Hamilton College Nursery Class
Day Care of Children

Bothwell Road
Hamilton
ML3 0AY

Telephone: 01698 282700

Type of inspection:
Unannounced

Completed on:
31 January 2019

Service provided by:
Christian Schools (Scotland) Limited

Service provider number:
SP2003003585

Service no:
CS2003016196
About the service

The Care Inspectorate regulates care 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 its registration to the Care Inspectorate on 1 April 2011.

Hamilton College Nursery Class is registered to provide a care service to a maximum of 32 children aged three to those not yet attending primary school.

Between 17:00 hours and 18:00 hours each day, to provide a care service to a maximum of eight children aged from three years to those not attending primary school and 10 children attending school.

The care service will operate between the times of 08:00 hours to 18:00 hours, Monday to Friday, term-time only.

The provider of the service is Christian Schools (Scotland) Limited.

The service is based within Hamilton College in Hamilton, South Lanarkshire. A secure entry system is in place at the entrance to the nursery. The nursery has timetabled access to facilities within the school, for example, the gym, ICT suite and music room, with additional input from specialist teachers throughout the week.

The service is close to main roads, public transport links, parks and shops.

The nursery aims include:

- to provide a safe, stimulating and nurturing environment where children can become confident and independent individuals, developing the skills necessary for learning, life and work
- to provide play based learning opportunities which build on children’s interests and previous knowledge, responding to individual needs and learning styles.

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 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

We saw that all children were happy and having fun as they took part in various activities, both indoors and outdoors over the course of the inspection. The children interacted confidently with us. Some children were keen to tell us about the nursery, their favourite activities, their friendships and what they were learning about. Their comments included:
‘This is our nursery. We sit here to read books.’ (story corner)
‘This is my favourite story. It has a princess who doesn’t want to wash her hands. Can you read it to me?’
‘Snack is yummy, but I don’t like tomatoes, but I do like cheese.’
‘It’s the Chinese New Year. That’s the dragon.’ (watching video clip on large screen)
‘Watch me.’ (balancing on balance stilts outdoors)
‘Look at this leaf. It’s all frosty.’
‘That’s my brother in that photograph up there.’
‘We are finding out about people who can help us and the Chinese New Year.’
‘I painted that firefighter on the wall.’

We sent six care standards questionnaires to the manager to distribute to the parents/carers of children who experienced care at the service. Five of these were returned before the inspection. We also spoke to six parents/grandparents on the day of the inspection. All parents stated that overall they were happy with the quality of care their child received at the nursery. Parental comments included:

‘My child thoroughly enjoys attending nursery at Hamilton College and I feel they are well looked after. Extremely well. Staff have helped them grow in confidence, learning and developing positive friendships with other children in their class.’

‘Staff are always friendly and welcoming to children and parents. Children are always happy and eager to tell me what they have been doing. A broad range of activities on offer, opportunities for visits into the school, which will support a smooth transition for primary. Involved in the whole positive ethos of the nursery and kept well informed about my child’s learning, which also reflects what they tell me they are learning when they are at home. My child is happy, which makes me happy and staff are always available and very approachable to chat.’

‘There have been quite a lot of changes in management and staff over recent years. Although I was still happy in the past, I feel there have been improvements in communication with parents and the children seem to have more access to different areas to play. All staff are lovely.’

‘I can see a difference in my child, even in such a short time. This smaller setting suits my child, staff have helped to increase their confidence. They get outside daily. I am very happy with everything.’

‘I love the fact that my child has the opportunity to learn a foreign language, use the school library and gym and has a wide choice of food and healthy snacks. The downside would be too much time spent in class, using computer/tablets etc and not enough time spent in the very large garden. My personal opinion is that children should play out once a day, regardless of the weather.’

We shared all comments with the management of the nursery. We observed and discussed children’s access to outdoor play. We were satisfied that there were daily opportunities for all children to go outdoors to play. The manager added that she would add more information about outdoor play on the parent/carer information board and opportunities for free flow play between the indoor and outdoor environment would be extended.
Self assessment

The service had not been asked to submit a self-assessment in advance of the inspection. We discussed their improvement plan and looked at the quality assurance paperwork. These demonstrated their priorities for development and how they were monitoring the quality of the provision.

