

# Bright Starts Day Nursery Day Care of Children

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Dunfermline  
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**Type of inspection:**  
Unannounced

**Completed on:**  
4 September 2024

**Service provided by:**  
Bright Starts Nursery (Scotland) Ltd

**Service provider number:**  
SP2012011982

**Service no:**  
CS2012313788

## About the service

Bright Starts Day Nursery is a day care of children service which is registered to provide a care service to a maximum of 85 children not yet attending primary school.

The service is provided from a two storey building which is located in a residential area in Dunfermline, close to shops, schools and woodland. The lower floor consists of two playrooms, an office and kitchen. The upper floor has two playrooms, a cloakroom and staff room. Toilet and nappy changing facilities are located throughout the premises. Some playrooms have direct access to the nursery garden.

## About the inspection

This was an unannounced inspection which took place on 3 September 2024 between 09:05 and 17:30 and 4 September 2024 between 09:00 and 15:20. 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;
- received feedback from 29 families;
- spoke with staff and management;
- observed practice and children's experiences; and
- reviewed documents.

## Key messages

- Children experienced kind, warm and nurturing interactions almost all of the time. Their overall wellbeing was supported through effective personal planning.
- Children had fun and were meaningfully and actively involved in leading their play and learning.
- Children and families experienced a bright, welcoming setting which had comfortable and cosy spaces.
- A culture of self-evaluation for improvement had been created and supported staff to reflect on practice. A more focused improvement plan should be developed to support improvement in key areas.
- Staff were deployed across the setting to take account of their knowledge, skills, and experience.

## 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?	4 - 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 experienced kind, warm and nurturing interactions almost all of the time. Staff responded to children's cues, offered comfort, cuddles and physical reassurance supporting children to feel safe and secure. On a couple of occasions, interactions were not supportive and respectful of children's individual needs. We discussed this with the leadership team who were responsive to our feedback.

Children's overall wellbeing was supported through effective personal planning. Families told us: "Key workers have tailored to my child's needs", "they are great at encouraging my child and know their likes and dislikes" and "they are extremely welcoming and understanding of my child". Personal plans contained detailed information about children's individual needs. Staff worked proactively with other professionals which supported them to identify strategies of support tailored to children. Staff used this information effectively, resulting in children achieving their potential.

Children were supported through their daily experiences, including kind, and nurturing interactions during personal care. Individual sleep routines and preferences were followed, supporting children to settle. Children experienced a sleep environment which was calm, relaxing and peaceful. Some children slept on mats which had limited space between them. We suggested reviewing the environment to ensure children had ample space. Staff were knowledgeable about safe sleep and had identified challenges in regulating the temperature of the babies sleep room. The leadership team were in the process of exploring ways to improve this.

Most children were able to choose when to eat, which promoted their choice and independence. However, some younger children were not able to eat at a time which was right for them. Staff were responsive to our feedback and had begun to review the lunch experience for these children. Most children experienced relaxed, positive mealtimes and were well supported by staff as they sat with them and chatted. Children had opportunities to be independent as they prepared food and self-served which supported them to build confidence and life skills. Staff were knowledgeable about choking prevention which helped to keep children safe at mealtimes.

Children's medical needs were supported by the safe storage of medication. However, there were some inconsistencies in the information recorded, with some medical permissions lacking detail. We suggested developing the medication audit to identify and action this to improve the safe delivery of medication.

### 1.3 Play and learning

Children were meaningfully and actively involved in leading their own play and learning. For example, children enjoyed creating, experimenting and problem solving in the construction area. As a result, they had fun and were engaged in play. Children had choice and independence about their play indoors and moved freely between areas. Some children had direct access to the nursery garden and benefitted from free flow opportunities between the indoors and outdoors. We suggested staff explore this for all playrooms with direct access to the outdoors to increase opportunities and promote children's choice.

Staff were responsive to children's interests during play and used these to plan experiences. They facilitated children's play experiences and provided support and encouragement to help children succeed. Whilst children experienced a balance of planned and spontaneous opportunities, these were not always clearly recorded to demonstrate their interests, progress and evaluation of learning.

Children were well supported to develop skills through effective staff interactions and open ended questions. Children enjoyed singing and reading stories with staff which supported their development in language and literacy. Opportunities for numeracy and mathematics such as pattern and shape were naturally woven into children's play and learning experiences. This supported children to learn new concepts at a pace which was right for them.

Children's opportunities for play and learning were enhanced through strong connections with their local community. For example, they were involved in the community garden, visited woods, parks and shops. This supported them to develop a variety of skills and provided opportunities such as risky play.

