

Summarised inspection findings

Bright Horizons @ Gogarburn (early learning
and childcare standalone setting)

The City of Edinburgh Council

SEED No: 9905193

16 January 2018

Key contextual information

Bright Horizons @ Gogarburn is located in the grounds of Royal Bank of Scotland Gogarburn and is exclusively for employees of Royal Bank of Scotland. The building was converted from an existing stable block and has three playrooms and two large outdoor play areas. The nursery offers early learning and childcare for children age birth to five years and is open throughout the year. Funded early learning and childcare places are offered in partnership with The City of Edinburgh Council for children age three to five years.

At the time of the inspection the nursery manager and depute manager had recently taken up post.

1.3 Leadership of change

good

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.

- There have been several changes to the staff team and management over recent months. The newly appointed management team have developed a clear plan for taking forward the work of the setting. They are supportive to the team and have developed respectful relationships with all. The setting's vision was recently refreshed through consultation with children and families and appropriately reflects the aspirations for the service they provide. Parents spoken to during the inspection commented on the recent changes evident across the setting and their positive impact.
- Practitioners reflect on and develop their practice as part of the setting's approaches to improvement. They engage in regular learning opportunities and participate in professional dialogue at their monthly staff meetings. This has led to a more collegiate approach to the work of the team. Plans to develop a network across local settings to work jointly on self-evaluation, moderation and improvement using national guidance will support practitioners in their journey of improvement.
- Leadership at all levels is developing across the setting. For example, practitioners led the development of the garden area in partnership with parents which has improved children's outdoor learning. There are clear plans within the setting to increase leadership opportunities for all practitioners. The team demonstrate an enthusiastic and professional approach to their role, both collectively and as individuals. They are conscientious and keen to continue to enhance their knowledge and practice through further study and additional qualifications.

- The setting has recently revised the improvement plan to ensure it accurately reflects their priorities and agenda for change. Management and practitioners are working together to begin to take forward this work and secure positive outcomes for children and families. There is clear direction and appropriate pace of change. This considered approach will support progress in a planned and sustained manner.
- The setting's Parent Partnership Group provides families with the opportunity to work together with practitioners and support their self evaluation. Overall, self-evaluation is at the early stages of contributing to improvements for children but has begun to show clear signs of positive impact. The team should now continue to develop a more robust and planned approach to self-evaluation in order to achieve their desired outcomes.

2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high quality learning experiences 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 enjoy positive, warm relationships with practitioners who understand the importance of nurturing strong attachments. Responsive care supports babies to feel valued, safe and secure. They enjoy learning through the range of developmentally appropriate experiences and sensory play activities. Practitioners working with babies know them well as individuals and have a sound understanding of their developmental progress.
- Children age two to three years benefit from caring interactions and positive relationships with practitioners. This creates a climate for learning and achievement where children are valued as individuals with their own needs and dispositions. They show confidence in engaging with the range of interesting learning experiences and in making choices about their play. Regularly sharing stories is effectively supporting children in their language development and building a sense of community. Children make good use of the outdoor area to develop their curiosity and support their physical skills.
- Throughout the setting there is a welcoming ethos with a strong focus on developing positive relationships. Children age three to five years are observed to feel secure and show confidence in making choices and communicating their needs. They engage well with the range of rich experiences and opportunities both indoors and outside. The well considered learning environment takes account of children's interests and developmental stages, supporting them to develop independence, creativity and resilience. Children play a key role in making decisions about their learning through play. We have asked practitioners to review children's use of digital technologies to ensure they effectively support their learning.
- Children show motivation throughout their learning and as a result are becoming successful, confident and responsible. They make choices about their play and have the time and space to follow their interests. Practitioners are responsive to children and support them to develop their ideas. Planning arrangements use children's interests as a starting point from which to develop learning. This is done through the setting's planning wall and topic books. These effectively capture the children's voice, their ideas and suggestions. As planned, practitioners should develop their use of responsive planning to support children's inquiry skills and provide increasing depth and challenge in learning.
- Practitioners have developed strong relationships with children and an enabling environment in which to learn and play. They use questioning to help children to develop their thinking skills and promote curiosity. Practitioners know children well and use this understanding to make effective observations of their learning. These are captured in

children's learning journals and easily accessible to children and parents. The team have worked well to improve their observation skills and begin to identify children's next steps in learning. As planned, they should continue with this work in order to create a stronger link between planning, observation, assessment and next steps. Systems are in place to track children's progress over time in literacy and numeracy. Practitioners would now benefit from developing their moderation arrangements to improve the reliability of these systems.

