Langlee Primary School Nursery
Day Care of Children

Langlee Primary School
Langlee Drive
Galashiels
TD1 2EB

Telephone: 01896 757892

Type of inspection: Unannounced

Completed on: 14 May 2019

Service provided by: Scottish Borders Council
Service provider number: SP2003001976

Service no: CS2003016099
About the service

Langlee Primary School Nursery Class, referred to as the nursery in this report, is registered with the Care Inspectorate to provide a service to a maximum of 100 children at any one time aged between two years to not attending primary school, of whom no more than 26 children are under three years.

The nursery is provided by the local authority and operates morning, afternoon and full day sessions. The nursery is open during term time only.

The nursery is an integrated part of Langlee Primary School. There are three classrooms and a central atrium area. At the time of inspection one classroom acted as a ‘home room’ for children under three years, although these children were fully integrated with the older children and could move freely around all the nursery rooms and the outdoor area. There are nappy changing facilities, toilet areas, a kitchen and an extensive outdoor area.

The nursery have carried out a task to develop new aims, values and vision for the nursery. This has been done in consultation with staff and parents have contributed to their development.

We check services are meeting the principles of Getting it Right for Every Child (also known as 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 parent(s) to work with the 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 spoke to several children during our visit to the nursery. We noted that overall children were very engaged in activities and had formed good relationships with each other and with the staff group. Children told us they liked to help at snack, playing outside, planting things, building things and running.

We issued 20 care standard questionnaires as part of our inspection. Nine parents completed the questionnaire prior to our visit. Eight parents agreed or strongly agreed that overall they were happy with the care their child received in the nursery.

Self assessment

The service had not been asked to complete a self-assessment in advance of the inspection. We looked at the self-evaluation work which had been carried out in the nursery and noted several priorities identified by staff. Comprehensive action plans had been developed to track the progress of improvements.

From this inspection we graded this service as:

- **Quality of care and support**: 4 - Good
- **Quality of environment**: 4 - Good
- **Quality of staffing**: 4 - Good
- **Quality of management and leadership**: 4 - Good
Quality of care and support

Findings from the inspection

Children were happy to come to nursery. They were welcomed warmly by staff who knew them and their families well. The keyworker system was being effectively used to give parents a point of contact which enable them to build relationships and exchange important information with those caring for their children.

Staff had collected a range of information about each child to help them meet care and support needs. This information needed to clearly show that it had been updated at least once every six months to ensure it was accurate and useful. Staff needed to be given guidance on how to record information which was gathered as part of personal plans or chronologies. This was to ensure that staff could clearly see the outcomes of support offered. (See recommendation one.)

Significant improvements had been made to the routine for lunch. Some children had packed lunches but the majority of children ate school lunches. The children who had school lunches were split into two sittings to make the group size manageable. They had lunch upstairs in the school dining hall. Children who had a packed lunch and wanted to eat with their friends joined the group. Some younger children or children who did not like the big group experience had packed lunches in the playroom, this enabled staff to offer them more targeted support. Tables had been set for children and they sat in keyworker groups. Food was served at the table to enable children to make some choice about what they wanted on their plate. Staff ate with children to provide them with good role models for eating and drinking. Children were assisted with eating where necessary, staff ensured that they all had eaten something, they were not rushed and had opportunities to chat to each other and staff. This contributed to children eating well and enjoying the lunch time experience.

Children had many opportunities to develop their independence and make choices. Every day opportunities, such as putting on shoes and coats, were built on by staff asking children to help with tasks, providing choice of activities and being encouraged to take responsibility for maintaining the environment through tidy up time and recycling. The pace of the day had been improved to ensure that group times were short and purposeful. Children could choose to play in any of the four play spaces and could access the outdoor area for the vast majority of the day.

Play experiences were planned and were being developed to evidence that activities were responsive to children’s interests as well as having elements of intended learning. The use of ‘my big idea’ mapped how children’s ideas for play experiences were developed and we could see through planning documents and learning journals that a good range of activities were provided. We talked to staff about the need to ensure observations focussed on significant areas of learning and that interactions and questioning during play were meaningful and of good quality.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. To ensure that children’s care and support needs are met the service should further develop a recording system to hold information about children in one place. This information should include strategies for support
which are in place and the outcomes of that support. Information held in personal plans should be updated at least once every six months to ensure is accurate and relevant. This is consistent with Health and Social Care Standard 1.15 ‘My personal plan (sometimes referred to as my care plan) is right for me.’

Grade: 4 - good

**Quality of environment**

**Findings from the inspection**

Staff had worked effectively to make improvements to the environment used by children. The use of an additional room and improvements to the range of resources and layout of the areas had provided children with engaging play spaces. Displays of children’s work and information for parents were attractive and well maintained. They celebrated children’s achievements and on the whole were the products of children’s imagination and creativity.

The outdoor area provided children with a wide range of opportunities. The use of loose parts and natural objects promoted problem solving, co-operative play and use of imagination. Staff were continuing to develop the outdoor area and had consulted with parents who had helped with building work and ideas for equipment. This area was accessible for almost the entire day which meant that children could choose to play indoors or outdoors. We asked staff to be mindful of this regarding supervision of all children using the outdoor area.

