

# Boghall Nursery Class Day Care of Children

Boghall Primary School  
Elizabeth Drive  
Boghall  
Bathgate  
EH48 1JB

Telephone: 01506 283 222

**Type of inspection:**  
Unannounced

**Completed on:**  
2 October 2024

**Service provided by:**  
West Lothian Council

**Service provider number:**  
SP2003002601

**Service no:**  
CS2017356210

## About the service

Boghall Nursery Class is registered to provide a day care of children service to a maximum of 42 children, from the age of 2 to not yet attending primary school, at any one time. The nursery is operated by West Lothian Council.

The nursery is located within Boghall Primary School in Boghall, Bathgate. The nursery premises consist of two playrooms, kitchen area and cloakroom facilities. There is an enclosed outdoor play area, which can be accessed from the playrooms. The nursery is close to local amenities.

## About the inspection

This was an unannounced inspection which took place on 1 October 2024 between 09:30 and 16:30 and 2 October 2024 between 11:00 and 15:30. 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, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- observed children using the service
- received feedback from 12 families from our online questionnaire and spoke with three families
- spoke with the staff and management team
- observed practice
- reviewed documents

## Key messages

- Children experienced warm, caring and nurturing approaches to support their overall wellbeing.
- Children and families had positive and meaningful relationships with staff.
- Children had fun as they experienced very good quality play experiences.
- Children's health and wellbeing was supported as they all had free flow access to the outdoors.
- Children benefitted from a caring and nurturing staff team, who were enthusiastic and committed to providing a positive experience for the children in their care.
- Planning approaches did not yet support depth and breadth in all children's learning.

## 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?	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?

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 warm, caring and nurturing approaches to support their overall wellbeing. They were happy, settled and having fun. Children were supported to make choices as staff were attuned to their routines and what was important to them. This contributed to children feeling safe and secure and as a result children were confident and engaged in their play experiences.

Children's wellbeing was effectively supported through personal planning which was reviewed regularly with families and children. Staff knew children well and were aware of their individual needs. When required, staff worked closely with other professionals. This was managed sensitively to ensure children received the support that was right for them in a timely manner. As a result, this ensured positive outcomes for children and supported them to achieve their potential. Chronologies for recording key events were in place which supported management to have an overview of significant events in a child's life.

Children experienced calm and sociable mealtimes. There were some opportunities for independence and choice. Staff recognised the opportunity to build on relationships and joined children at lunch time which promoted meaningful conversations. This contributed to the sociable experience for children and allowed an opportunity for emerging language skills to be developed. There were some missed opportunities for choice and independence at snack time. The service should now develop this time of day to promote children's choice and self help skills.

Effective partnerships had been formed with external agencies to help assess children's developmental needs. Children requiring additional support had individualised strategies in place, which were mostly reflected in practice. This resulted in them beginning to settle into their routines and being included in nursery experiences.

Children benefitted from their families being warmly welcomed into the service. They were enabled to support their children to settle in and participate in stay and play sessions. Establishing good working relationship with parents was important to the staff. There was daily communication with families at drop off and collection time as well as online updates. Meaningful relationships had been formed with families who told us they felt included in the nursery community. One parent commented, "The staff are very approachable and friendly, I feel like I can discuss any issues I have regarding my child with them. They have stay and play sessions which allow me to see the nursery activities in action and how they interact with the children. I have never felt uncomfortable in the setting". This holistic approach resulted in children that were happy and learning, and most families felt valued and included.

### 1.3 Play and learning

Children were engaged and seen to be busy and purposeful at play. They had opportunities to lead their own play and learning which impacted positively on their development and wellbeing. Resources were well-presented and encouraged exploration, enquiry and fun. The continuous provision indoors and outdoors had been well considered to include a wide variety of open ended and natural resources, enabling children to explore opportunities which promoted their curiosity and imagination.

We observed children following their own interests. For example, some children were highly engaged creating "an obstacle course" from crates and planks of wood outdoors. Children's interests had also been considered within the environment. For example, recent autumnal interests were reflected in the provocations, resources and objects available to play with. This supported children to feel engaged and included within the environment.

Play experiences were in place to support children to develop skills in language, literacy and numeracy. This included mark-making, sorting and matching. Staff were available to children for storytelling and discussions. This supported children's enjoyment of literacy and the development of their talking and listening skills. Staff's spontaneous singing created a sense of joy and supported children's language development.

Most staff used skilled interactions to support children's learning and development. We observed staff using a range of communication techniques to support children at different developmental stages. These included, using open questions to extend play and learning as well as timing interactions carefully. This enabled children to feel valued and included within the nursery setting.

Positive approaches to supporting risky and adventurous play were embedded within practice. We saw children being effectively supported to jump, climb and balance in the garden. This encouraged opportunities for children to assess and manage risk and build self-confidence.

Planning approaches did not yet support depth and breadth in all children's learning. Additionally, the quality of learning observations within children's learning journeys were inconsistent. They did not always detail the individual learning or skills that were being developed. This made it difficult to track children's progress and identify where additional support or challenge was needed. The leadership team agreed this area of practice needs to be reviewed and should now identify training to support them to make improvements.