2.2 Curriculum: Learning and development pathways

- The setting's curriculum framework is well matched to the developmental stages of all children. Practitioners skillfully promote nurturing attachments with babies and children and are responsive in their care. Planning approaches take account of children's individual needs and interests which helps them to build on prior learning. Children are seen as capable individuals with valuable contributions to make to their learning and the life of the setting. An appropriate blend of child-led play and planned experiences helps children to develop independence and responsibility in their learning. The structure of the session allows children time to follow their own interests and to revisit these over time.
- Practitioners make good use of Curriculum for Excellence experiences and outcomes to plan for children's learning across the curriculum. Open-ended resources promote curiosity and creativity and outdoor learning experiences develop children's resilience. The essential aspects of health and wellbeing, communication and mathematics are effectively promoted at all stages which secures positive outcomes for children. All practitioners take responsibility for developing numeracy and literacy skills at each stage in the setting. As planned, practitioners should now focus on developing their use of planning, observation and assessment to ensure all children make the best possible progress in their learning.
- Parents are encouraged to support the delivery of the curriculum. For example, children benefit from finding out about the jobs they do and how these might relate to their learning. Practitioners support children to make use of the wider campus grounds to enrich their learning experiences. They could now consider how to make more frequent and effective use of the wider grounds and campus resources to support children's learning in a real life context.

2.7 Partnerships: Impact on children and families - parental engagement

- Parents and carers are kept informed about their child's progress through good quality daily feedback and discussion with practitioners. They can find out about their child's learning each day through the use of the setting's communication boards and various informative displays. Weekly newsletters provide parents with information about their child's experiences in the setting and how they can become involved. The recently introduced 'play at home' activity bags and 'travelling bear' encourage parents and children to share in and extend learning at home. As planned, the management team should continue to develop their links with parents. Consultation with the parent partnership group will ensure initiatives continue to meet the needs of children and families.
- Children show high levels of motivation and engagement in their own learning. They demonstrate increasing independence and responsibility in their play. Practitioners listen effectively to children and regularly use their suggestions and ideas to improve the experiences they offer. Children know that their views are important and that they will be meaningfully involved in decisions which affect their learning. We have asked practitioners to now consider ways to develop children's leadership skills within the setting.

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 positive and friendly ethos where children and families are made to feel welcome and valued. Relationships between practitioners and children are warm and nurturing. As a result children are made to feel safe and secure in their environment. Practitioners know individual children very well which ensures continuity in their care and learning.
- Overall, behaviour was observed to be very positive in line with children's age and stage of development. Practitioners provide positive role models and support children to be kind and caring with their peers. Children are developing friendships and appear to be confident and happy in their environment. Outdoor learning opportunities encourage children to be healthy and active. A range of resources supports children's curiosity and inquiry as they explore loose parts, both large and small. Children are developing a healthy sense of risk as they challenge themselves appropriately outdoors.
- The principles of Getting It Right for Every Child and the use of the wellbeing indicators are evident in practice and across children's personal learning journals. Children have participated in learning about their own personal privacy and this is well supported by the use of the setting's 'safety super hero' character. Practitioners and children are at the early stages of using the language of the wellbeing indicators across all aspects of their work. We have asked them to continue to develop children's understanding of the wellbeing indicators to help give them the language with which to express their experiences.
- Children are actively involved in making decisions across the setting, for example by voting for the book of the month and when planning for their learning. Practitioners listen carefully to children within their daily interactions, resulting in confident and independent learners. There is scope to explore further the rights of the child through further consultation and relevant learning experiences.
- Practitioners keep up to date with developments in early learning and childcare in order that they fulfil their statutory duties and continue to improve outcomes for children. In particular, the team are very clear about their responsibility towards children's wellbeing and safety. Individual needs of children are responded to in a sensitive and caring manner across the setting. Practitioners identify where children may benefit from additional support in their learning. We have asked them to continue this work to ensure children's needs can be identified at the earliest opportunity.