From this inspection we graded this service as:

- **Quality of care and support**: 4 - Good
- **Quality of environment**: not assessed
- **Quality of staffing**: not assessed
- **Quality of management and leadership**: 4 - Good

What the service does well

We saw that all children were settled, happy and engaged in a variety of learning experiences, both indoors and outdoors, over the course of the inspection. Staff were responsive to the children’s needs, interests and requests. They encouraged positive relationships, sharing and turn-taking with the children in a caring and nurturing manner. This created a warm, welcoming and respectful learning environment.

Staff demonstrated that they knew the individual care and support needs of all children very well. We discussed how the personal plan formats could be further developed to ensure there was clear information recorded on how the service would meet children’s individual health, care and support needs, as agreed with parents. This document, together with the child’s online learning journal would effectively record, track and celebrate children’s achievements, development and progress.

Free flow play enabled the children to make informed choices of where, who and what to play with. This improvement supported children as they developed their social and physical skills, confidence, self-esteem and creativity while having fun in accessing a balance of organised and freely chosen learning experiences. Additional activities and experiences were provided by specialist teachers and resources based within the school. This extended children’s learning opportunities and linked in with the transition programme for those children who were moving on from nursery to school.

The newly refurbished outdoor area offered daily opportunities for children to access fresh air and outdoor learning experiences. Children were exploring the properties of ice, balancing on small stilts, riding bikes and playing with outdoor games. Plans were in place to establish a Forest Schools Programme within the college grounds. This would offer the children access to a more natural environment with all round benefits to children’s development.

Staff were clear about their roles and responsibilities in safeguarding children. They took part in annual training to refresh their knowledge. Relevant information was displayed for parents and visitors. This highlighted the responsibilities all adults have in ensuring children’s safety and wellbeing.

The new manager had worked with the management of the school and nursery staff team to devise an improvement plan with clear priorities for this academic year. These had been evaluated to clearly demonstrate the progress, positive outcomes for children and the next steps.
We recognised the work and commitment of the management team in addressing all recommendations made at previous inspections and the clear vision and improvement focus which was in place for the nursery class. Parents were keen to highlight the improved communication with parents within the service, the highly motivated, enthusiastic manager and the approachable nursery staff team who together met the needs of their child and family.

We highlighted an inaccuracy with the current system used to record the numbers of children in attendance throughout the day. This feedback was acted on immediately by the manager who ensured a more robust system was put in place by the following day. This contributed towards all children’s safety and again demonstrated the manager’s commitment to improvement.

What the service could do better

Although children had daily access to fresh air and outdoor play, we discussed how the newly refurbished outdoor area could be enhanced to provide a wider variety of activities for children, for example, planting, using the natural environment, re-introducing the mud kitchen with more natural resources, introducing ‘loose parts play’ for children to use materials in an open-ended way, supporting problem-solving and imagination, creating a free-flow/open door between the indoor and outdoor area. We acknowledged that the development of the outdoor area had been identified within the improvement plan for the service and that an action plan would be drawn up following consultations with children, parents and staff. This would contribute to the creation of a rich, outdoor learning environment.

We signposted the manager to ‘the hub’ section on our website at www.careinspectorate.com where many documents, resources and good practice examples could be accessed. This would continue with the improvement of the service. Examples included ‘My Outdoor World’, ‘Your Creative Journey’, ‘Space to Grow’, ‘Animal Magic’ and ‘Gender Equal Play’.

Staff encouraged children to wash their hands before eating and after playing outdoors. We signposted the service to further resources and information to support hand hygiene and infection prevention and control with the children. This can be found at https://washyourhandsofthem.com

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.
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

Recommendation 1

The service should review the snack preparation area and procedures to assist with infection prevention and control within the service.

This should include the provision of serving utensils, reviewing the use of the nursery kitchen for snack preparation and revising the guidance in the good practice document 'Setting the Table' with all nursery staff.

National Care Standards, Early Education and Childcare up to the age of 16: Standard 3: Health and Wellbeing,

This recommendation was made on 12 January 2016.

