

## Bilston Primary School Nursery Class Day Care of Children

Bilston Primary School  
Park Avenue  
Bilston  
Roslin  
EH25 9SD

Telephone: 0131 444 9021

Type of inspection: Unannounced  
Inspection completed on: 26 April 2017

**Service provided by:**  
Midlothian Council

**Service provider number:**  
SP2003002602

**Care service number:**  
CS2016349344

## About the service

Bilston Primary School Nursery is part of the newly built Bilston Primary School in Bilston Midlothian. The nursery includes a large play room which opens directly into the garden allowing children to move freely between both areas, office, kitchen, toilet and changing area. Children also use the sports hall and other areas of the school as necessary to support the children.

The aims of the service are:

- "To provide a welcoming, happy, secure and safe environment for all families, staff and students.
- To encourage the emotional, social, physical, creative and intellectual development of all children.
- To promote the welfare of the children
- To promote children's self esteem, independence, confidence and ability to make choices.
- To create opportunities for learning through play which are challenging, stimulating, safe and foster imagination.
- To respond to the learning needs of children by providing stimulating contexts and experiences.
- To provide a supportive environment for all which respects everyone as an individual and values cultures and religions.
- To ensure that every child feels included and is able to access activities with appropriate support."

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure that they have the best start in life, are ready to succeed and live longer, healthier lives. We check that services are meeting the principles of Getting It Right For Every Child (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. GIRFEC is being woven into all policy, procedure, strategy and legislation that affect children, young people and their families.

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

## What people told us

During the inspection we spent time talking to, playing with and observing children in the nursery and in the outdoor play area. Children were eager to show us their nursery identifying their favourite areas and activities. Comments included "This is my nursery and everybody's nursery and its my favourite place," "Look! look at this tree house I always wanted a tree house, I play in it every day." "I'll show you the hammers and the mud kitchen, if you need to fix stuff remember and do it safe. I'll tell you what to do"

Before the inspection took place we sent 20 Care Standards Questionnaires to the service to distribute to families, two of these were returned before the inspection took place. Both families strongly agreed with the statement "Overall I am happy with the quality of care my child receives in this service. We e-mailed a small group of parents. In addition we spoke to parents as they picked up their children. The following representative comments were made:

- "My child adores their time at nursery. I am extremely happy with all aspects of the nursery and staff." "The nursery has a lovely feel about it, a nice friendly atmosphere. A special place that all the kids seems to enjoy."
- "The staff are great, they keep us well informed and honestly I can't think of any thing else they could do to

support me or my child." "If my child could stay here all day every day they would. They love the garden, it's freedom but the kids are still learning everything they need to." "All the staff are fantastic, approachable, trustworthy, everything you want when your child is in their care." "There's a lot of information - a notice board outside the nursery which is great because you really can't miss it. The Twitter page is great for information and photographs."

## Self assessment

The service has not been asked to complete a self assessment in advance of the inspection. We looked at their own improvement plan and quality assurance paperwork. These demonstrated their priorities for development and how they were monitoring the quality of provision within the service.

## From this inspection we graded this service as:

Quality of care and support	6 - Excellent
Quality of environment	6 - Excellent
Quality of staffing	5 - Very Good
Quality of management and leadership	5 - Very Good

## Quality of care and support

### Findings from the inspection

We saw children coming to nursery eagerly anticipating their time in the playroom. They happily greeted their friends and staff and settled quickly to their chosen activities both inside and in the garden which was an extension of the playroom.

Experienced, well trained, enthusiastic staff provided children with an excellent level of care and support. Their understanding of GIRFEC and the SHANARRI principles were evident from our conversations with staff and observation of written records for health and development. We saw clear child centred plans for each child which supporting their individual needs and promoted positive outcomes. These plans were reviewed with families as often as necessary to ensure that children's needs were identified and met.

Children were encouraged to persevere with self help skills, for example doing up zips, putting on shoes, preparing their own snacks. Children could elect to be a part of the health team and were given responsibility for choosing and preparing healthy snack foods. In conversation children confidently shared their knowledge of healthy eating. These achievements boosted confidence and gave children more control over their environment.

Staff understood the impact their input had on the overall quality of children's experience. They were committed to empowering children by ensuring that the nursery provided a child led nurturing and dynamic environment where they could grow and flourish.

Children were supported to think about their feeling and the impact of their actions on others. This helped develop social skills which supported them in all areas of their lives and helped ensure they were ready to make the most of the play and learning opportunities offered by the nursery. We saw children glow with pride as staff gave meaningful and directed praise which recognised their particular achievements

Staff understood that embedded learning comes when children are free to choose and explore activities at their own pace. They observed children closely but only intervened when they felt their interactions would add value to the child's experience. Their respect and trust in children to lead their own learning was apparent in all aspects of the service. Floor books showed that this approach had been embedded from the start. Children's interests were picked up and developed for as long as their interests lasted. Seeing their ideas and work in action gave children a sense of ownership and pride in their nursery which helped support feelings of self worth and develop resilience.

