

Linlithgow Bridge Nursery Class Day Care of Children

Linlithgow Bridge Primary School
East Mill Road
Linlithgow
EH49 7PB

Telephone: 01506 671 428

Type of inspection: Unannounced
Inspection completed on: 6 February 2018

Service provided by:
West Lothian Council

Service provider number:
SP2003002601

Care service number:
CS2004059491

About the service

Linlithgow Bridge Primary School has been registered with the Care Inspectorate since 1 April 2011.

The service is registered to provide a day care service to a maximum of 30 children from the age of three to primary school entry age. The nursery is situated within Linlithgow Bridge Primary School in the town of Linlithgow, West Lothian.

The nursery aims included, "to provide a safe and stimulating environment in which the children can feel happy and safe."

We made an unannounced inspection of the nursery on 30 January 2018 between 8.30 and 12.00. We completed the inspection and provided feedback to the head teacher, hereafter referred to as the manager, one principal teacher, the nursery teacher, early years officer and two nursery nurses on 6 February 2018.

We gathered evidence for this report through:

- observation of staff working with the children, how they engaged with the children and what experiences they provided for them
- review of room layout and the resources provided
- discussions with management and staff about the service provided
- discussions with children and parents about their nursery experience
- review of documents relevant to the quality of care and support and the environment
- observation of the premises indoors and out
- observation of parents questionnaires returned to the Care Inspectorate

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure they have the best start in life, are ready to succeed and live longer, healthier lives. We check services are meeting the principles of Getting it Right for Every Child (also known as GIRFEC). Set up by the Scottish Government, GIRFEC is a national approach to working in a consistent way with all children and young people. It is underpinned by the principles of prevention and early intervention. The approach helps services focus on what makes a positive difference for children and young people - and what they can do to improve. Getting it Right for Every Child is being woven into all policy, practice, strategy and legislation that affect children, young people and their families.

There are eight wellbeing indicators at the heart of Getting It Right for Every Child. They are: safe, healthy, achieving, nurtured, active, respected, responsible, and included. They are often referred to as the SHANARRI indicators. We use these indicators at inspection, to assess how services are making a positive difference for children.

What people told us

There were twenty-six children present on the first morning of the inspection. We spoke to approximately eight children and some of their comments during the inspection included:

"I need to go outside."

"My boot has come off in the mud. I'll need to hop."

"I'm cutting two kinds of melon for snack. This is gala melon with green skin. That one is kinda yellow and green. This is pineapple and there's strawberries."

"I want to play in the house corner."

"He's busy on the ipad. It's my turn next. Turn the timer over."

"I want to go inside now."

"We're making rescue transformers."

"We sing in the singing corner. This drumstick belongs in the singing corner. I better put it back."

"This is a messing drawing table."

"This sign means that only four children are allowed in here."

"When it is time to go away then we always tidy up. No, we only tidy up when it's time to go home. That's when we help tidy up, when the music goes on."

We sent out twelve Care Standards Questionnaires and at the time of writing the report we had received 7 completed questionnaires, and comments from parents and carers showed that they were happy with the service provided. Comments included:

"This is an amazing nursery. I can't fault anything. The staff are incredible. They have/do put a lot of time in with my son and I really see the difference it's made. They have helped shape who he is today. Also given me support when needed regarding my son."

We spoke directly to parents on the day of inspection and they were very satisfied with the service. Comments included:

"The on line journals with photos are good. We get lots of observations."

"They tell me of any concerns such as if he's not on form."

"She comes out happily. Nursery have been fantastic. I'd definitely recommend it. They're good at picking up on different issues."

"It's a great wee nursery. The communication is good. I'm a childminder and they tuck the information into the bag."

"Parents are invited to participate more than in the past which is good. They get parents in to talk about their jobs which is good and they could do that more."

"They identified a problem with one of my children and have been really supportive."

"I like the newsletters and they definitely get outside lots."

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their own improvement plan which demonstrated their priorities for development within the nursery and as part of the wider school community.

From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	5 - Very Good
Quality of staffing	not assessed
Quality of management and leadership	not assessed

What the service does well

A motivated and enthusiastic staff team had created an inclusive, nurturing environment recognising that each child is unique and ensuring that the whole family was supported to feel welcome, listened to, valued and respected. We saw the children making choices and decisions about what they wanted to do and play with throughout the session. Staff supported them to, develop and extend their own learning activities and experiences and we evidenced this in group and individual observations in the children's on line learning journals. As a result families were able to celebrate children's achievements, as learning journals were regularly shared with parents. With interaction from parents the nursery could share the child's achievements outwith nursery encouraging two way communication.