## 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 key question as very good.

### 2.2 Children experience high quality facilities

Children experienced an environment that was cosy, welcoming and spacious. The indoor area had been well thought out, spaces were utilised well for children to explore, learn and play. Spaces were welcoming and nurturing for children and families. The playroom was comfortable, well ventilated, and furnished to a high standard. Homely touches, natural resources and child centred displays helped children to feel welcomed and included. This created an ethos that children mattered.

Children had free flow access to the outdoor area which offered a wealth of learning opportunities such as digging, planting, climbing and riding bikes and trikes. Opportunities were available for children to transport resources from area to area, the use of pipes, planks of wood and bricks enabled the children to develop their creativity and curiosity. A section of the outdoor area was covered by a shelter, as a result, children experienced outdoor play in all weathers.

A number of safety measures were in place to help protect children from harm. For example secure entrances, awareness of where children were playing within the setting, good supervision and risk assessments of space and resources. Staff reflected with the children about recent walks into the community and how they have used the 'keeping children safe campaign' SIMOA (Safe, Inspect, Monitor, Observe and Act). Staff shared that they had been encouraging SIMOA the elephant to come out on walks and visits to help the children think about safety, the setting have introduced baby Noah elephant to support further opportunities for safety discussions. This meant that all children had an awareness of being outside and in the community whilst understanding the importance of keeping themselves safe.

Children were supported to be healthy and safe through effective infection, prevention and control practices. The environment was well maintained, clean, and hand washing routines were embedded in practice. This contributed to keeping children safe and healthy.

Risk assessments were in place and had been reviewed to support a safe environment for children. Arrangements were in place for maintenance and repairs within the service. As a result, children were kept safe.

**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 key question as very good.

**3.1 Quality assurance and improvements are led well**

Children, families, and staff benefitted from a committed leadership team. They promoted high aspirations for children through a shared vision. This created a happy and welcoming ethos in the service promoting a positive atmosphere for children to play and learn. The positive ethos meant staff were proactive in taking a shared responsibility for change and improvement. As a result, children benefitted from a staff team who were motivated and responsive to meeting their needs. One parent commented; ' I like that they mix up the areas often for different learning experiences. What I appreciate the most is the staff. They've been nothing but supportive to us as parents and to my child's development. Nothing I ask is too much for them. They're kind, thoughtful and just amazing at what they do. We're very lucky to be a part of such an amazing school.

Children and families were regularly consulted, and their views gathered. They did this with questionnaires and face to face discussions. Most parents agreed or strongly agreed they are involved in a meaningful way to help develop the setting. This gave a strong message that their views mattered.

High quality care and support was achieved by effective quality assurance systems and processes including self-evaluation and an improvement plan. The senior leadership team implemented formal and informal monitoring and auditing across the service leading to continuous improvement. Staff were skilled, passionate and motivated, and worked well together. Continuous reflection on practice and regular opportunities for professional discussion brought about positive changes for children and families.

A realistic improvement plan was driving forward nursery developments. Priorities were outcome focussed with realistic targets which focused on outcomes for children. On going monitoring and reviewing of the improvements meant the management team and staff had a clear overview on the progress of the priorities. This meant children benefitted from a service that continues to improve.

The service fully engaged in the inspection process and appreciated the guidance and suggestions offered by the inspectors. The management team and staff demonstrated their commitment to the service and were motivated to make improvements to ensure positive outcomes for children.

## 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 key question as very good.

### 4.3 Staff deployment

Children benefitted from a caring and nurturing staff team. Staff were enthusiastic and committed to providing a positive experience for the children in their care. They were warm, friendly and responsive in their approach and demonstrated positive team working, which promoted a happy and secure environment for children. They modelled positive social interactions, both verbal and nonverbal, supporting children to develop an understanding of relationships. Families shared with us: 'Right from induction I feel it was easy to strike up a bond with the staff. They've been incredibly supportive and eased any anxieties or concerns I had when my child was starting', and 'The staff are wonderful and help explain what they do with the children during the day and how this helps development. The staff are always trying to better the children's development. All staff are so friendly and caring'.

The deployment and levels of staff within the service were appropriate to ensure effective care and support for all children throughout the day. Staff were deployed in a way that enabled them to respond to children with care and attention. As a result, children benefitted from very close attachments with staff. Busier times of the day had been well considered to ensure minimal impact on children's play and learning. This meant children were effectively supported at all times.

Staff across the service worked well as a team, communicating effectively with each other to ensure the service ran well and children's needs were consistently met. For example, whilst children were able to make choices about where they wanted to play this was managed well to ensure children were supervised and supported. This contributed to children being respected, kept safe and created a positive ethos.

We found there was a good mix of skills and knowledge across the playrooms, staff were motivated and very committed to providing quality experiences for children. Staff morale was high, and a positive team ethos was evident.

Families told us that there were always enough staff in this service to meet their child's needs. One parent told us, 'Staff always seem to be invested in the children's learning and every time I'm at the nursery or walking past there's staff outdoors and indoors making sure the children's needs are met'. This supported children to thrive and flourish.



## 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	5 - Very Good
1.3 Play and learning	4 - 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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