

Summarised inspection findings

Bright Beginnings

West Dunbartonshire Council

10 July 2018

Key contextual information

Bright Beginnings Nursery is in partnership with West Dunbartonshire Council.

The setting provides early learning and childcare (ELC) for babies aged under two years, young children aged two years to under three years and older children aged from three years to those not yet attending primary school. Seven children will be transitioning to P1 in August 2018, each to a different school.

1.3 Leadership of change

satisfactory

This indicator focuses on working together at all levels to develop a shared vision for change and improvement, which reflects the context of the setting within its community. Planning for continuous improvement change should be evidence-based and clearly linked to strong self-evaluation. Senior leaders should ensure that the pace of change is well judged and appropriate to have a positive impact on outcomes for children. The themes are:

- developing a shared vision, values and aims relevant to the setting and its community
- strategic planning for continuous improvement
- implementing improvement and change

- The setting's vision values and aims were recently developed as part of a leadership initiative led by the manager. This was done in consultation and discussion with parents and practitioners across the setting, resulting in the selection of a new vision, values and aims. These are based around an approach to improving outcomes for children. Working with parents and children, the manager and practitioners need to develop the shared vision further to underpin the life and work of the setting as it continues on its journey of improvement.
- The owner, manager and practitioners describe themselves, children and parents as a 'family' and this ethos permeates the nursery. Trusting and mutually respectful relationships have been developed to support the team and improve outcomes for children and families. Practitioners work well as a team and are supportive of each other. They demonstrate a personal commitment to the work they do with children. However, the roles and responsibilities of the team, in supporting change and improvements require further discussion and improved clarity.
- The manager and practitioners are keen to improve their practice. As part of this the manager is working towards a further qualification. This will include research and awareness of current thinking in early learning. She is keen to learn and develop such knowledge and skills to support practitioners more effectively. Practitioners have some access to a range of professional learning opportunities to support their practice, for example, attending in-house events and local authority training courses.
- A few practitioners lead on specific areas of improvement such as the development of electronic journals and outdoor learning. They are offered opportunities to work closely with the setting's partner nursery and share good practice. Through this, practitioners are increasing their knowledge to improve outcomes for children and families. They would appreciate and benefit from having more opportunities to visit other settings to help to identify further improvements and to explore best practice in similar settings.
- Self-evaluation is at an early stage. More consistent use of national guidance including Building the Ambition and How good is our learning and childcare? by the manager and practitioners will ensure a shared language and understanding of early level pedagogy and

self-evaluation. This will better support the improvement dialogue and help the team to clearly identify future priorities taking account of the setting's strengths and areas for improvement.

- The setting has an annual improvement plan which sets out a number of appropriate priorities. To take these forward the manager has identified some key targets, responsibilities and timescales. Positive improvements can be observed in the daily work of the setting. However, a robust monitoring programme should be developed in order to demonstrate clear evidence of change leading to improvements in provision for children.

2.3 Learning, teaching and assessment

satisfactory

This indicator focuses on ensuring high quality learning experience for young children. It highlights the importance of a very good understanding of child development and early learning pedagogy. Effective use is made of observation to inform future learning and identify the progress made. Children are involved in planning for their own learning. Together these ensure children's successes and achievements are maximised. The themes are:

- learning and engagement
- quality of interactions
- effective use of assessment
- planning, tracking and monitoring