We have commented on the improvements which have been made to the pace of the day. We noted however that in the afternoon session there were several children who required more support through adult supervision. We have agreed, with staff, that due to the improvements to the environment overall it would be acceptable, over some of the afternoon, to close a portion of the play spaces to enable a more concentrated adult presence. This will support positive behaviour and enable a better quality of staff interaction with children over the busy lunch period.

There were procedures in place to ensure that the environment remained safe and secure for children to use. We asked senior staff to give further information to staff about the recording of accidents to ensure consistency. Procedures for the administration of medication were appropriate and understood by staff.

**Requirements**

**Number of requirements:** 0

**Recommendations**

**Number of recommendations:** 0

Grade: 4 - good

**Quality of staffing**
Findings from the inspection

The staff team had worked hard since our last inspection to develop a sense of team work and shared vision for the nursery. This was having a positive impact on the quality of the service provided to parents and children.

All staff were registered with the Scottish Social Services Council (SSSC). This is the body responsible for workforce registration and development in Scotland. Staff had undertaken some training over the past year to enhance their professional knowledge and had been included in training offered in the primary school. The senior team were looking at ways in which training not only identified what a staff member wanted to learn but what training would help staff meet the vision and aims of the nursery class.

Appraisals for staff had been held to help them identify their strengths and areas where they could further develop their professional expertise. A system for observing staff practice or using a peer group observation system would further enhance the appraisal process. This would enable areas for professional development and strength to be evidenced clearly.

The staff group were diverse in terms of ability and interests. We noted that some staff were very nurturing of their colleagues and trying to help them to develop professionally. One senior staff member had undertaken a coaching course and was able to use this on a daily basis to help staff be reflective and seek their own solutions. We talked to senior staff about providing staff with opportunities for support and supervision in addition to the yearly appraisal. This would give staff an opportunity to have on going discussions about their professional development.

Regular staff team meetings were held. A member of the school’s senior team often attended these meetings to ensure that they had a good overview of the nursery and could offer targeted support and guidance. Staff told us that they felt part of the whole school team and that simple processes like using the dining hall at lunch raised their profile and involvement in the school.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 - good

Quality of management and leadership

Findings from the inspection

There was a clear vision of the positive outcomes that the nursery aimed to provide for children and their families. The improvements to team work and inclusion of the whole team in the development of the service had made a positive impact on the ability of the nursery to reach this vision.

The processes for evaluating the service and auditing processes which evidenced quality had been significantly improved. The whole staff team had been involved in a range of evaluations. These were carried out regularly
and all resulted in an action plan. This action plan was then tracked to ensure that it was being met. We could see that children influenced the activities in the nursery and their voice was being heard by staff. The nursery now needed to look at inventive and effective ways to include parents in the assessment of the service.

Senior staff had a good overview of what was going on in the nursery and management roles and responsibilities were clear and well communicated to parents and staff. One of the nursery’s senior staff was working in another setting for part of the week. We agreed with the school’s senior team that to continue with the positive developments made in the nursery another senior practitioner was needed to offer support, role modelling and mentoring of staff.

Parents indicated that information about the nursery and communication with parents was effective. There was a nursery handbook which outlined what children and parents could expect when their child was at nursery and a good range of information was displayed for parents throughout the nursery. Meetings were held to share information with parents and some joint work had been carried out with the Early Years service, which was part of the primary school premises, to help support parents and children.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 - good

What the service has done to meet any requirements we made at or since the last inspection

Previous requirements

There are no outstanding requirements.
Previous recommendations

Recommendation 1
To develop an environment which is attractive and provides children with a wide range of learning opportunities staff should evaluate and make improvements to the playroom environments using good practice guidance. Health and Social Care Standards. My support, my life. Standard 1.30 and 1.31.

This recommendation was made on 4 September 2018.

Action taken on previous recommendation
The environment used by children had been significantly improved as commented upon in this report. This recommendation was met.

Recommendation 2
To help support staff and develop their professional roles and practice, senior practitioners should look at ways to enable staff meetings and increased opportunities for supervision and support meetings. Health and Social Care Standards. My support, my life. Standard 4.27.

This recommendation was made on 4 September 2018.

Action taken on previous recommendation
Staff commented on the increased opportunities to meet with senior staff and regular team meetings were taking place. This recommendation was met.

Recommendation 3
To ensure that children experience high quality care and support based on relevant evidence, guidance and best practice procedures for comprehensive evaluation, auditing and monitoring should be implemented. Health and Social Care Standards. My support, my life. Standard 4.11.

This recommendation was made on 4 September 2018.

Action taken on previous recommendation
Senior staff had made a very positive start to evaluating the service. They had included the staff group in this process. This recommendation was met.

Complaints
There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.
No enforcement action has been taken against this care service since the last inspection.

### Inspection and grading history

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<th>Type</th>
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<td>Care and support 4 - Good</td>
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<td>Environment 3 - Adequate</td>
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