

Lamlash Nursery School

Day Care of Children

67 Skerryvore Road
Cranhill
Glasgow
G33 3LT

Telephone: 0141 774 3541

Type of inspection: Unannounced
Inspection completed on: 27 February 2018

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Care service number:
CS2003014898

About the service

Lamlash Nursery School is provided by Glasgow City Council and is part of the St. Andrew's Learning Community. The service operates from a single-storey property in the Cranhill area of Glasgow. The early learning and childcare service is registered to provide care to a maximum of 50 children, at any one time, aged between 3 years and those not yet attending primary school. The service provides part-time and full-time placements.

A Care Inspectorate early years inspector carried out an unannounced inspection of Lamlash Nursery School on Tuesday 27 February 2018. We gave feedback to the manager on the day of the inspection.

The service's vision and aims included:

'We aim to flourish as a modern, multicultural educational establishment. We aim to raise the achievement of all our learners by providing a safe, stimulating environment in which all who attend are valued, included and respected. Parents, staff and external agencies will work together to ensure equality of educational opportunities are available to all children in order that they achieve their potential.'

The manager explained that through consultation with parents, staff, children and stakeholders, the nursery aims are currently being reviewed to reflect the current early learning and childcare provision and principles of Getting it right for every child (GIRFEC).

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. The wellbeing indicators that are essential for children to flourish are: safe, healthy, achieving, nurtured, active, respected, responsible and included (SHANARRI).

We check services are meeting the principles of Getting it right for every child (GIRFEC). Set up by the 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 affects children, young people and their families.

What people told us

We spoke to 10 children who confidently told us about their learning experiences both indoors and outdoors. As a result of the International Digital Skills for Life project being implemented and evaluated within the nursery, children were very keen to tell us how they had made an E-video and posted their Rabbie Burns poems and songs to their faraway friends and family. Children's comments included:

'Look that is me on the E-video, it was Rabbie Burns birthday.'

'We went to the post office to send our Teddy to Spain.'

'The children in Spain say "Ola" and our teddy can say hello in Spanish "Ola".'

'I made a snow angel outside, it is very cold today.'

'I am making a badge, and I am going to share it.'

'I'm cutting this paper to make my picture bigger. I think I need some tape to join the big bits.'

'This is my picture, I have green hair.'

'Look mum do you remember when we went to the beach with the nursery.' The child and their parent were looking at photographs in their learning journal.

During the inspection there were approximately 32 children present at each session. We issued 22 care standards questionnaires of which eight parents/carers completed and returned them to us before our inspection. When asked if they were happy with the overall quality of care their child received in the nursery, five parents/carers strongly agreed they were happy and two agreed. Comments included:

'Nursery staff have been very good with my child, very accommodating with my child's disability and making sure she gets all the help she needs.'

'I am very happy with all aspects of the services provided for my child.'

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection.

From this inspection we graded this service as:

Quality of care and support	6 - Excellent
Quality of environment	5 - Very Good
Quality of staffing	not assessed
Quality of management and leadership	not assessed

What the service does well

The manager and staff at Lamlash Nursery School had placed a great importance on creating a welcoming, safe and nurturing environment. There was a strong ethos of working with parents and carers and other partners, when needed, to ensure children had opportunities to maximise their potential.

There was a very caring and sensitive approach adopted by staff that had helped new children and families settle into the nursery and wider community. Staff were knowledgeable about families' experiences and had tailored the planned care and support to ensure a smooth transition and support the continuity of care for each child.

We observed that children were greeted warmly by key staff and the manager took time to speak to parents individually, actively involving them in their child's care and keeping them well-informed about their progress and the nursery. Children were learning and gaining confidence in their ability to build positive relationships with their peers and we could see strong attachments had developed with key staff and adults around them.

Staff were well-trained and clearly demonstrated that they knew the individual needs of children and families very well. We looked at personal plans, wellbeing plans and learning journals and noted that written documentation linked directly to the principles of Getting it right for every child (GIRFEC). This meant that children received sensitive and meaningful one to one care and support from key staff, had a strong sense of belonging and were being enabled to develop life skills within a safe and secure environment.

We noted that through the translation of relevant documents, use of visual timetables and photographs parents and children had opportunities to share their experiences, express their needs and seek support when needed. This reflected the inclusive and nurturing approach adopted within the early learning and childcare environment.

We observed that children who may need additional input and families with English as an additional language received sensitive and responsive care and support from the experienced staff team. Staff were well trained in the Nurture Principles and provided one to one care and small group sessions to support children to reach their potential.

Staff effectively recorded significant events and communication with parents and other agencies was well documented. Following discussion, the manager agreed to consolidate written information to track children's learning achievements and developmental progress in line with the health and wellbeing indicators. Staff were very aware of their roles and responsibilities to safeguard and protect children from harm in line with service policy and local area child protection guidelines.

The manager effectively promoted leadership values which motivated staff and children to share their learning achievements with the wider learning community. For example, we found that staff and children were committed to taking forward the International Digital Skills for Life initiative which resulted in very positive outcomes for staff, parents and children.

Children confidently told us how they communicated with their 'Faraway Friends and Family' through the E-Twinning site. This meant that children could share and expand their knowledge, make new friendships and learn new digital skills through posting and receiving e-videos from Spain, Poland, Romania and London. Parents welcomed this initiative as families abroad could access the security code to see their child happily settled in their new nursery. This supported the inclusive ethos adopted.

Management and staff demonstrated an excellent understanding and knowledge of early learning and childcare practices. They should continue to take forward self - evaluation processes currently in place to monitor outcomes for children and families in line with the How good is our early learning and childcare? framework.

What the service could do better

We observed that children attending full day sessions went to the school dining hall for lunch. Due to time restraints, we saw that children had limited time to eat their first course and in this instance had to return to the nursery to have their second course served in the playroom. Children therefore had limited opportunities and time to enjoy a pleasant lunch time experiences without rushing.

We discussed our findings with the manager who explained that she was very aware of the impact the environment and time restraints had on the quality of children's lunch time experiences. The manager informed us that she had raised her concerns with the Local Authority and Cordia. However, at this time no resolution had been agreed to improve outcomes for children attending. (See recommendation 1)

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. The provider should support nursery and auxiliary staff in planning and managing children's mealtimes. Consideration should be given to the environment, space, set-up and time for eating as this can have an impact on promoting positive eating experiences, encouraging good eating habits and developing social skills.

The provider should refer to the current best practice guidance Setting the Table, section 4.2 Providing a suitable environment.

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
10 Dec 2014	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good
12 Dec 2011	Unannounced	Care and support 6 - Excellent Environment Not assessed Staffing 5 - Very good Management and leadership Not assessed
3 Jun 2009	Unannounced	Care and support 6 - Excellent Environment 6 - Excellent Staffing 4 - Good Management and leadership 6 - Excellent

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