- Babies are happy and settled in their playrooms. They benefit from warm, responsive relationships with caring adults who know them well. Walks in the local area and visits to the outdoor play area give them access to fresh air and experiences beyond the playroom. Practitioners should continue to develop the provision and use of natural and sensory materials.
- Practitioners working with children aged two to three years are caring and supportive in their interactions. They provide a nurturing environment, which promotes security and emotional wellbeing. Toddlers are given good support to learn to play together well. They are happy, relaxed and confident as they engage with the experiences on offer both indoors and out. Increasingly, natural and open-ended materials are being used to support children's play. Practitioners need to explore further how they can make better use of these resources to promote children's curiosity, creativity and inquiry.
- Children aged three to five years benefit from positive relationships with practitioners. As a result, children feel safe, secure and enjoy their time in the in the setting. The majority of children are confident in their environment both indoors and outside and independently make choices in their play. They share their ideas as they play in the mud kitchen or discuss the imminent arrival of caterpillars. A few children are able to engage in their play for a sustained period of time and use resources creatively to develop their own ideas. They are responding well to the new range of open-ended materials on offer but would benefit from thoughtful interaction of practitioners to pose a challenge or point out a problem to solve. At times, in the outdoor area, children move from area to area not sustaining or developing their play. Practitioners would benefit from increasing their use of comment and questioning to enable them to engage and challenge children in their learning.
- Practitioners make observations of children's play and learning. Through this, they are becoming more responsive to children's ideas and suggestions. Practitioners need to develop confidence to focus more on children leading their own learning and creating their own plans. They should extend consultation methods to support children further in thinking about what they already know about and what they would like to learn next.
- There are systems in place to support the tracking and monitoring of children's learning. This includes tracking of children's developing skills in literacy and numeracy. However, the teacher and practitioners should ensure judgements made about children's progress are sound and based on evidence. Practitioners collect information about children's progress against the experiences and outcomes of Curriculum for Excellence in the electronic learning journals. They now need to continue to develop this approach to ensure it reflects progress for individual children and links more clearly to planning appropriate next steps in learning.

2.2 Curriculum: Learning and development pathways

- Practitioners make increasing use of the experiences and outcomes from Curriculum for Excellence to plan for children's learning. For younger children, learning is based on Pre-Birth to Three guidance and responsive care.
- The manager and practitioners now need to develop a curriculum rationale that reflects the unique context of the setting. This needs to be informed by national practice guidelines to ensure all practitioners share high expectations and aspirations for children's learning. This will support them to provide greater depth, choice, challenge and progression in children's learning.
- The setting is well placed to develop rich learning experiences for children in the outdoor environment further. Already this is providing opportunities for children to develop aspects of learning, including aspects of health and wellbeing. Children explore and create in the well-equipped mud kitchen and are improving their balance and coordination as they walk along wooden planks. The manager and practitioners should now plan more opportunities to develop and extend early literacy, numeracy and digital technology skills in outdoor experiences.

2.7 Partnerships: Impact on children and families – parental engagement

- The owner, manager and practitioners have established links with parents and families in order to improve outcomes for all children. In the pre-inspection questionnaire responses, and in discussions during the inspection week, parents told us that their children are happy and confirmed that the setting worked in partnership with them to share in their children's learning and development.
- Information is shared with parents in both formal and informal ways. Parents value the newsletters and social media posts, which keep them informed of planned activities and current events. Practitioners regularly update e-learning journals to reflect children's progress. There is scope to increase parental contributions to these journals sharing children's successes and achievements from home.
- Practitioners recognise the importance of building relationships with children and parents during the transition process. Children and families visit the setting prior to starting. This arrangement is flexible and adapted to suit the needs of children and families. Practitioners spend time with parents and gather important information about children's interests, preferences and their care and medical needs. Transitions within the setting are also well managed. Practitioners use transition sheets effectively to record and share useful information relating to children's care, development and learning.
- Links have been established with the range of schools that children may attend. Teachers from those schools visit the setting to support smooth transitions for children. Working with local schools and the local authority supports the development of transitions in learning across the early level with an emphasis on literacy and numeracy
- The setting has useful links with local business and charities to enhance children experiences.

2.1 Safeguarding

- The setting submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. At the time of the inspection, there were no identified areas for development.

