

The background of the slide features a large, light blue crest of Bo'ness Public Primary School. The crest is shield-shaped with a crown on top. The shield is divided into four quadrants: top-left shows a castle tower, top-right shows a stag's head, bottom-left shows a sailing ship, and bottom-right shows a lion. A banner at the bottom of the shield contains the motto 'A'NE FOR A'.

Agenda Item 6

**Care Inspectorate Inspection Report
and Action Plan – Bo'ness Public
Primary School - Early Learning and
Childcare Class**

Falkirk Council

Title: Care Inspectorate Inspection Report and Action Plan –
Bo’ness Public Primary School - Early Learning and
Childcare Class
Meeting: Scrutiny Committee
Date: 24 March 2022
Submitted By: Director of Children’s Services

1. Purpose of Report

- 1.1 The purpose of this report is to present the findings of the Care Inspectorate’s Inspection of Bo’ness Public – Early Learning and Childcare Class (ELC Class) in November 2021, together with the establishment’s action plan.
- 1.2 Appendices 1 and 2 contain the published inspection report and the establishment’s action plan, respectively.

2. Recommendations

2.1 Scrutiny Committee is asked to note:-

- (1) the findings of the Care Inspectorate’s inspection of Rannoch Early Learning and Childcare Centre and associated action plan; and,**
- (2) that the Director of Children’s Services will monitor progress towards meeting the areas for improvement contained in the inspection report.**

3. Climate Change Implications

- 3.1 The recommended decisions in themselves do not give rise to any material implications for the Council’s climate change targets and obligations.

However, the Council’s approach to delivering Best Value and implementing the recommendations set out in the Best Value Assurance Report will impact on the ability of the Council to deploy resources in support of its climate change ambitions and targets.

4. Background

- 4.1 The Inspection of Bo’ness Public – ELC Class took place in November 2021 as part of the Care Inspectorate’s inspection programme.

4.2 The report of the summarised findings from the inspection was published on the Care Inspectorate's website on 13 December 2021. The full report is included in Appendix 1 of this report.

4.3 The report includes the gradings awarded for the quality indicators assessed during the inspection:

Quality Indicator	Grading Awarded
Quality of Care and Support	Adequate
Quality of Management & Leadership	Good

4.4 A number of important strengths were identified. These are detailed in the section of the report entitled 'What the setting does well' on pages 3 & 4 of the report (Appendix 1).

4.5 Areas for improvements identified by Care Inspectorate can be expressed either as 'requirements' or 'recommendations', the former being a statement which sets out what a care service must do to improve outcomes service users and will be linked to a breach of statutory duties. Requirements are enforceable in law.

There are no requirements associated with this inspection.

4.6 A recommendation is a statement that sets out actions that a care service provider should take to improve or develop the quality of the service, but where failure to do so would not directly result in enforcement.

4.7 Two recommendations were made:

- (i) For children with additional support needs to have a positive experience which helps them to achieve, the provider should ensure all staff are well trained and able to implement suggested strategies from the child's personal plan. This should include, but is not limited to, how staff are deployed during the day to best meet children's needs and keep them safe.
- (ii) To promote children's emotional wellbeing, the provider should review and evaluate their strategies for discussing, recognising and supporting children's emotions. This should include, but is not limited to, creating a shared approach across the team which uses consistent language and nurturing practice with children.

4.8 As part of the usual arrangements during inspection, additional dialogue took place between staff and inspectors. This information will be used to support the setting's own self-evaluation and improvement planning.

5. Considerations

- 5.1 The overall evaluation from this inspection is 'adequate' as one of the quality indicators received this grading.
- 5.2 In cases of a gradings of adequate or below; and, where there are recommendations, Care Inspectorate requires an action plan to be submitted to the case inspector within two weeks of the publication of the report. A copy of the action plan is contained in Appendix 2.
- 5.3 The establishment will be inspected again within one year with the aim of evaluating progress made against the recommendations.

6. Consultation

- 6.1 The views of service users are gathered as part of the inspection process and are summarised in the report in the section 'What people told us' (page 3). Those consulted expressed a high level of satisfaction with the quality of service being provided at the setting.

7. Implications

Financial

- 7.1 None.

Resources

- 7.2 Staff are being supported by the local authority through the provision of additional training and on-site practice support.

Legal

- 7.3 None.

Risk

- 7.4 Progress is expected within 12 months of the original inspection.

Equalities

- 7.5 None.

Sustainability/Environmental Impact

- 7.6 None.

8. Conclusions

- 8.1 The Care Inspectorate inspected Bo'ness Public ELC Class in November 2021 and judged the Quality of Care and Support to be 'adequate', meaning that strengths just outweighed areas of improvement in this area. Whilst no requirements were noted, two recommendations were made. The action plan (Appendix 2) has been submitted to and accepted by Care Inspectorate. Additional support has been provided by Children's Services to support improvement.

