

New Monkland Primary Nursery Class Day Care of Children

Raebog Road
Glenmavis
Airdrie
ML6 ONW

Telephone: 01236 794883

Type of inspection: Unannounced
Inspection completed on: 12 December 2017

Service provided by:
North Lanarkshire Council

Service provider number:
SP2003000237

Care service number:
CS2003015374

About the service

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website at www.careinspectorate.com

This service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011.

New Monkland Primary School Nursery is registered to provide day care for a maximum of 30 children aged three to those not yet attending school. The service operates Monday - Friday term time only and offers a morning or an afternoon session. The service is provided in refurbished school building accommodation within New Monkland Primary School. There is one large open plan play room, a cloakroom/entrance area and nursery toilets as well as some storage within the accommodation. There is also a large enclosed outdoor area directly accessible from the nursery.

The service is provided by North Lanarkshire Council. The headteacher is the named manager and responsibility for the early level is delegated to the acting depute headteacher. The staff team comprises of two teachers (job share) and three early learning practitioners (one of whom is currently in a 'supply' post).

The aims of the service include:

- To provide a caring, safe environment where all children can develop emotionally, socially, physically and intellectually.

A full statement of aims and objectives is available from the service on request.

We wrote this report following an unannounced inspection which took place over two days on the 11 and 12 December 2017.

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

Children were happy, relaxed and confident in the setting and in their relationships with staff. They engaged very well in the wide range of play experiences that reflected their needs, interests and choices. For example, children were investigating different shapes and colours of materials in the sand. They were very interested in how the pine cones were changing in the water. They were excited wrapping 'presents' in Santa's workshop as staff encouraged their learning, problem solving and fine motor skills. Children also showed enjoyment and engaged very well in literacy programmes including three Reads and in singing and rhymes. Many recited their favourite rhyme of "Mrs White got a Fright" when asked what they had been learning. Some of their comments as they were playing and involved in daily routines included:

"This one is red; it's the same."

"We brush our teeth so they don't go black and fall out."

"We read stories."

"It's messy here; I can tidy up."

"I was wrapping a circle."

"It's icy; we can go ice skating."

"I'm making a campfire."

We received eight completed care standards questionnaires from parents and spoke to three parents during our inspection. Parents were extremely happy with the quality of early learning and childcare their children experienced. They spoke highly of the staff team and thought that communication was a key strength of the service. They thought that children and families benefited greatly from their experiences at the service. For example, they talked about children developing confidence, speech, language and communication skills, friendships and social skills. They thought that staff knew their individual children very well and would 'go out of their way' to support them. Parents also enjoyed opportunities to be involved in the service, for example, as helpers or coming along to useful workshops to help them support children's learning at home. Some comments included:

"My daughter has loved her time at nursery. She speaks highly of the staff and tells me daily about activities and games. She told me that she loves Mrs Cummings and that she is her best friend. I have always found the staff to be caring towards my daughter and this has made her a very confident person. Overall I think the staff are great and always give you time if you have any concerns. Marks from 0-10 for care and support I would give 12!"

"New Monkland Nursery is in a close community and that is promoted within the nursery. The children all enjoy the nursery and are fond of all staff. The nursery also created a very smooth transition into school with all of the children being very familiar with school staff and surroundings."

"My daughter thrived in nursery having started as a shy nervous child. The staff worked with her and she finished nursery in June a happy confident child. I cannot fault anything about the quality of care provided."

"My child loves attending the nursery and is keen to share what she has been doing. The staff are always friendly and welcoming and have supported my child appropriately. My child thoroughly enjoys the outdoor area and she is very excited about having the chance to go to the woods this year. This is a great nursery and her confidence has come on leaps and bounds."

"Staff are fantastic and good at explaining what they are going to do in nursery. They give good ideas for things to do at home."

"The nursery is very safe and secure, always clean and with lots of things to do."

We discussed feedback from one parent regarding accidents and incidents and checked record keeping systems. We were satisfied that staff followed procedures and recorded these appropriately. We advised that records should always be signed by parents or information recorded to show that details have been relayed to families.