3.1 Ensuring wellbeing, equality and inclusion | good

This indicator reflects on the setting's approach to children's wellbeing which underpins their ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of each individual. A clear focus on wellbeing entitlements and protected characteristics supports all children to be the best they can be and celebrates their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Across the setting there is a friendly atmosphere where children and families are made to feel welcome and valued. Practitioners are developing strong attachments with children and this is helping to promote children's emotional wellbeing. Such positive relationships create a nurturing ethos in which children feel safe and well cared for. Across the setting children are helpful towards each other, they share resources and are observed to be kind and caring to their friends. Behaviour is positive with children developing the skills to play and work together. Practitioners support children effectively to resolve disagreements when they arise. Children are encouraged to use words to explain their feelings and concerns as they learn with others.
- The promotion of wellbeing is a key feature of the setting. Practitioners are developing knowledge of Getting it right for every child. A range of learning opportunities are used to increase children's awareness of what it means to be safe, healthy, active, nurtured, achieving, responsible, respected and included. As a result, children are respectful and developing independence as they play together. They are able to identify and talk about how they would manage risks in the indoor and outdoor environment. As discussed with the manager, practitioners should now work with children and their families to explore further the indicators of wellbeing. They now need to use the language of the wellbeing indicators as they identify learning for individual children and plan for their needs. This will support children further in understanding how the wellbeing indicators relate to them. The United Nations Convention on the Rights of the Child (UNCRC), with attractive photos, is displayed in the entrance hall. However, there is potential for a deeper study of children's rights to ensure a shared understanding and how this informs planning learning.
- Statutory duties are engaged and complied with. The manager has a good knowledge and understanding of legislative requirements. Recently, she has updated a range of policies and procedures to guide practitioners in their practice. Consideration should now be given to ensure these procedures and policies are implemented effectively. Practitioners are aware of the need to keep up to date with legislation. As planned, they should continue their professional learning to improve their knowledge and skills, and recognise the positive impact this would have on outcomes for children. Care plans are developed for each individual child. However, these need to be regularly reviewed to outline clearly, care, medical and learning needs.
- All children and families are treated in a fair and just way, which promotes equality and inclusion. Practitioners address these aspects through an appropriate range of resources and play activities. They encourage children and families to share celebrations that are important to them as well as raising awareness of those who are not as fortunate as themselves.

- During the inspection, parents spoke highly about the sensitive ways in which practitioners support their children. The manager and practitioners are aware of the necessity to ensure that they identify any potential barriers to learning and where to seek advice, support and guidance. Children who require additional support in their learning have individual plans and targets created in consultation with parents and carers and other professional agencies.

3.2 Securing children's progress

good

This indicator relates to the development and learning of babies, toddlers and young children. It requires clear understanding of early learning and development and pedagogy. It reflects the integrated way young children learn and the importance of experiences and development happening on an individual basis within a supportive, nurturing and stimulating environment. High quality early learning and childcare contributes significantly to enhancing children's progress and achievement as they grow and learn. It can benefit all children by closing the attainment gap and ensuring equity for all. It is about the holistic nature of development and learning ensuring these foundations are secure in order to achieve future attainment success. The themes are:

- progress in communication, early language, mathematics, and health and wellbeing
- children's progress over time
- overall quality of children's achievement
- ensuring equity for all children

- A clear focus on health and wellbeing across the setting is resulting in babies, toddlers and young children developing a good range of skills and understanding. Older children recognise the importance of exercise and healthy eating in keeping strong and helping their body to grow. They show a developing understanding of their own and other children's feelings. In all playrooms, children are learning to be independent appropriate to their developmental stage.
- Children under two years of age are curious and keen to explore the different resources on offer. They find pleasure in exploring the texture of sand and paint. Reassurance and encouragement from practitioners is enabling them to develop their physical skills such as crawling, climbing and walking.
- Children age two to three are gaining independence and most can choose the resources they want to play with. They have regular opportunities to play outside where they enjoy fresh air and are increasingly able to run, balance, climb and access the chute. They are learning to share and to take turns in games. They take part in planned experiences that enable them to explore materials such as sand and paint. Most are building their vocabulary and learning to talk in short sentences.
- Children aged three to five years are making good progress in communication and early language. Practitioners provide good support to develop children's listening and talking skills. Children communicate well with each other and engage in conversations with their friends and adults. They are developing their interest in stories as they access books in the comfortable book corner. A few enjoyed retelling familiar stories and showed keen interest in creating their own stories. Children have been learning about rhyme and letter sounds in play. Most can identify letters of their name. Children are developing an interest in early writing and a few mark making opportunities are provided across the playroom. Practitioners should continue to develop children's literacy skills in more real-life contexts and support them to apply their skills across all areas of the playroom and outdoors. As part of this, they need to provide a wider range of writing materials and surfaces to allow children to plan, record and share ideas indoors and outside.
- Children are making good progress in developing their skills in early mathematics and numeracy. In planned activities and daily routines, they are developing understanding that numbers represent quantities. A few of the older children confidently count up to ten and