Staff were knowledgeable about children's individual development. Observations of children's development and learning were recorded and shared with families through an online platform. Most families found the online platform and discussions with staff informative. Some families told us they would like more updates. Their comments included: "We are always kept informed of our child's care and receive updates on their learning and fantastic photos of them playing with their friends" and "it would be helpful to get regular updates and observations on how my children are progressing against elements of their learning plan." The recording of observations and next steps was inconsistent and did not always reflect children's progress. Observations did not consistently demonstrate children's significant learning and next steps were not always measurable or reviewed to show children's achievements.

## 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 and families experienced a bright, welcoming setting with a secure entrance. Families commented very positively on the improvements made to the setting. One family told us: "The continuing improvement of the nursery both indoors and out is fantastic and has been done with very little disruption."

The older children's playroom was well resourced and provided opportunities for independence, creativity, imagination and exploration. As a result, children were engaged and having fun. Younger children had access to resources which were relevant to their stages of development. There was scope to build on these to provide more natural, real life materials and ensure a wide range of resources were always accessible. There were homely, comfortable and cosy spaces for children throughout the nursery which provided opportunities for them to rest and relax.

The setting was safe and well maintained and consideration had been given to ensure the environment was secure. Staff were vigilant about where children played and ensured that children were always accounted for. Children and staff had worked together, to minimise risks. For example, children confidently told us about how SIMOA the elephant helped to keep them safe at nursery and in the wider community.

Children experienced a clean, well-ventilated setting which helped to keep them safe and healthy. Children washed their hands at appropriate times and were encouraged to do this independently. However, on occasions, where children were not supervised, hand washing was not always thorough. Effective monitoring should be carried out to improve the consistency of children's hand washing.

Children's personal information was securely stored. Families were informed about the use of CCTV through clear signage displayed. CCTV was used fairly and proportionately and only used for the purposes of delivering safe and effective care for children.

## How good is our leadership?

4 - Good

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

### 3.1 Quality assurance and improvement are led well

Leaders had a strong vision for the setting and were beginning to review the service values and aims. They had plans in place to involve children, families and staff to ensure everyone was included and had a shared understanding.

Children and families were meaningfully involved in developing the service and their views were actively sought. For example, families had opportunities to be part of the parent council to inform the development of the service. Regular communication with families also took place through a variety of methods including surveys, through an online platform and face to face discussions. Most families commented positively on their involvement in the service. Their comments included "genuine interest in parents' input", "parent committee is a great addition", and "some parents are unable to attend so more online involvement could enhance this".

Quality assurance processes were in place to ensure aspects of the service were routinely monitored. Some monitoring and auditing taking place had a positive impact on practice which meant children experienced good quality care, play and learning. To support consistency across the setting, we suggested that leaders develop monitoring in some areas of practice such as infection, prevention and control measures and staff interactions.

A culture of self-evaluation for improvement had been created. Staff were encouraged to be part of the service development, contribute ideas and reflect on their practice together. The staff team worked well together, and staff welcomed feedback and suggestions for improvement. This demonstrated the commitment of staff to the ongoing development of the service and improving outcomes for children.

An improvement plan had been developed; however, it did not provide clear and achievable targets. A significant number of areas for development had been identified which meant that improvements were not easily measured. Leaders spoke confidently about their aspirations and priorities to develop the service. A more focused plan should be developed to support a continuous cycle of improvement.

**How good is our staff team?****4 - Good**

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

**4.3 Staff deployment**

Children and families experienced a warm welcome as staff greeted them on arrival at nursery. Families told us staff were "friendly", "approachable", "helpful" and "caring". Positive relationships with children and families supported informative discussions during drop off and collection. This meant that important information was shared and supported positive transitions between home and nursery.

There was a clear process in place for mentoring and supporting new staff using the skills and knowledge of the existing staff team. Staff worked together as a team and communicated well to ensure children were supervised and supported. They were deployed across the setting to take account of their knowledge, skills and experience to ensure that children experienced positive outcomes. Staff were responsive to children's play and moved flexibly throughout the play spaces to provide support, interaction, and engagement. The deployment of staff during one lunch experience should be reviewed as staff were task focused and missed opportunities to create a high quality experience.

Effective arrangements were in place in the event of absence, with staff and leaders within the setting providing support. This meant that children and families experienced continuity and consistency of care. Staff breaks were well planned to ensure that children were supported at key times of the day by familiar staff.

**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	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?	4 - Good
4.3 Staff deployment	4 - Good



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