Taking account of staff's knowledge and views of each child's development needs when starting nursery and planning their transition arrangements for moving onto school. They ensured that children attended assemblies and school shows, lunch times and the playground with buddies from the primary school and that the transition period involved their parents or carers. This helped children to form positive relationships with adults and other children to help them feel valued, safe and secure. Parents we spoke with were happy with the arrangements in place to support their child's development and learning.

Good links with outside agencies such as speech and language therapists and the educational psychologist ensured that children were well supported by staff, West Lothian's Early Intervention Team and all professionals involved with the children.

As identified in their improvement plan, staff were promoting the focus on literacy in their work with children and families. They spoke sensitively and knowledgeably about children's interest in stories and how they were using this to support their care, learning and development needs. Parents with English as a second language were invited to read aloud to children and to translate stories and dual language books were displayed in the story corner to support literacy development.

Parents, staff and community groups such as Burgh Beautiful had worked together to help provide a stimulating, fun, dynamic outdoor environment. Staff gave the children the time and space to develop their ideas, to be creative and to flourish.

Interaction from staff was sensitive, responsive and well judged which enabled children to lead their own learning imaginatively. We saw the children exploring and discovering, problem solving and experimenting with a range of materials, tools and "Loose Parts." All staff were members of the Loose Parts Early Years Forum on facebook and we saw that this had helped have an impact on the environment which they and the children had created. Staff encouraged the children to manage risk themselves and to be independent, making their own decisions to help with their learning outside.

The service encouraged the inclusion of parents and carers to help within the service. As a result a mother trained in Forest Schools had shown staff and children how to build a fire pit within the school's wildlife garden area, how to whittle sticks and to enjoy toasted marshmallows. Another had organised a series of outdoor gymnastic sessions with a presentation for parents and children thereafter helping boost confidence in children's abilities. They had learned to grow healthy foods, cultivate it then prepare it for snacks which provided a huge sense of achievement as well as a learning opportunity. We saw that children were consulted about snack choices for the following week which they then ordered on line using either the smartboard or ipad.

We saw a display in the cloakroom showing how children were being kept safe, healthy, achieving, nurtured, active, respected, responsible and included. This GIRFEC wall (Getting it Right for Every Child) was frequently added to by parents.

What the service could do better

The teacher confirmed discussions were already underway with West Lothian Council regarding alterations to their changing area/room, as currently the smart board needed to support children's learning was within this area. Taking children out of the classroom to use the smart board was seen to interrupt their play. We discussed how the children's environment should promote their independence and their rights to uninterrupted play in line with "Building the Ambition."

For reference, we signpost the service to the guidance, Building the Ambition <http://www.gov.scot/Resource/0045/00458455.pdf> and "Space to Grow" design guidance for early learning and childcare settings and out of school care settings.

Although the on line learners journals were well written with quality observations and were of great benefit to the parents and carers they would have been of even more value to the children if more than one ipad had been available to them within the nursery. Children should have free access to the learners journals in the same way that they did with the paper copies in the past. This would further enhance their recall and learning opportunities given through staff discussions and use of the smartboard and through regular discussions with parents and staff.

Consideration should be given to increased use of the community outwith the nursery and school as highlighted in several parent questionnaires to extend the experiences of the children and their opportunities for learning and development.

Accidents and incident forms were not always being completed in pen. The carbon paper was so old and crumpled that it was not possible to always read the duplicate copy which was left within the service when the original was given to the parent or carer. Many forms were not being logged with the child's full name or enough detail to ensure a clear log was being recorded. See recommendation 1

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. It is recommended that the service reviews the system for recording accidents and incidents to ensure they include the necessary information clearly recorded.

National Care Standards Early Education and Childcare up to the age of 16- Standard 14 A well managed service

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Inspection and grading history

Date	Type	Gradings	
1 Apr 2015	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	5 - Very good
		Management and leadership	4 - Good
30 Nov 2012	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	4 - Good
12 Nov 2009	Unannounced	Care and support	5 - Very good
		Environment	Not assessed
		Staffing	5 - Very good
		Management and leadership	Not assessed

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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

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