beyond, and are observed to recognise numerals through exploration of an interesting range of materials. Children have good opportunities to develop early mathematical concepts. As planned, practitioners should continue to provide a challenging range of experiences for children to develop and use skills in numeracy and mathematics across learning.

- Science has been a focus for development resulting in experiences being available to support children's interests and stages of development. Children are enthusiastic and engaged with early science activities. Plans to develop the curriculum for science and technologies will provide further scope for children to explore their environment, explain their thinking and make connections across learning experiences.
- Children aged three to five years are polite, articulate and motivated to learn. Practitioners build on the knowledge and experiences children bring with them from home. From the information gathered from inspection activity, it is clear they are making good progress across all areas of the curriculum. Electronic learning journals, in conjunction with literacy and numeracy tracking systems, provide evidence of children's progress overtime.

Setting choice of QI: 3.3 Developing Creativity and skills for life and learning

- Developing creativity
- Developing skills for life and learning
- Developing digital skills.

- Practitioners are developing approaches to encourage children to be inquisitive, imaginative and take risks in their learning. The increasing use of open ended-materials indoors and outside is improving opportunities for children to make choices and decisions and use their imagination. The outdoor learning environment provides good opportunities for children to engage with the natural world and learn to manage risk, for example by building a very tall pirate ship and playing on the tyre swing. Practitioners are increasingly responsive to children's interests and ideas and enthusiastically share their own ideas and personal research. There is a need for practitioners to learn more about helping children to develop and apply investigative and problem solving skills. This will better support children to sustain and deepen their learning.
- The ethos and culture of the setting supports secure and nurturing relationships. Children are confident and positive in their interactions with trusted adults and with each other. Practitioners support children's developing independence by providing opportunities for them to express their feelings and opinions, make choices and take increasing responsibility for their own safety. For example, older children are learning to complete an outdoor risk assessment to help them to make decisions about suitable clothing for weather conditions. The Children's Committee described a range of risks that might be found both indoors and outside and how these risks might be avoided.
- Children are eager and confident learners who will benefit from prompts, questions and challenges to extend their thinking, persevere with their play and make connections across learning.
- Children in the three to five room confidently engage with the interactive white board and have access to some games and carefully selected websites. Small electronic tablet computers encourage children to engage with sounds and letters. They are beginning to contribute to their electronic learning journals and a few children confidently share these with family and visitors. The setting should now continue with plans to further develop children's skills in exploring and using digital technologies. In doing so, children's play and learning across the curriculum will be enhanced.
- Practitioners should engage with national guidance on Developing the Young Workforce to enable them to better identify and support the development of skills for life and learning.