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 0

**Grade:** 6 - excellent

## Quality of environment

### Findings from the inspection

A particular strength of the nursery was the high quality environment rich in opportunity with free flowing access to the outdoor play area at all times. Furniture and fitting indoors were of a high quality and designed to allow children to have maximum freedom to move around and access all areas without adult support. The service had invested in all in one suits so that children could play outdoors in most weathers. Most children chose to play outdoors for part of the session and some spent all day outdoors.

Children's ideas were used in the development of the nursery garden. We saw the detailed floorbooks used to support children in thinking about what they wanted from their nursery. This helped ensure that in and out of doors they found their own interests and impact reflected in their surroundings. Children's influences included a 'tree house', large outdoor sand pit, many climbing and balancing activities, willow tunnels, tented areas, several opportunities to play with water, an outdoor theatre and a woodwork bench. All of the activities indoors could be taken outside and children were confident in moving resources to meet their needs. Both in and outdoors excellent use had been made of natural materials and loose parts. Parents and staff commented on how this rich natural environment supported children's physical and imaginative open ended play.

Staff plans provided an excellent example of responsive planning in action. Staff saw their role as supporting the children as far as possible to achieve the play experiences they imagined. They allowed children to make mistakes and only entered children's play and conversation if they were asked or if their contribution would have a positive impact on the children's experience. This resulted in children becoming more confident in taking risks and in making decisions, who were aware of their impact on others and who were proud of their nursery and of their contribution to it.

We saw many examples of children making decisions and influencing their time in nursery. For example during the session it started to snow, some children suggested they should have hot chocolate. Staff picked this up immediately, involved children in making the drink and put it outside so they could serve themselves. Another

child decided the tree house needed curtains. They set about gathering the materials they needed to complete their tasks. Staff checked that the child understood the rules for removing tools from the woodwork area and trusted the child to complete their task showing respect and confidence in the child's ability.

## Requirements

Number of requirements: 0

## Recommendations

Number of recommendations: 0

Grade: 6 - excellent

## Quality of staffing

### Findings from the inspection

The experienced and well qualified staff team worked well together. They respected and valued one another's strengths using them to help ensure that children had a high quality play and learning experience. Their knowledge of the key document including Building the Ambition and My World Outdoors were apparent in the range and depth of opportunities available to children on a daily basis.

Staff were positive about the support and training opportunities they received from the Head Teacher. This allowed them to network with other services and to take part in a wide range of training. Recent training included: Building Resilience in Young Children, Box of Feelings, Froebel, Effective Transitions, Social Stories, Outdoor Play and Developing Early Years Practice. In addition a member of staff had recently completed their BA in Early Childhood Practice. The impact of these courses was apparent in the quality of conversations with staff and in the nurturing environment they had created.

Staff were reflective and aware of the impact and influence they had on the children in their care. Their interactions with children were purposeful and enriching as they strived to build children understanding and confidence of their world in everything they did. Their high expectations for the children were reflected in the level of trust and autonomy they gave children to lead their learning.

Annual performance reviews took place with the head teacher and staff were enthusiastic about the training plans they had for the forthcoming session and into the next academic year.

All staff had been recruited in accordance with the safer recruitment practice which Midlothian Council's Department of Education had in place. They were registered with the Scottish Social Services Council (SSSC). The SSSC is the body which sets out the qualifications necessary for staff working in the care sector. In their Codes of Practice they identify the standards and values individual practitioners must work to. We saw staffs understanding of these values reflected in their interactions with children and their families.

## Requirements

Number of requirements: 0

## Recommendations

**Number of recommendations:** 0

**Grade:** 5 – very good

## Quality of management and leadership

### Findings from the inspection

Effective quality assurance procedures based on the National Care Standards and How Good Is Our Early Learning and Child Care (HIGIOLEC) helped the Head Teacher and staff to identify and assess areas for improvement. Targets were reviewed regularly and progress was shared with families and other professionals, this recognised accountability on the part of the service to its key stakeholders.

The Head Teacher was a regular visitor to the nursery and had a strong commitment to making sure that the nursery was seen as part of the school community. These visits helped her to build a clear picture of staffs skills and areas for continuous improvement. Delegated responsibility for on-going improvements was shared with staff who willingly took on responsibility for aspects of practice that made best use of their skills.

Transparent procedures were in place for taking forward any concerns about the service. They included information about the role of The Care Inspectorate.

Regular visits from the local authority Quality Improvement team provided external quality assurance and monitoring of the service.

Records of meetings, visits and reviews of the quality assurance process demonstrated the Head Teachers commitment to the services continuous improvement agenda and to sharing this with families and other stakeholders.

The Head Teacher had a clear vision for the on-going development of the service. She was supported in this work by a reflective, innovative team who were committed to ensuring that every child was given the opportunities they needed to support their individual development and reach their potential.

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 0

**Grade:** 5 – very good

## What the service has done to meet any requirements we made at or since the last inspection

### Previous requirements

There are no outstanding requirements.

## What the service has done to meet any recommendations we made at or since the last inspection

### Previous recommendations

There are no outstanding recommendations.

### 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).

### Enforcement

No enforcement action has been taken against this care service since the last inspection.

### Inspection and grading history

This service does not have any prior inspection history or grades.

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