective mentoring programme was in place to support new staff. The service used the Scottish Government's National Induction Resource for Early Learning. This ensured they were familiar with current best practice guidance and important information about the service to support them in their role.

Children, families and staff experienced a real sense of nurture, respect and inclusion that made Torphichen Nursery a welcoming, warm and happy place to work, learn and grow.

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

The provider should develop policy and procedures for 'personal care' and ensure they have adequate facilities to meet the needs of the children attending the service, in line with best practice guidance. The provider should consider:

- responsive care in line with children's personal plans
- how the privacy and dignity of children will be respected
- how the areas used for personal care look and feel to a child. Is it warm, comfortable and pleasant?
- what facilities and practice are in place to support good infection control procedures?
- what measures have been taken to ensure the changing area is consistent with best practice guidance?

Guidance is available at: <https://hub.careinspectorate.com/media/1623/space-to-grow.pdf> and <https://hub.careinspectorate.com/media/1558/nappy-changing-guidance-for-early-years-andchildcareservices.pdf>.

This is to ensure care and support is consistent with the Health and Social Care Standards which state: 'As a child, if I require intimate personal care there is a suitable area for this, including a sink if needed' (HSCS 5.4) and 'if I require personal care, this is carried out in a dignified way, with my privacy and personal preferences respected.' (HSCS 1.4).

This area for improvement was made on 29 April 2019.

Action taken since then

The service had followed procedures for supporting children with personal care routines in the designated changing facility. The space reflected best practice guidance, ensured children's privacy and dignity was respected. We were confident progress had been made and this area for improvement had been met.

Previous area for improvement 2

To ensure that children experience stability in their care, the service should further develop their personal plans, referred to by the service as 'Care Diaries'. Personal plans should clearly outline how the service intends to meet every child's health, welfare and safety needs. These should be reviewed with parents at least once every six months or when there is a significant change, in line with legislation.

This is to ensure that care and support is consistent with the Health and Social Care Standards which states: '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.' (HSCS 1:15).

This area for improvement was made on 29 April 2019.

Action taken since then

Detailed personal plans were in place for all children. Plans were reviewed every term with families as service recognised children's needs may change before the six month suggested review. Children who required additional support had child plans in place with clear, specific, next steps and strategies. All staff were familiar with what is important to each child and were consistent in their approach. We were confident progress had been made and this area for improvement had 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	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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