Action taken on previous recommendation

All nursery snacks were now prepared in the main school kitchen and delivered to the nursery. Staff were aware of current guidance 'Setting the Table' and some staff had obtained food hygiene training. Serving utensils were now used by the children to select their snack. This contributed towards children’s health and safety. This recommendation has been addressed.

Recommendation 2

The service should review the lunchtime experience for children to ensure that it is a more sociable and enjoyable experience for the children, with staff deployed to fully meet the needs of the children over lunchtime.

National Care Standards, Early Education and Childcare up to the age of 16: Standard 3: Health and Wellbeing,

This recommendation was made on 12 January 2016.

Action taken on previous recommendation

Lunchtime was observed to be a more sociable and enjoyable experience for all children. Staff were deployed appropriately. Staff sat and ate their lunch alongside the children, assisting children where needed. This recommendation has been addressed.
Recommendation 3

The service should review the procedures for the storage and administration of medication in line with current best practice guidance ‘Management of Medication in Daycare and Childminding Settings.’ This would assist with the overall health and safety of children who require medication while in attendance at the nursery.

National Care Standards, Early Education and Childcare up to the age of 16: Standard 3: Health and Wellbeing.

This recommendation was made on 12 January 2016.

Action taken on previous recommendation
The procedures for the storage and administration of medication had been improved and these were now in line with current best practice guidance. This recommendation has been addressed.

Recommendation 4

The service should ensure that they follow their safer recruitment policy when appointing staff to posts, whether from internal or external candidates.

National Care Standards, Early Education and Childcare up to the age of 16: Standard 12: Confidence in Staff.

This recommendation was made on 12 January 2016.

Action taken on previous recommendation
We sampled a staff file for a recently recruited member of staff. The service had followed current guidance ‘Safer recruitment for better recruitment’. All required paperwork was in place. This recommendation has been addressed.

Recommendation 5

Staff should assume responsibility to improve their skills, knowledge and practice and progress the service in partnership with the nursery head.

National Care Standards, Early Education and Childcare up to the age of 16: Standard 11: Confidence in Staff and Standard 13: Improving the Service.

This recommendation was made on 12 January 2016.

Action taken on previous recommendation
All staff had access to internal and external sources of information and training and were given time each week to read relevant documentation to update their knowledge and skills. Nursery staff were part of whole school in-service days. PRDs were in place to identify individual staff training needs and training was sought and evaluated. Staff had taken on additional areas of responsibility within the nursery and were actively involved in whole school working groups. Staff were reminded of their responsibilities for their SSSC registration. This recommendation has been addressed.

Recommendation 6

The provider should review the role of the manager to ensure that there is sufficient allocated time within the working week for the manager to complete managerial tasks. This would assist with the ongoing improvement of the nursery as a whole.

National Care Standards, Early Education and Childcare up to the age of 16: Standard 14: Well-Managed Service.
This recommendation was made on 12 January 2016.

**Action taken on previous recommendation**
The manager was now timetabled to have at least one day a week dedicated to managerial tasks. This had assisted with the improvement focus of the nursery. This recommendation has been addressed.

**Recommendation 7**

Staff should improve children’s involvement and provide activities that are child led and beneficial to children’s learning and interests.


This recommendation was made on 12 January 2016.

**Action taken on previous recommendation**
We saw that activities were much more child-led and free flow between rooms and areas. This responsive planning had improved outcomes for children. This recommendation has been addressed.

## Inspection and grading history

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<thead>
<tr>
<th>Date</th>
<th>Type</th>
<th>Gradings</th>
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<tbody>
<tr>
<td>30 Oct 2015</td>
<td>Unannounced</td>
<td>Care and support 4 - Good</td>
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<td></td>
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<td>Environment 4 - Good</td>
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<td>Staffing 4 - Good</td>
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<td>Management and leadership 4 - Good</td>
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<td>29 Nov 2012</td>
<td>Unannounced</td>
<td>Care and support 5 - Very good</td>
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<td>Management and leadership 4 - Good</td>
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<tr>
<td>17 Sep 2009</td>
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<td>Care and support 5 - Very good</td>
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