

St. Augustine's Primary School Nursery Class Day Care of Children

Henderson Street
Coatbridge
ML5 1BL

Telephone: 01236 632 090

Type of inspection:
Unannounced

Completed on:
9 December 2021

Service provided by:
North Lanarkshire Council

Service provider number:
SP2003000237

Service no:
CS2020379264

About the service

St. Augustine's Primary School Nursery Class is registered to provide a care service to a maximum of 45 children aged 2 years to those not yet attending primary school at any one time. Of those 45, no more than 5 are aged 2 years to under 3 years.

The provider of St. Augustine's Primary School Nursery Class is North Lanarkshire Council and was registered with the Care Inspectorate on 11 August 2020.

Care is provided across a large spacious playroom. The children have access to a large, enclosed garden with direct access from the playroom. The nursery have their own secure entrance, separate from the school. The service is situated in a residential area of Coatbridge and is close to, shops, transport links and other amenities.

As part of this inspection, we took into consideration Key Question 5 - Operating an early learning and childcare setting (including out of school care and childminders) during Covid-19 with a specific focus on Quality indicator 5.2: Infection prevention and control practices support a safe environment for children and staff. We will report on the overall performance of this indicator in Theme 1 Quality of Care and Support and Theme 2 Quality of Environment.

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

During this inspection we received views from five parents about the service. Parents spoke highly about the staff team and the care their child received from them. One parent commented that care and compassion is a strength of the staff team. Parents confirmed that communication from the service was clear, helpful and professional. One parent told us they liked the feedback they received about their child's progress.

One parent would like the service to extend parental engagement in the future to allow parents to get to know each other. We shared this with the leaders and they agreed to consider how to develop this when Covid-19 restrictions allow.

All parents were overall very happy with the service their child received.

There were fourteen children present at the time of the inspection. We observed the children making choices and having fun in learning through play. A few children told us what they liked about nursery such as painting and playing with the Lego. We found the children to be confident and independent when choosing activities.

Self assessment

We did not request a self-assessment prior to inspection. We did look at the service improvement plan and this highlighted their priorities and plans for further development.

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	5 - Very Good
Quality of management and leadership	5 - Very Good

Quality of care and support

Findings from the inspection

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we have evaluated care and support as very good.

The children attending the service were happy, settled and well cared for. They told us "I like playing with babies" and "I like the Lego".

Children enjoyed free flow play where they chose from a variety of stimulating play experiences. For example, outdoor play, painting, jigsaws, block play and the home area. This supported children to make their own choices and lead their own learning. The balance of adult led, and responsive activities promoted children choice and independence.

Staff had warm and nurturing interactions and were responsive to children's needs. Children laughed with delight, as they had fun together, chatting about the Christmas Elf. Children were drawn to staff's welcoming facial expressions and positive body language which helped children feel loved, safe and secure. The high-quality interactions ensured that children were cared for by staff that supported them to have fun and contributed to their overall development.

Some children chose to play outdoors and they were positively encouraged to independently put on their warm jackets and wellington boots to prepare for the cold weather. Children that required help were supported sensitively by adults. This contributed to promoting children's self-esteem and self-help skills.

Staff knew children well and all children had personal plans and learning stories in place which supported their wellbeing. Plans contained relevant information about children's health, care and wellbeing needs. This included likes, dislikes and medical information. Information was gathered about skills they had achieved at home. This helped ensure staff had the right knowledge to meet children's needs.

Children's voices were recorded throughout their learning stories. For example, in drawings, comments, and staff observations. This ensured children's thoughts and ideas were valued and respected. The service had a copy of recently published guidance for personal plans. This will help guide them to develop plans further.

We reviewed the administration of medication procedures and found this was in line with current guidance. This supported children's wellbeing. We discussed with the manager how the medication policy could be developed to include more information from guidance to further support staff.

Staff understood their responsibility for keeping children safe. They participated in child protection training and knew what to do if they had any concerns.

The service had developed many ways to keep families involved with the service. Such as twitter, emails and newsletters. Parents told us that they were pleased with how much communication they received. One parent told us "it is timely and informative" another told us "communication from staff has been excellent".

Staff had reviewed and adapted the lunch time routine which was a relaxing, unhurried experience for the children. Staff valued the importance of sitting with children at mealtimes, engaging in conversation. This helped promote children's language development and social skills. Children were actively involved in the mealtime routines which helped develop their independence skills. For example, using tongs to select food and tidy away their dishes.

We were satisfied that the service had appropriate infection control procedures in place to support a safe environment for children and staff. For example, appropriate use of face coverings, regular cleaning of frequently touched surfaces and good physical distancing.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of environment

Findings from the inspection

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we have evaluated environment as very good.

