Woodpark Primary School Nursery Class
Day Care of Children

Priory Road
Lesmahagow
Lanark
ML11 0AA

Telephone: 01555 892251

Type of inspection: Unannounced
Inspection completed on: 29 January 2018

Service provided by: South Lanarkshire Council
Service provider number: SP2003003481

Care service number: CS2003015385
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](http://www.careinspectorate.com)

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

Woodpark Primary School Nursery Class is registered to provide a care service to a maximum of:

- 15 children aged from two to under three years
- 50 children aged from three to those not yet attending primary school.

The service is provided from playrooms within Woodpark Primary School each with access to a designated outdoor area.

The service aims include:

'to provide a safe and happy environment where children will have the opportunity to develop skills through a variety of play activities.'

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure that 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 (GIRFEC), Scotland’s national approach to improving outcomes and wellbeing for children by offering the right help at the right time from the right people. It supports them and their parents to work with services that can help them. There are eight wellbeing indicators at the heart of GIRFEC: safe, healthy, achieving, nurtured, active, respected, responsible and included.

What people told us

There were 65 children present in total over the two sessions and other the two playrooms on the day of the inspection. We observed the children from both playrooms as they took part in a variety of activities both indoors and outdoors. We saw that they were happy and settled in the care of staff, were able to access a variety of resources independently, could make choices about where to play and what to play with. Some children told us they liked to play outdoors, build with the construction materials, arts and crafts and play with their friends.

Twenty care standards questionnaires were sent to the manager to distribute to parents/carers. Eighteen were returned before the inspection. All ‘ticked’ responses and written comments were very positive. We also spoke to eight parents/carers as they arrived to collect their children. All parents we talked with spoke very highly of the management and nursery staff team. They felt their children were safe, had formed strong relationships with the staff and had access to a wide variety of learning experiences, both indoors and outdoors. Some comments included:

'The nursery provide many days where I can go and join my child in new experiences. They have provided learning days for parents and invite us to join the child on drop-in days. My child has a great relationship with
staff. He has gained so much confidence and enjoys his time there. Staff are all approachable and help when needed.’

‘All staff I have had the pleasure of dealing with have been excellent. I have great faith in them and know my child is safe and is learning at the same time.’

‘They do an amazing job. I am constantly surprised at what they are learning about.’

‘We haven’t long started at the nursery. At the start I was given feedback about my child every day. Now that she is settled, I don’t always get feedback on a daily basis, but I realise that it is a very busy time when all children are being collected at the same time. My child is happy when I pick her up and I am confident staff would tell me if there were any issues.’

Self assessment

The service had not been asked to complete a self-assessment in advance of the inspection. We discussed their own improvement plans and quality assurance procedures to determine their priorities for development and how they were monitoring the quality of provision in the service.

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

There was a caring, nurturing ethos within the nursery. Through observations and discussions it was clear that staff knew the individual interests, preferences, care and support needs of all children very well. Planning and the structure of the session had been reviewed in line with national practice documentation, which meant that activities and experiences were now more responsive to children’s interests and child-led. An example included enabling a children’s idea of building a wall around the construction area using a cardboard box and arts and craft materials. Staff used open-ended questioning and ensured the child had access to a variety of art and craft materials to explore and try out his ideas throughout the session, which resulted in the child proudly talking about his achievement.

Children’s progress and next steps in learning were reviewed and agreed with parents and recorded within their individual personal plans. An established transition programme supported children and families as they moved between home and nursery, between playrooms and when moving on to primary school. This respected parents views and included them fully in their child’s learning throughout the nursery.

There were very good child protection procedures in place which contributed to the health, safety and wellbeing of children who attended the service. All staff had child protection training annually relevant to their roles and responsibilities in the service. An external agency worked alongside the service to facilitate workshops with parents and children. These workshops offered additional support for families, with regards to their children’s health and wellbeing and enabled parents to meet and share ideas. Various other methods of
consultation such as open days and ‘stay and play’ sessions further included families in their child’s day-to-day learning. Parents told us they felt welcomed, respected and included within the nursery.

The nursery environment was safe, secure, clean, bright and welcoming. We saw that the majority of children were happy and engaged in purposeful activity throughout the sessions. Displays were informative, with some being interactive for children and parents using an ipad application. This meant that parents could look at a particular display, link it with the ipad technology and view a short film clip of their child taking part in a related activity. Staff spoke enthusiastically of this development and it’s use as an alternative method of including parents in their child’s learning experiences and achievements.

We saw that the children in the two to three year old playroom could choose from a wide variety of activities and resources which were stored at their level, enabling them to make choices independently. We observed children washing their hands, choosing resources, activities and snack independently or with adult support, as required. The size of this room and smaller number of children offered a calm, relaxed environment which met the needs of this group of children. Although the outdoor area was not directly accessible from the playroom, staff ensured outdoor play experiences were offered to all children daily. Recently purchased all-in-one suits and wellington boots enabled children to access outdoors in all weathers.

The larger playroom for older children had direct access to an outdoor play area which offered free-flow play. This meant that children could choose where to play and what to play with throughout the session, either indoors or outdoors. This well-resourced area included a mud kitchen and loose parts play materials which encouraged and supported imaginative, interactive and creative play.

### What the service could do better

The main door to the children’s toilets in the larger playroom was wedged open during the session. This had the potential to spread infection as it opened directly on to the playroom and was in close proximity to where food was prepared. (See recommendation one).

We advised adding the signs/symptoms of children’s health conditions to the parental consent for medication forms. This would assist staff in determining when to administer particular prescribed medication to children. The manager agreed to amend the form after the inspection. This information would contribute towards the health and safety of children who required medication to be administered during the nursery session.

### Requirements

**Number of requirements:** 0

### Recommendations

**Number of recommendations:** 1

1. The manager and staff should risk assess the main door to the children’s toilets to ensure it can be opened and closed safely by children. They should contact the local environmental health department for advice and refer to ‘Space to Grow’ guidance which contains detailed information on the nursery environment, toilets and the preparation of food. This is to ensure that the playroom environment is in line with current infection prevention and control guidelines.
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

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<tr>
<th>Date</th>
<th>Type</th>
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<td>Unannounced</td>
<td>Care and support: 5 - Very good</td>
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<td></td>
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<td>Environment: 5 - Very good</td>
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<td>Staffing: 5 - Very good</td>
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<td>Management and leadership: 5 - Very good</td>
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<td>7 Mar 2014</td>
<td>Unannounced</td>
<td>Care and support: 5 - Very good</td>
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<td>27 May 2009</td>
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<td>Care and support: 4 - Good</td>
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