Director of Children's Service

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Appendices

Appendix 1 – Bo'ness Public ELC Class - Inspection Report – December 2021
Appendix 2 – Establishment Action Plan

List of Background Papers:

None

Bo'ness Public Primary School Nursery Day Care of Children

Stewart Avenue
Bo'ness
EH51 9NL

Telephone: 01506 778 300

Type of inspection:
Unannounced

Completed on:
13 December 2021

Service provided by:
Falkirk Council

Service provider number:
SP2004006884

Service no:
CS2003048021

About the service

The service registered with the Care Inspectorate on 1 April 2011.

Bo'ness Public Primary School Nursery is registered to provide an early learning and childcare service to a maximum of 32 children aged three years to those not yet attending primary school. The nursery provides funded early learning and childcare on behalf of Falkirk Council.

The nursery is located in the centre of Bo'ness close to the waterfront within a residential area. There are parks and woodland areas close by as well as local shops. Children are cared for in an open plan playroom which has direct access to a small outdoor space. Children also spend time outdoors in other parts of the school grounds. Nappy changing and toilet facilities are accessible from the playroom. There is a kitchen space for staff to prepare snacks and lunches and an office is also available to staff.

We carried out an unannounced inspection of Bo'ness Public Primary School Nursery from Wednesday 8 to Monday 13 December 2021. We undertook an on-site visit on Wednesday 8 December 2021 and continued the inspection using virtual technology. Feedback was provided to the headteacher, principal teacher and a representative from Falkirk Council on Monday 13 December 2021. As part of the inspection process, we undertook the following:

- observations of children's play
- discussions with children
- video and phone call contact with the headteacher and staff
- email contact with parents and carers
- review of written evidence such as personal plans, policies, procedures and risk assessments
- review of communication evidence for families including emails and social media posts.

As part of this inspection, we took into consideration Key Question 5 - Operating an early learning and childcare setting (including out of school care and childminders) during Covid-19, with a specific focus on Quality indicator 5.2: Infection prevention and control practices support a safe environment for children and staff. We will report on the overall performance of this indicator in Theme 1 Quality of Care and Support.

We check services are meeting the principles of Getting it Right for Every Child (also known as GIRFEC), Scotland's national approach to improving outcomes and wellbeing of children by offering the right help at the right time from the right people. It supports them and their parent(s) to work with the services that can help them. There are eight wellbeing indicators at the heart of Getting it Right for Every Child: safe, healthy, achieving, nurtured, active, respected, responsible and included.

What people told us

Most children enjoyed their time in nursery and had formed friendships with each other. At times they invited staff in to their play showing that they had built good relationships with them. Children told us about some of the recent fun play experiences which they had taken part in, including painting, gardening and playing on bikes.

We asked the nursery to share an email request for feedback from parents and carers during the inspection. We heard from five families and they were very happy with the experience their child was having in the nursery. They were confident that their children were well cared for and spoke about the good range of activities available. They highlighted the welcoming and approachable staff team and the good level of communication, including Facebook updates and emails. One parent wanted children to spend more time in the local community and others wanted to spend more time in the nursery. We discussed this with the service and asked them to remain vigilant when making decisions about this. Measures to reduce transmission of Covid-19 should be considered before planning visits.

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 and how they were monitoring the quality of the provision within the service.

From this inspection we graded this service as:

Quality of care and support	3 - Adequate
Quality of environment	not assessed
Quality of staffing	not assessed
Quality of management and leadership	4 - Good

What the service does well

We found that the quality of management and leadership was good with some key strengths identified. We evaluated the quality of care and support as adequate, where improvements were needed to ensure all children had a positive experience.

Children spent lots of time outdoors, playing with friends and being active and energetic. They were able to choose where they played and what they played with outdoors while also spending time with staff who joined in their play. This meant that children's choices were being respected and they had a good variety of experiences to support their wellbeing.

Children's successes and achievements were celebrated and shared through their own individual folders and in 'floorbooks' which included their learning and play. Children were keen to talk about what they had been doing as well as what they enjoyed when they were at nursery. As a result, children's confidence and self-esteem was being supported.

There was a good approach taken to communicating with families. Parents and carers told us that the Facebook page helped them to understand what their child was experiencing at nursery. They also appreciated the newsletters which kept them up to date with recent changes, for example, around Covid-19 measures. Regular individual phone calls also helped them to feel included and respected as a part of their child's learning journey.

Children were kept safe and protected as a result of the good knowledge and understanding staff had about child protection procedures. Staff were able to describe what they would do if they had a concern and we were confident that the leadership team would act appropriately.

