

Christ the King Primary School Nursery Class Day Care of Children

Melrose Avenue
Holytown
Motherwell
ML1 4SG

Telephone: 01698 274965

Type of inspection:

Unannounced

Completed on:

25 November 2019

Service provided by:

North Lanarkshire Council

Service provider number:

SP2003000237

Service no:

CS2012307354

About the service

Christ the King Primary School Nursery Class registered with the Care Inspectorate in August 2012. It is registered to provide a care service to a maximum of 40 children aged three years to those not yet attending primary school. The provider of the service is North Lanarkshire Council.

The service is located within Christ the King Primary School, in the locality of Holytown, North Lanarkshire. It is close to local parks, shops, transport routes and other amenities.

Care is provided from one large playroom within the school. Nursery children have direct access from the playroom to a secure outdoor play area. The children also accessed some parts of the school for planned experiences, for example, the gym hall.

The service has a vision to provide a safe, happy, caring and secure environment where every child has the opportunity to grow and develop their capabilities as a successful, confident individual, responsible citizen and effective contributor.

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 Getting it Right for Every Child: safe, healthy, achieving, nurtured, active, respected, responsible, included.

What people told us

Seven parents contributed their views as part of this inspection. All parents agreed or strongly agreed that they were overall happy, with the quality of care their children received at the service. Parents told us that their children 'loved attending', were happy and were well supported.

We spoke to several children during our visit. They were settled and confident and showed us round the playroom. They pointed out their favourite things to do. For example, filling and emptying with porridge oats, completing jig-saw's and pretend cooking in the home area.

Self assessment

The service had not been asked to submit a self-assessment in advance of this inspection. We viewed their self-evaluation folder and improvement plan. These documents demonstrated priorities for improvement, highlighting a positive approach to continued development of the service.

From this inspection we graded this service as:

Quality of care and support	4 – Good
Quality of environment	not assessed
Quality of staffing	4 – Good
Quality of management and leadership	not assessed

What the service does well

Children attending the service were settled, happy and confident. They separated well from parents and carers and were keen to attend nursery. One parent told us "my child loves attending this service, my child's confidence has grown since attending".

Staff knew children and their families well and had formed positive and trusting relationships with them. Staff worked in partnership with parents and carers to meet children's needs. For example, by jointly agreeing development goals within children's personal plans. One carer commented "staff go above and beyond to meet the child's needs and support me as a carer".

Staff were friendly and welcoming. They worked well together, creating a warm environment for children and their families. They demonstrated a genuine interest in how children were feeling, and created opportunities to chat with them. This was supported particularly well through the use of puppets to talk about wellbeing at welcome time. These puppets supported children to be safe, healthy, active, nurtured, achieving, respected, responsible and included.

Staff communicated effectively, to ensure continuity of care for children. For example, through team meetings, daily dialogue and communication boards.

Children with additional support needs were very well supported, through 'getting it right for me' plans. These plans identified children's significant needs and set out individualised strategies, which helped them to be included, safe and achieving. The service offered one to one support from staff to some children with additional support needs. This supported children's wellbeing and enabled them to access experiences, integrate with peers and communicate their needs more effectively.

Medication records reflected children's needs. Staff had worked closely with partners from the NHS to gain a deep understanding of their roles and responsibilities, in relation to managing children's complex health needs.

Children were developing a positive attitude to healthy lifestyles. They participated in physical play, teeth-brushing and handwashing during the nursery session.

Accidents and incidents were appropriately recorded and audited to minimise repetitive injuries. This supported children's safety.

Children were protected from harm by staff who were confident and clear about their responsibility to safeguard them. Staff had participated in child protection training and were aware of the types of things that could place children at risk. The service took prompt and appropriate action when any concerns arose.

Staff had participated in some training, which had impacted on positive outcomes for children. For example, wellbeing and behaviour training. The service had also developed a training plan, which will continue to develop capacity for improvement. Some recent self-evaluation against 'how good is our early learning and childcare' was also supporting improvements at the service.

What the service could do better

Since the last inspection, there had been significant changes to the staff team. We found that staff were enthusiastic and willing to support children to achieve. However, through observations and discussions with staff, we found that they would benefit from additional training and increased knowledge, to develop their

understanding and confidence in providing high quality play experiences for children. The following examples support this statement.

- There were times when children were interrupted from play to allow for planned group activities and adult led experiences. This reduced opportunities for children to direct their own play and develop their ideas.
- Some barriers during play, prevented children from extending their thinking and interests. For example, being asked to tidy up during play or being prevented from transporting building materials to other areas of the nursery.
- Whilst we found some evidence of children participating in creative experiences, some craft experiences missed the opportunity to focus on the process of play. For example, staff drew round children's hands and cut them out for them to make Christmas wreathes. This limited the opportunity for children to use materials to express their own ideas and develop valuable skills'
- Children could be provided with greater opportunities to investigate using natural and open-ended materials. These types of materials are those which children can use in a variety of different ways, supporting exploration, creativity and the process of play. Increased access to these resources would maximise opportunities for problem solving, investigation, curiosity and critical thinking.
- Some staff could better challenge children's learning during play, through the use of appropriate questioning and sensitive interactions, which encourage problem solving, creativity and imagination.

As a result of these observations, we have made a recommendation to support the development of play experiences.

Children's snack experience should continue to be monitored to ensure that it is relaxed, sociable and well supervised. Staff could make use of the publication 'Food Matters' to support these improvements.

Overall, children were supported by kind and caring staff. However, staff should review the quality of their interactions and the expectations for children during large group times. For example, considering children's capacity to concentrate in a large group, the use of stickers for only the children who answer questions correctly, the length of time children are required to listen without talking and children's comfort when being reminded to sit with their legs crossed.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. We recommend that children are better supported to achieve through participation in freely chosen play, which is stimulating and encourages problem solving, curiosity and creativity.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state 'as a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open-ended and natural materials' (HSCS 1.31) and 'I can maintain and develop my interests, activities and what matters to me in the way that I like' (HSCS 2.22) and 'as a child I can direct my own play and activities in the way that I choose, and freely access a wide range of

experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity' (HSCS 2.27).

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

There are no outstanding recommendations.

Inspection and grading history

Date	Type	Gradings
28 Sep 2016	Unannounced	<div>Care and support</div> <div>5 - Very good</div> <div>Environment</div> <div>5 - Very good</div> <div>Staffing</div> <div>Not assessed</div> <div>Management and leadership</div> <div>Not assessed</div>
27 Aug 2013	Unannounced	<div>Care and support</div> <div>4 - Good</div> <div>Environment</div> <div>4 - Good</div>

Date	Type	Gradings	
		Staffing	4 - Good
		Management and leadership	4 - Good

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