

Glencairn Primary School Nursery Class

Day Care of Children

New Street
Stevenston
KA20 3HQ

Telephone: 01294 464376

Type of inspection: Unannounced
Inspection completed on: 30 August 2017

Service provided by:
North Ayrshire Council

Service provider number:
SP2003003327

Care service number:
CS2003017305

About the service

Glencairn Primary School Nursery Class operates from purpose built accommodation within the primary school in the town of Stevenston, North Ayrshire. The service is provided by the local authority during term time only. Fifty eight children aged two years to those not yet attending primary school, of whom no more than fifteen aged two years and under three years, can be cared for at any one time. A limited number of children have the opportunity of condensing their allocated weekly hours into two and a half full day sessions.

The nursery may also have access to other areas within Glencairn Primary School subject to completed risk assessments prior to use.

The whole school ethos is to work to:

- Create a bright, stimulating learning environment in which all pupils and staff feel safe, secure and welcomed
- Promote partnership and encourage the active involvement of all in the life of the school and the community
- Emphasise the importance of high self-esteem and confidence through mutual trust and respect shown to all in a 'caring school'
- Encourage all to have a voice and develop skills to be successful learners, effective contributors, confident individuals and responsible citizens

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure they have the best start in life, are ready to succeed and live longer, healthier lives.

We check services are meeting the principles of Getting it Right For Every Child (also known as GIRFEC). Set up by Scottish Government, GIRFEC is a national approach to working in a consistent way with all children and young people. It is underpinned by the principles of prevention and early intervention. The approach helps services focus on what makes a positive difference for children and young people – and what they can do to improve. Getting it Right for Every Child is being woven into all policy, practice, strategy and legislation that affect children, young people and their families.

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

What people told us

We observed the children of all ages taking part in varied activities, following routines, enjoying independence and taking on responsibilities. They were comfortable in our presence and some older children were keen to share their 'special folders' with us, showing and talking about their achievements.

We spoke with seven parents during our time in the service. All told us they were very happy with various aspects including communication, supportive staff and staff ratios, range of activities, knowledge of child's key worker and personal plan and consultation.

Eleven parents/carers completed and returned our Care Standards questionnaires giving us their views of the service. All indicated that they were very happy with the quality of care their children received. Comments made included:

"I truly cannot praise the nursery or the staff enough"

"My daughter has thrived since attending Glencairn and is a very confident, outgoing little lady"

"Quality of care and support my child receives is excellent"

"The nursery has a very welcoming ethos"

"Glencairn EYC is a wonderful place for the children to thrive"

Additional comments are included within this report.

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 and quality assurance paperwork. These 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	6 - Excellent
Quality of environment	not assessed
Quality of staffing	6 - Excellent
Quality of management and leadership	not assessed

What the service does well

Management and staff had continued to develop their very good practice in providing positive outcomes for children and their families using the service and had made improvements since the previous inspection. Experiences had been further enhanced, in particular, with literacy and numeracy learning opportunities being extended both indoors and out. Strategies implemented by staff following specific maths training had resulted in improvements in children's progress. The overall environment, which included a wide range of natural resources and heuristic play materials such as wood, wicker, stone, sand and water, promoted curiosity, creativity and stimulated the children's senses.

The children were cared for in an inclusive, nurturing environment by caring staff who understood their individual needs, developmental stages and interests. Children new to the service were learning routines and staff adapted these to meet their individual needs in a sensitive manner. Staff provided various opportunities and supported children in making choices. This was evident within activities, resources, at snack times, during indoor/outdoor play opportunities and preferences whether to play alone or with/alongside others. Independence was promoted throughout the service with the children learning self-help skills and taking pride in their achievements.

The children were engaged in activities. Activity planning for children three years and over was responsive, providing them with opportunities to influence and lead their own learning. Plans were in place to further enhance children's input into planning and evaluating activities. Planning for the two year olds was clear and easy to read. Experiences were well thought out for this age group, taking account of the desired outcomes and learning opportunities.

Families were fully included in their children's care and learning. Parents we spoke with were familiar with their child's key worker and were consulted with and involved in reviewing their individual plans.

They told us that staff listened to them about their and their child's needs and took steps to ensure that the environment was interesting and safe for them. Further feedback included "I am very involved in my daughter's education and am invited to stay & play days, outings and reviews on a regular basis".

Generous staff ratios resulted in excellent deployment of staff in the care and support of all the children. Staff were willing to undertake training and update their skills, all having raised their awareness of working with children under three years of age. They used their learning from training to enhance experiences and positive outcomes for the children and management readily provided the resources to enable them to do so. Staff were enthusiastic about taking on leadership opportunities, for example, leading a parenting project, and were fully involved in the drive for continuous service improvement.

What the service could do better

We discussed the following areas for improvement with the manager, depute and senior practitioner:

- Consideration to be given to developing individual risk assessments where required
- To include signs/symptoms of conditions on medication forms
- To ensure information is accurately recorded at all times in children's files
- To ensure staff continue to be involved in developing the service in keeping with the needs of the children attending
- For management to progress, as planned, personal and professional development reviews for all staff

Management and staff are well placed to progress the above areas.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Complaints

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

Inspection and grading history

Date	Type	Gradings	
26 Aug 2015	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
25 Jan 2013	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
2 Dec 2010	Unannounced	Care and support	5 - Very good
		Environment	Not assessed
		Staffing	Not assessed
		Management and leadership	Not assessed
19 Mar 2009	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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