

# Bright Starts Day Care of Children

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Bridge of Allan  
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**Type of inspection:**  
Unannounced

**Completed on:**  
1 October 2024

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

**Service provider number:**  
SP2012011982

**Service no:**  
CS2013314961

## About the service

Bright Starts is a small private nursery situated in the area of Bridge of Allan and are in partnership with Stirling council. The nursery occupies a large house situated on Stirling University grounds. The service is registered to provide a care service to a maximum of 39 children of pre school age, of whom no more than 23 may be under the age of three and no more than 13 may be under the age of two.

The service is close to local shops, parks, woodland areas and other amenities. The children are cared for in three rooms on the ground floor and one room on the first floor. There is a separate kitchen area which is used for meal preparation. There are toilets and nappy changing facilities on both floors. Children have access to outdoor play in the grounds to the back and side of the building.

## About the inspection

This was an unannounced inspection carried out by one inspector, which took place on Monday 30 September 2024 between 09:15 and 17:00. To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluations we:

- Spoke with children using the service
- Received feedback from 19 families
- Spoke with staff and management
- Observed practice and children's experiences
- Reviewed documents.

## Key messages

- Children were kept safe by a staff team who were trained, knowledgeable and confident in safeguarding them and their families.
- Children were happy and confident in their play.
- Children felt a sense of belonging as they had regular opportunities to explore their local community.
- To keep children safe, management should ensure appropriate risk assessments are carried out in all environments before children access them.
- Children were supported to feel valued and respected by staff who provided comfort and reassurance.

## 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.

### Quality indicator 1.1 Nurturing care and support

Children experienced warm, caring and nurturing approaches from staff which resulted in positive relationships. Staff knew children and their families well. One parent told us, "I have a great trusting relationship with staff" and another parent shared, "They are very approachable and are also very understanding." These relationships contributed to creating a welcoming, homely environment for children and their families.

Children's needs were met through effective personal planning. Plans were reviewed in line with current best practice, at least every six months or sooner if changes occurred. Important information was gathered, such as medical needs, emergency contacts, consents and strategies. This helped staff to know children well and how to best support them. We observed some strategies were not consistently used by all staff when supporting children. We discussed with the management team ways to develop this further with all staff. This would ensure children experience consistent care and support them to thrive.

Children's emotional wellbeing was well supported by staff who understood the importance of opportunities to rest and relax. Cosy area's had been created, where children could enjoy quieter activities or rest if they wanted to. Sleep routines were well supported from home and followed individual needs of the child. This ensured children felt nurtured and supported to sleep or relax at any time they needed to.

Mealtimes were a sociable and relaxed experience for most children within the service. Children's independence was supported as they self-served their meals. We discussed with the staff team and management how these opportunities could be developed further for children, for example, pouring their own drinks and clearing the table. The meals offered were nutritious and well-presented to encourage children to eat. This helped children to develop positive relationships with food.

Children's individual needs were well supported, such as allergies or intolerances to different foods. Staff helped children to understand why there were different options for different children through discussions. This allowed children the opportunity to develop an understanding of how everyone is different and how to keep each other safe.

Children were kept safe by staff who were confident in a range of procedures. This included safeguarding children and their families wellbeing, safe storage and administration of medication and accident and incident reporting. Regular training and professional discussions took place. This resulted in staff's knowledge and understanding of current best practice being up to date which helped to keep children safe.

### Quality indicator 1.3 Play and learning

Children had fun as they played with a variety of resources, both indoors and outdoors. A careful balance of planned and spontaneous activities were available for children to explore their interests and challenge their thinking. Children's creativity and imagination could be supported further, with more opportunities for loose parts and natural resources play.

This would support children to develop their interests further and follow through with their ideas.

Children benefitted from a careful balance of planned and spontaneous activities. Planning approaches followed children's interests, for example they were interested in transport and resources were available to support their interests. Children were confident to tell us what they liked to play with. One child told us, "I like these small blocks, I build very big towers". As a result, children were confident in choosing the resources they wanted to use while they played.

Children experienced opportunities to further develop their language, literacy and numeracy. For example, visuals and symbols were displayed throughout the service and Makaton sign of the week shared with families. One parent shared, "My child has been supported to learn additional Makaton signs" and another told us, "Children have a wonderful range of play that involves learning with words, numbers and letters and shown on photos". This promoted a shared learning approach for children and their families.

Children benefitted from good links with their local community and visited the local parks, library and university grounds. One parent shared "They have visited the local library" and another parent told us; "They have walks around the university campus, and tell me about the ducks and flowers they saw." Regular opportunities to explore their community enhanced children's sense of belonging and knowledge of their local area.

Children's learning and development were promoted by staff who knew them well. Next steps were identified through their interests. For example, a 'Marvellous Me' board displayed children's current interests and how these would support children's next steps. Such as, counting songs and rhymes to promote number recognition and counting for children who enjoyed songs and reading stories. This ensured children's successes and achievements were maximised at a pace that was right for them.

## 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 were cared for in play spaces that were bright and well ventilated. All children had dedicated spaces to store their personal belongings. Children's art work and family photos were displayed throughout the environments. This helped children to feel like they matter.