1. Quality of care and support

- Children and families received a warm welcome from the approachable management and staff team. Children had formed strong attachments with all practitioners and were making positive friendships with their peers in the family friendly environment.
- Practitioners worked well together and as part of a multidisciplinary team. They effectively liaised with families and other agency professionals. This meant children received meaningful input and additional support, when needed to maximise their potential.
- Transitions were successful and well planned. Children experienced sensitive and responsive care, helping to build on their confidence, resilience and self-esteem. For example, children starting school in August 2018 confidently named their new school and were keen to tell us about visits to meet their teachers and buddies.
- Practitioners in the under three playrooms knew the needs, routines and preferences of each child well. They had worked effectively with parents to support the continuity of care between the home and nursery. We saw lots of cuddles and reassurance to support children's emotional wellbeing and appropriate use of praise when celebrating children's learning achievements and developmental milestones.
- The manager recognised the need to support practitioners to meaningfully record and update personal plans. This will enable staff to effectively show how they plan to support and track the individual health, wellbeing and safety needs of each child and support outcomes when changes to their needs are identified. (See recommendation 1).
- We found that staff supported and nurtured children's curiosity for learning through a range of experiences both indoors and outdoors. Mind maps and big books showed how staff had captured children's view, suggestions and evaluations of their learning. Older children confidently recalled their learning experiences and were happy to share their news, interests and learning achievements, which were attractively displayed throughout the service.
- Through accessing online learning journals, parents had opportunities to comment on their child's learning outcomes and progress. We discussed and the manager agreed to further support practitioner to develop their skills in observing and reporting children's progress and next steps.
- The manager was the child protection co-ordinator with senior staff taking a lead role in her absence. Following discussion the manager agreed to clearly define and display staff roles and responsibilities to ensure robust reporting procedures are in place to safeguard and protect children from harm.

Care Inspectorate grade: good

2. Quality of environment

- We found all the playrooms to be warm, welcoming and well organised. Practitioners had started to assess what children need and want in their playrooms and outdoor areas using best practice guidance such as, Building the Ambition guidance, Loose Parts and My World Outdoors. This had resulted in positive improvements to the overall layout of the environment, provision of resources and outcomes for all children.
- Practitioners explained that they had recognised the need to share their knowledge to enable them to assess and support each child's development and learning style, also known as SCHEMA. This approach had started to impact positively on resources provided. For example, we saw younger children enjoyed cosy, nurturing areas and sensory and natural resources, which were readily available to support their preferred patterns of play, such as transporting.
- We saw older children enjoyed messy art, storytelling and drama to support their creativity. The manager recognised the need to extend opportunities for children to lead their own learning and to give children time to develop their ideas and interests in all areas.
- Hygiene and infection controls were well managed. We found the service to be visually clean and well maintained. Children received personal care and support from key practitioners who respected their privacy and dignity, were sensitive, soft spoken and caring when attending to their personal care and support.
- Practitioners recognised the importance of managing risk. Older children were confident in assessing and understanding environmental risks. They were making informed decisions about their own personal safety and were developing strategies to keep safe outdoors.
- All children had access to daily outdoor play experiences within the nursery gardens and decking areas, which children clearly enjoyed. Following discussion the manager agreed to support practitioners to assess and monitor the purpose and venue of daily outing, taking account each child's interests, mobility and stages of development to ensure meaningful interactions and quality outcomes for each child.
- We observed a number of environmental factors, which caused concern whilst accompanying children on an outing to the local canal, e.g. road safety, speeding bikes. We discussed our findings with the manager and recommended that practitioners are supported to carry out robust risk assessment procedures and understand their roles and responsibilities to protect children when on outings. (See recommendation 2.)

Care Inspectorate grade: good

3. Quality of staffing

- We carried out a safer recruitment audit and found that the service had implemented satisfactory procedures to recruit four childcare practitioners in line with current best practice guidance. We noted that practitioners were registered or in the process of registering with the Scottish Social Services Council, (SSSC) which is the body that regulates the care workforce in Scotland and sets standard for training and qualifications. Practitioners knew about the SSSC codes of practice and demonstrated a good understanding of service policy relating to their roles, including whistle blowing.