The leadership team had a clear vision of what they wanted children and families to experience. They had a good understanding of improvements required to ensure children were achieving. They recognised that the nursery was in a significant period of change and had made specific and timely plans to improve children's experiences. This meant that changes had already been made to promote more positive outcomes. We were confident that the leadership team would continue to improve the service.

Regular support from the leadership team helped staff to feel included and responsible in leading particular improvements. For example, work had been undertaken to support children's communication, and planning approaches which had the potential to meet children's needs were being developed. Staff were beginning to understand their role in leading changes to enhance children's experiences. They were also starting to use relevant best practice and the expertise of other professionals to support them in this work. This meant that children's experiences were improving. Making more improvements, more quickly would secure positive outcomes for children sooner.

What the service could do better

While we found that there were some strengths, we have also identified some key improvements that should be made to offer children a consistently high-quality experience.

Children were offered some fun play experiences and we asked the team to consider how they can make the play more child led. The resources for children need to be open ended and interesting so that children can be creative and curious. Cosy and nurturing spaces could also be reintroduced to offer a more relaxing experience for children to rest. A greater range of sensory experiences also needs to be offered to increase the range of activities available.

The daily routine for children was not fully meeting their needs, rights and choices. There were times when children's play was interrupted meaning they could not become absorbed in their own ideas and interests. For children to feel respected, they need a better balance between freely chosen and organised play which reduces the time they spend in large groups and respects their choices.

A range of professionals were included in planning for children who had additional support needs and personal plans showed how children's needs should be met. Not all staff had a good understanding of how to use these plans and they did not always respond appropriately to children's needs. Staff now need to improve their skills, knowledge and confidence around supporting children who have additional support needs. This will create an experience where all children are achieving whilst keeping them safe. See recommendation one.

A few children found it difficult to understand and cope with their emotions and became upset. We asked the team to be more proactive when supporting children to recognise their feelings and find solutions. Staff need to develop a predictable, consistent and nurturing approach to supporting children's emotional wellbeing. This will help children to make positive choices which respect the rights of themselves and others. See recommendation two.

We identified areas for improvement in respect of infection prevention and control procedures in place to support a safe environment for children and staff. This included cleaning at mealtimes and good handwashing practices. Staff also need to keep all areas of the nursery tidy enough so that it can be cleaned effectively.

Some records to support children's health and wellbeing were not being checked regularly enough and a few were out of date. Accidents and incidents were not systematically reviewed to understand where there were recurring risks. The team should share the responsibility of carrying out relevant checks of all core practice such as medication and risk assessments. This will enable staff to improve children's experiences quickly, in line with current guidance.

While the leadership team had good improvement plans in place, staff could take more responsibility for making changes and evaluating their service. Some of the team had participated in development opportunities and they should now use this learning to consistently improve children's experiences. We agreed with the leadership team that staff now need to be more connected to the overall vision for the school so that children have a more predictable learning journey.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 2

1. For children with additional support needs to have a positive experience which helps them to achieve, the provider should ensure all staff are well trained and able to implement suggested strategies from the child's personal plan. This should include, but is not limited to, how staff are deployed during the day to best meet children's needs and keep them safe.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that:

"I get the most out of life because the people and organisation who support and care for me have an enabling attitude and believe in my potential." (HSCS 1.6).

2. To promote children's emotional wellbeing, the provider should review and evaluate their strategies for discussing, recognising and supporting children's emotions. This should include, but is not limited to, creating a shared approach across the team which uses consistent language and nurturing practice with children.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that:

"I am supported to be emotionally resilient, have a strong sense of my own identity and wellbeing, and address any experiences of trauma or neglect." (HSCS 1.29).

Complaints

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

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.

Inspection and grading history

Date	Type	Gradings	
15 Jan 2018	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	4 - Good
5 Sep 2016	Announced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	3 - Adequate
23 Sep 2013	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
25 Oct 2010	Unannounced	Care and support	5 - Very good
		Environment	Not assessed
		Staffing	Not assessed

Date	Type	Gradings	
		Management and leadership	Not assessed
30 Oct 2008	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good

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Day Care of Children

Action Plan

Quality of care and support

Recommendation 1:

For children with additional support needs to have a positive experience that helps them to achieve, the provider should ensure all staff are well trained and able to implement suggested strategies from the child's personal plan. This should include, but is not limited to, how staff are deployed during the day to best meet children's needs and keep them safe.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states: "I get the most out of life because the people and organisation who support and care for me have an enabling attitude and believe in my potential." (HSCS 1.6)

Development Need	Action	Timescale	Responsibility	Evaluation/Evidence
All ELC staff have increased awareness of ASN needs and how these can be met within the setting	All staff participate in ASN needs training	<p>Staff Development day 15/02/22 Course ID:77118 Falkirk CPD : Coordinator : Courses : View (cpdservice.net)</p> <p>FC EY ASN Pedagogue: Coaching in context, 3 sessions by June2022</p> <p>ASN teacher 3 sessions - completed by March 2022</p>	<p>Individual staff to sign up via CPD manger</p> <p>ELC central team to advise of dates SEYO & EYOs attend</p>	<p>Staff attendance at training Staff training evaluations QA observation evidence</p>