- Equality and diversity is actively promoted across the setting with a range of cultural festivals celebrated throughout the calendar year. Recent reflections by practitioners have led to positive changes to the learning environment in challenging gender based play. This is supporting all children to have equal access to the curriculum.

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.

- Babies enjoy warm relationships with practitioners which supports them to develop their emotional, social and cognitive skills very well. Babies demonstrate confidence in the environment as they explore the range of activities. They are developing their physical skills well through playing outdoors and using indoor play equipment. Practitioners understand how babies develop early language and communication skills and support this effectively. Babies are showing an early awareness of numbers as they count the steps to the playroom and sing songs.
- Children age two to three years show increasing confidence in their play and in communicating their needs to others. They play well together and are developing their physical skills through regular time outdoors. Practitioners support children to make choices in their learning and develop skills in early language, communication and mathematics. Children show sustained interest in their chosen play and are increasingly able to express themselves creatively through expressive art activities and use of the block play area.
- Most children age three to five years are making good progress in health and wellbeing. They show an understanding of how to keep healthy by eating well and brushing their teeth. Children demonstrate good physical skills as they ride balance bikes, climb outdoors and take part in organised sports. They show high levels of independence in the learning environment and in making considered choices. Most children are aware of the feelings and needs of others and can negotiate sharing resources with little support.
- Most children are making good progress in early language and communication, with a few children making very good progress. They converse confidently as they play and demonstrate a wide use of vocabulary. The setting's 'book of the month' encourages a love of reading. Children discuss the characters in their favourite stories and recall familiar narratives. Most children show an interest in early writing with a few children regularly writing their names and other familiar words. A few children also show a good awareness of sounds, letters and patterns of language as they play board games and take part in music activities. We have asked practitioners to continue to integrate opportunities for children to apply these skills in real life contexts.

- Most children are making good progress in numeracy and mathematics. They count with confidence and show good number recognition skills during daily routines and when completing puzzles. Children demonstrate an understanding of shape and mathematical concepts as they build with small construction materials and experiment with loose parts outdoors. They use mathematical and comparative language while experimenting at the water tray and using weighing scales. We have asked practitioners to continue to develop children's application of these skills in unfamiliar and real life contexts.
- Most children show a high level of interest in the world around them. They make good use of the outdoor area and the wider natural grounds of the campus. Children are developing an awareness of their role in sustainability through looking after the grounds and picking up litter. They are interested in the process of baking and using scales and measuring utensils to carefully follow a recipe.
- Achievements are recognised through effective use of praise and sensitive interactions. Learning journals capture children's achievements in the setting and parents are encouraged to contribute to these. As planned, practitioners should develop a way to track children's wider achievements over time so that prior learning can be consistently built upon.

Setting choice of QI :1.1 Self-evaluation for self-improvement

- **Collaborative approaches to self-evaluation**
- **Evidence-based improvement**
- **Ensuring impact of success for children and families**

- There is a recognition that self-evaluation is integral to successful and continuous improvement. Practitioners reflect well as a team and use this to bring about positive change. The management team should now build on the good professional dialogue already happening in the setting and establish a more planned approach to self-evaluation. This will help practitioners to develop a shared understanding of the setting's strengths and areas for development. This should be manageable and beneficial for all involved.
- Management and practitioners value the ideas and suggestions of parents to help them improve their work. Opportunities currently exist for parents to engage in the setting through 'Question of the Month', 'learn at home stickers' and contributing to 'Personal Learning Journals'. Involvement in the parent partnership group is also beginning to establish a positive role for parents in influencing the direction of the service. We have asked the team to continue to develop this partnership with parents. They would also benefit from exploring possible partnerships within the local community to enhance children's learning experiences.
- Continuous improvement and high quality early learning experiences for children inform the setting's direction of improvement. Plans for action are focused on improving experiences and outcomes for children and families. Together, management and practitioners have begun to develop an understanding of what they do well and what they need to improve. As self-evaluation processes develop, it will be important to clearly evidence the link between self-evaluation and improved approaches to how children learn. Achievements, progress and success should be celebrated with children and families.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity 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.

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