Children had access to a large spacious playroom which was flooded with natural light. The neutral décor and layout of furniture contributed to the calm environment which helped promote children's wellbeing.

The children accessed a wide variety of play activities with high quality resources. This encouraged curiosity and exploration. The freely chosen play opportunities allowed children to lead their own learning.

Staff were responsive to children's interests, and they skilfully provided children with different opportunities to meet their needs. For example, a small group of children were supported to play table top games when they chose not to engage with other experiences on offer.

Staff had reflected on how well children used play spaces since they moved into the new premises. They told us they plan to create a more engaging book area and relocate the large construction materials to make this more purposeful for children. This will help ensure children's learning is extended in all areas.

Staff recognised and valued the importance of outdoor play and children were encouraged to access the garden area daily. This had a positive impact on children's physical and emotional development.

The service had made improvements to the garden area since they opened including making the area safer by adding higher fencing and willow panels. This helped keep children safe and provided privacy for their play.

Children's exploration was encouraged outdoors by the introduction of loose parts resources such as tyres, pipes and wooden boards. This promoted children's creativity and problem solving. Staff told us they were eager to develop this area further. We agreed that further development of resources in this area would support children to have opportunities to take positive risks and develop their resilience and life skills.

Staff clearly considered ways to keep children safe including a clean and tidy environment and safely stored cleaning materials. Staff regularly reviewed risk assessments for both indoors and the garden area. Staff discussed risks with the children to help them understand how to keep themselves safe. Staff should continue to review these risk assessments as they develop their play areas further.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of staffing

Findings from the inspection

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we have evaluated staffing as very good.

Staff created a warm and welcoming environment for children by using positive communication with each other and building professional relationships. They told us they worked well as a team and supported each other by sharing experiences and listening and respecting each other's ideas. This contributed to a happy environment for children. Parents told us "there is a genuine curiosity in my child, warmth and kindness" and "all of the staff are friendly and professional yet have such a caring manner with the children".

Children are cared for by knowledgeable staff who demonstrated a strong understanding of child development. Staff used language skilfully to support and encourage children's learning in a way that was appropriate for their need. One child was encouraged to think about their own ideas before creating a drawing. Staff provided support when required as well as opportunities for challenge and development.

Staff had regular opportunities for staff meetings and to reflect together on children's learning and practice. They demonstrated knowledge of implementing the national practice guidance Realising the Ambition and Getting it Right for Every Child (GIRFEC) in practice. This contributed to high quality interactions and learning opportunities for children.

Staff valued opportunities to develop their knowledge and skills and had participated in a variety of training opportunities. This included, child protection, Solihull approach, first aid and food hygiene.

As a new team they have successfully shared good practice from previous experiences to ensure they provided the children with high quality care based on best practice and guidance. The leaders valued staff's skills and experiences. They used supervisions and feedback constructively to help improve practice and ensure staff felt valued and respected. This contributed to a courteous and respectful atmosphere.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of management and leadership

Findings from the inspection

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we have evaluated management and leadership as very good.

The staff team had a good understanding of self-evaluation and had regular opportunities to reflect together on their practice to make positive changes to improve outcomes for children.

The leaders were open to change and encouraged the contributions from all staff. Staff told us they felt supported by the management team. This contributed to a positive working environment with a motivated staff team, creating a happy environment for children.

Staff were supported to develop their professional learning and systems were in place to consider further training needs. This supported staff to feel valued and committed to developing their knowledge and skills, to provide the best possible care for children based on best practice.

The role of the lead practitioner had a positive impact on the service as this helped staff to learn new skills to support them with their role. This included supporting staff to develop their practice by using the national induction program along with ongoing mentoring and support.

The leaders shared a clear vision for improvement and valued the importance of children's experiences, play and interactions as key to high quality care for children. Clear improvement plans were in place, and this helped staff know what was important for the setting. National practice guidance Realising the Ambition is embedded throughout practice and staff met regularly to discuss children's wellbeing and progress. This ensured staff provided a consistent approach to meeting children's needs.

Leaders provided opportunities for families to feedback on the care and experiences their child received. For example, questionnaires, phone calls, informal chats and comment slips. Parents told us they feel comfortable approaching the staff team and their views were welcomed. One parent told us "when there has been the occasion to speak with staff about my child, they have been very responsive, communicate clearly and effectively and provide updates on the actions they were taking". This ensured family views were sought and respected and parents were meaningfully involved in how the service provided care for children.

Children's voices were routinely sought and acted on. Children were encouraged to make choices about their play, lead their own learning and their comments were recorded within their individual learning stories. This helped ensure children were able to direct their own play and activities in a way that they chose.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very 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.

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

Previous recommendations

There are no outstanding recommendations.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Enforcement

No enforcement action has been taken against this care service since the last inspection.

Inspection and grading history

This service does not have any prior inspection history or grades.

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