Self assessment

The service had not been asked to complete a self-assessment in advance of the inspection. We looked at the improvement plan which demonstrated clear priorities for improving outcomes as well as progress being made. We also considered the impact of improvements made since our last inspection.

From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	5 - Very Good
Quality of staffing	not assessed
Quality of management and leadership	not assessed

What the service does well

Staff had created a very welcoming, nurturing and respectful ethos that put children's and families' needs and rights at the centre of their work. They gathered a wide range of relevant information about children and used this very well to meet their individual needs, for example, health and medication needs. Where appropriate, staff worked very effectively with other agencies to support positive health and wellbeing outcomes. For instance, families benefited from sensitive, flexible transition procedures designed to ensure children felt nurtured, respected and included. Staff also used a range of effective strategies to support children's learning and development, for example, programmes to promote fine and gross motor skills, speech, language and communication and behaviour needs. They provided advice and resources, such as workshops for parents, to further support home learning. As a result of very good practice, we saw that children were confident and happy in the nursery and secure in their relationships with the staff team. They engaged very well in their chosen play experiences with staff supporting their learning through careful and well-timed interventions, for example, investigating properties of ice in the frosty garden.

Children benefited from a broad and balanced range of stimulating experiences that supported their all-round health and wellbeing. In particular, current work on implementing the Rights Respecting Schools programme was impacting positively on building respectful relationships in the nursery. Children were developing skills in sharing, turn taking and listening to and being kind to their peers. They were developing an understanding of their own and others rights through being involved in drawing up the nursery charter. Children had taken increased

ownership of their nursery through being included in making changes and improvements and in planning their learning, for example, developing the garden area.

Staff had created a calm and purposeful learning environment. Children's work and wider achievements were attractively displayed and celebrated. This contributed positively to building their confidence and sense of belonging in the nursery. Staff had worked very effectively with children and parents to improve the outdoor learning environment. We saw children developing their curiosity and inquiry skills, for example, investigating mark making and patterns in the ice. They used loose parts and natural materials to build a 'campfire.' Children had learned about growing and planting food and were using their senses to investigate plants, for instance, smells and textures in the herb garden. Staff were continuing to develop the use of natural and sensory materials inside. For example, children were investigating how pine cones opened in water and exploring new sensory lighting. Woodland play in the nearby area was well established as part of the nursery provision and children were developing skills such as problem solving and assessing and managing risk as well as building their confidence and resilience.

The focus on supporting children's literacy skills was highly reflected throughout the environment and in staff practice. For instance, staff used the Three Reads and Language Land programmes very effectively to promote positive outcomes. Children listened well, enjoyed making up stories and were able to talk about their favourite characters and books. Visual prompts throughout the setting supported children to make choices and follow routines thereby promoting their independence and responsibility.

Overall, we found that the staff and management team were highly motivated, committed to continuous improvement and that this was resulting in positive outcomes for children and families.

What the service could do better

We discussed how the service could further develop children's personal plans to provide a more holistic view of how staff meet individual needs, the partnerships with parents and the outcomes achieved. They could consider linking plans with the wellbeing indicators where appropriate.

We advised that staff should add the 'reason for judgement' when administering 'as required' medication in line with current guidance: Management of medication in daycare of children and childminding services (www.hub.careinspectorate.com)

We encouraged the service to revisit 'Setting the Table' nutritional guidance and to review snack menus in line with this document. (www.hub.careinspectorate.com)

We agreed that staff should continue to develop the use of natural, sensory and loose parts resources to support children's learning experiences, for example, technologies and how things work. We also discussed how they could adapt the use of space at times to work in different ways, for instance, large scale and vertical mark making. We sign posted them to some relevant websites and documents to continue to support improvement.

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	
6 Oct 2014	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
11 Oct 2011	Unannounced	Care and support	5 - Very good
		Environment	Not assessed
		Staffing	Not assessed
		Management and leadership	5 - Very good
3 Aug 2009	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	4 - Good
		Management and leadership	4 - Good

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