Children's safety was not always effectively promoted as some risk assessments were not followed robustly. For example, some play equipment needed further attention to ensure they were safe for children to use. The height of the perimeter fence should be further considered to ensure that the garden space is fully secured. We shared this information with the management team and they took appropriate action to ensure children were safe. **(See area for improvement one)**

Children's health and wellbeing was promoted as effective infection prevention control measures were in place. Children and staff washed their hands at key times of the day, for example after using the toilet. Daily cleaning of the service took place by a dedicated employee. This ensured the likelihood of the spread of infection was reduced further.

Children were supported to manage and understand their own risk through the use of the Safe, Inspect, Monitor, Observe, Act (SIMOA) campaign from the Care Inspectorate. One child shared; "holding hands when on walks" was one way of keeping each other safe. Children had opportunities to take a SIMOA teddy home and spend the weekend with them. This allowed children the opportunity to explore different environments or circumstances on how to keep themselves and others safe. For example, in the home diary one child had a picture of them in a car seat. This strengthened the link with home learning and sharing safe practices with families.

The nursery had appropriate security measures in place, such as, a door bell, locked doors, stair gates and additional locks on outside gates. Personal information was stored in line with current best practice. As a result, safeguarding of children had been strengthened through these measures.

Children experience daily outdoor play. The layout of the building does not allow for free flow access to the outside space. Staff shared that they ensured children had daily opportunities to explore the outside environment, including walks and the woodland space. One parent told us; "My children love the outdoor play opportunities provided to them" and another parent shared; "They go out regularly to their garden and also to see the ducks". As a result, children's overall wellbeing benefitted from regular outdoor play and learning experiences

## Areas for improvement

1. To effectively promote children's safety, the provider should ensure staff access training appropriate to their role. The staff team should be confident in identifying, assessing and minimising risks and potential hazards to children.

This should include, but is not limited to:

1. Ensuring toys and resources are stored appropriately, safe for children and well-maintained.
2. Staff receive support and training in assessing risks and how to minimise potential harm to children.
3. Risk assessments are accurate and support staff to identify potential risks in the environment to ensure children are safe.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'My environment is secure and safe' (HSCS 5.19).

## 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.

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

The service had a vision and aims in place that focused on improvements and outcomes for children and their families. Management had started to review these and gathered further information from parents, for example what the service means to them. Parents shared words such as, "amazing", "exciting" and "safe" on a wall display. The service planned to use this feedback from parents to update their own vision, values and aims.

This ensured families felt included in the care their children received and contributed to a shared vision of the service.

Children's outcomes were positively enhanced through the use of good quality assurance systems. This supported management and staff to assess and reflect on what worked well and identified areas for development. For example, staff and peer monitoring, sharing improvement ideas and room observations. Staff were confident to share their ideas and best practice or express when they needed support. We encouraged the management team to continue to use these processes to ensure best practice was consistent throughout the team.

Children benefitted from a service which had a meaningful improvement plan and a culture of self-evaluation that led to continuous improvements. Improvements were identified through parent's feedback, monitoring and staff impact meetings. A tracking and monitoring toolkit supported staff to identify gaps in children's learning. This helped staff to identify further areas for improvement to ensure high quality practice led to improved outcomes for children.

Families were welcomed into the service daily at drop off and pickup times. Additional opportunities were available for families to come into the setting and spend time with their child, for example, stay and play sessions or share a skill. This was where parents came in and shared with the children what they did for their job, what their passion or hobby was. One parent told us; "I have regularly attended stay and play sessions" and another shared; "The nursery provides parent's evenings during the year and I feel that I can always make an appointment if I need to discuss anything". A staff member told us; "It is so nice to have the parents come in, it has really helped us to get to know them and their children". As a result, strong trusting relationships had been formed and positively impacted children's experiences

## 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.

### Quality indicator 4.3 Staff deployment

Children benefited from a staff team that communicated well together. They were flexible throughout the day and ensured children's needs were met. Staff asked each other if they needed help or offered help at key times of the day. For example, one staff member prepared snack for another room alongside their own. This supported good working relationships between the staff team.

The service was led by a passionate team who wanted to get it right for children and families in the service. Staff spoke of working well together, one staff member shared; "I came here as a trainee and have never wanted to leave." Another shared; "we are like a family and help each other not only in work time but in personal times too". There was a long-standing staff team which contributed to consistency for children and their families. One parent told us; "The staff team has rarely changed since my child has been there and therefore we have built strong relationships with everyone". As a result, consistency was provided for families and contributed to the services home from home ethos.

The management team had recognised the importance of ensuring the service was appropriately staffed to support children's experiences. Management's monitoring of staff deployment during busier times of the day highlighted that it was not always effective.

Whilst most staff deployed themselves appropriately throughout the service, there was scope to develop this further. Staff shared that at times it had been difficult to meet children's individual needs. Management had informed us that recruitment processes for additional staff to support during these busier periods had begun. We encouraged the service to continue with their plan to ensure staff were supported at busier times of the day. This would ensure children's emotional and social wellbeing and development is consistently supported.

## 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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