- The manager provided guidance and support to ensure practitioners were aware of their responsibilities to complete their SSSC post registration log (PRTL) when requested to do so. A training plan was in place, which supported staffs continuous professional development, the needs of children and the service as a whole.
- Practitioners explained that training opportunities had improved. They felt that they had benefited from attending local authority training and through undertaking individual on-line research. They were motivated to share their knowledge and felt supported to take forward devolved leadership roles as agreed in the service improvement plan. For example, introducing 'My Learning Journal' following training on how to introduce electronic profiles.
- Practitioners were beginning to develop and awareness of self-evaluation as this had featured as an area of development in the services improvement plan. The manager was very aware of the need to continue to embed the work already underway to enable practitioners to critically reflect and meaningfully self-evaluate their work and the impact that training has had on their practice and learning outcomes for children. For example, following recent training on Loose Parts play, practitioners were in the process of evaluating how resources were used by children and how effective their interventions were in extending challenges to support children's next steps.
- For further reference, we signposted the service to the SSSC Step into Leadership programme.

Care Inspectorate grade: good

4. Quality of management and leadership

- The manager recognised that they were on an improvement journey and confidently explained that through taking forward a whole team and centre approach they were developing meaningful approaches to monitoring and evaluation. We acknowledged that through team meetings/discussions and support from the local authority they were developing a greater understanding and knowledge the self-evaluation document 'How good is our Early Learning and Childcare?' We were confident that the service would continue to engage and enable children, parents and practitioners to contribute to the planning, assessment and meaningful monitoring and evaluation of the work to support and improve outcomes for children and families.
- Priorities for improvement for 2017–2018 included self-evaluation, outdoor learning/risky play, planning and tracking and loose parts play. Throughout this inspection we noted that priorities for improvement had started to positively impact on the quality of children's learning experiences and progress. This was evident in the provision of loose parts play resources and implementation of on-line journals. The manager recognised staff's strengths, which had led to leadership roles being identified to support improvement. This had included children being encouraged and motivated to learn about the needs of others, which had resulted in positive actions being taken to support the homeless in the local community and future plans to communicate with children around the world.
- The manager had established effective links with local education forums and attended partnership meetings to keep abreast of current best practice guidance, legislations and local authority priorities. The manager and practitioners were aware of Getting it right for every

child (GIRFEC), and guidance document 'Building the Ambition'. We discussed further developing staffs knowledge and understanding of GIRFEC health and wellbeing indicators to measure and assess outcomes for children. We discussed how the new Health and Social Care Standards My support, my life could also be included as part of the framework for improvement.

Care Inspectorate grade: good

To be completed by the Care Inspector and inserted into the letter

During the previous Care Inspectorate inspection, the setting had no requirements and two recommendations. From these two recommendations have not been met. These recommendations have been reworded to reference the Health and Social Care Standards My support, my life. Outstanding issues relating to CI to provide details are carried forward in this inspection. As a result of this inspection, there two recommendations and no requirements.

Recommendations:

- The management team and staff should ensure personal plans are agreed and reviewed every 6 months, or when appropriate with parents in line with the Health and Social Care Standards, My support, my life and GIRFEC health and wellbeing indicators. This will give staff purposeful and meaningful information to enable them to ensure the health and wellbeing needs of each child are met and support the continuity of care. Health and Social Care Standards, My support, my life. Standards:
 - 1.12 I am fully involved in assessing my emotional, psychological, social and physical needs at an early stage, regularly and when my needs change.
 - 1.15 My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices.
 - 1.19 My care and support meets my needs and is right for me.
 - 2.17 I am fully involved in developing and reviewing my personal plan, which is always available to me.
 - 4.15 I experience stability in my care and support from people who know my needs, choices and wishes, even if there are changes in the service or organisation.
 - 4.27 I experience high quality care and support because people have the necessary information and resources.
- The provider should ensure that the management and staff team receive relevant health and safety training. Risk assessment reporting systems and service policy and procedures should be robust. This will mean that all staff should have a sound knowledge and understanding of their roles and responsibilities to keep children safe from harm whilst on the premises and when on outings within the local community. Health and Social Care Standards, My support, my life.
 - 3.25 I am helped to feel safe and secure in my local community.
 - 4.14 My care and support is provided in a planned and safe way, including if there is an emergency or unexpected event.
 - 5.17 My environment is secure and safe.

Explanation of terms of quality

The following standard Education Scotland terms of quality are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.