Development Need	Action	Timescale	Responsibility	Evaluation/Evidence
All ELC staff are familiar with the strategies from the child's action plan	<p>Child's personal plan to be discussed by staff team; all ELC staff are familiar with content</p> <p>Strategies and supports become a shared responsibility</p> <p>Resources to support the action plan are easily accessible for all staff</p> <p>Planning for ASN needs to become a standard item on the ELC team planning meeting agenda</p>	<p>Immediate</p> <p>Immediate & ongoing</p> <p>Immediate & ongoing</p> <p>Immediate & ongoing</p>	<p>SEYO</p> <p>All ELC staff</p> <p>SEYO</p> <p>SEYO & PT</p>	<p>All ELC staff are able to articulate child's needs and the appropriate, planned responses and supports</p> <p>QA observation evidence</p> <p>QA observation evidence</p> <p>Meeting agenda/ notes</p>
All ELC staff are familiar with best practice standards for care of children with ASN needs	Staff revisit <i>Realising the Ambition 3.6</i> & self-evaluate against challenge questions	By end March 2022	SEYO leading All ELC staff	Staff self-evaluation documents
Staff deployment supports the principles of <i>Realising the Ambition 3.6</i> (small & big routines) in order to best meet children's needs and keep them safe.	<p>Review of staff deployment particularly at lunchtime and at times of transition</p> <p>'Rhythm' of the 1140 week developed</p>	<p>Immediate</p> <p>Ongoing & consolidated by June 2022</p>	<p>SEYO</p> <p>SEYO</p>	<p>Staff schedules reflect appropriate deployment</p> <p>QA observation evidence</p> <p>Planning documentation</p> <p>QA observation evidence</p>

Development Need	Action	Timescale	Responsibility	Evaluation/Evidence
Pace of improvement is increased and maintained	Head Teacher leads EY Team <i>Action Plan Progress</i> meetings	Bi-weekly until June 2022 and beyond if required	HT leading All ELC staff	Meeting agenda & notes
	Head Teacher meets FC EY Team Manager to evaluate improvements and plan next steps.	Monthly until June 2022 and beyond if required	HT. PT & FC EY Team manager	Progress against Action Plan

Quality of care and support

Recommendation 2:

To promote children's emotional wellbeing, the provider should review and evaluate their strategies for discussing, recognising and supporting children's emotions. This should include, but is not limited to, creating a shared approach across the team which uses consistent language and nurturing practice with children.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states: "I am supported to be emotionally resilient, have a strong sense of my own identity and wellbeing, and address any experiences of trauma or neglect." (HSCS 1.29).

Development need	Action	Timescale	Responsibility	Evaluation/Evidence
Staff /pupil interactions reflect the principles of <i>Realising the Ambition 3.2</i> (wellbeing) in order to best meet & develop children's emotional wellbeing.	Staff revisit <i>Realising the Ambition 3.2</i> & self -evaluate against challenge questions	Ongoing & completed by June 2022	SEYO & PT	Staff self -evaluation documents Planning documentation QA observations
All ELC staff have increased awareness of children's emotional wellbeing needs and how these can be met within the setting	All ELC staff participate in pupil emotional wellbeing needs training All ELC staff engage with <i>CI Supporting quality improvement in early learning and childcare</i> Bitesize resource	Training date TBC (Inclusion & wellbeing Service to confirm) Ongoing; review in June 2022	HT to arrange All ECL staff attend SEYO	Staff attendance at training Staff training evaluations Planning documentation QA observations

Development Need	Action	Timescale	Responsibility	Evaluation/Evidence
ELC continuous provision supports deep play and sustained interactions	<p>EY Teacher to lead team huddle, focus child & general planning discussion, modelling best practice and establishing standards</p> <p>All ELC staff participate in FC Blether event.</p>	<p>Immediate & ongoing until June 2022</p> <p>7/2/22</p>	<p>EY Teacher & SEYO</p> <p>All EYOS & SEYO</p>	<p>Team huddle & Planning documentation</p> <p>Observations</p>
Pace of improvement is increased and maintained	<p>Head Teacher leads EY Team <i>Action Plan Progress</i> meetings</p> <p>Head Teacher meets FC EY Team Manager to evaluate improvements and plan next steps.</p>	<p>Bi-weekly until June 2022 and beyond if required</p> <p>Monthly until June 2022 and beyond if required</p>	<p>HT leading All ELC staff</p> <p>HT. PT & FC EY Team manager</p>	<p>Meeting agenda & notes</p> <p>Progress against Action Plan</p>