

# Berryhill Primary Nursery Class

## Day Care of Children

Hillcrest Avenue  
Craigneuk  
Wishaw  
ML2 7RB

Telephone: 01698 274 969

**Type of inspection:**  
Unannounced

**Completed on:**  
16 June 2022

**Service provided by:**  
North Lanarkshire Council

**Service provider number:**  
SP2003000237

**Service no:**  
CS2003015404

## About the service

Berryhill Primary Nursery Class is a local authority run nursery provided by North Lanarkshire Council. The service is situated in Berryhill Primary School. The setting consists of two playrooms and has access to an spacious outdoor area.

Berryhill Primary Nursery Class is registered to provide early learning and childcare to a maximum of 40 children from three years to those not yet attending primary school.

## About the inspection

This was an unannounced visit which took place on 14 June 2022. The inspection was carried out by two inspectors from the Care Inspectorate. Further evidence was gathered on the 15 June 2022 and feedback was provided on the 16 June 2022.

To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration information, information submitted by the service and intelligence gathered since the last inspection. In making our evaluations of the service we:

- gathered the views of two families using the service
- consulted with nine staff and management
- observed practice and daily life
- reviewed documents
- spoke with visiting professionals

## Key messages

- Children were settled and confident in environment
- Staff were nurturing, respectful and responded with care to children's needs
- Staff language, manner and approach when talking to children was caring and respectful
- Staff knew the children well
- Mealtimes were relaxed and unhurried, and provided children a variety of healthy and nutritious food.
- Children had daily access to fun and interesting outdoor play
- indoor play areas were well designed and layout with resources that children could independently access
- Children's learning and development was supported through a well balanced curriculum

## From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

How good is our care, play and learning?	5 - Very Good
How good is our setting?	5 - Very Good
How good is our leadership?	5 - Very Good
How good is our staff team?	5 - Very Good

Further details on the particular areas inspected are provided at the end of this report.

## How good is our care, play and learning?

## 5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for people, therefore we evaluated this key question as very good.

We found children to be happy, welcoming, and confident within the setting. They had positive relationships with staff and had formed friendships. Children were welcomed into the service during planned settling in visits and staff spent the time getting to know them. This supported children to become familiar with staff and their new surroundings. The service carefully considered how best to support each child and put a plan in place focusing on children's emotional wellbeing.

Interactions between staff and children were warm, caring, and respectful. Staff were skilled at providing children with comfort and reassurance. Children were relaxed and comfortable around staff. Parents told us staff knew the children well and supported their needs. One parent said, 'The staff are wonderful' and 'I can't praise them enough. Staff interactions and communications helped to enhance children's experiences within the service.

Children were provided with a morning and afternoon snack and a hot lunch. Mealtimes had been planned around the needs of the children, for example morning snacks were available for children when they arrived. Children and staff sat together and enjoyed relaxed and unhurried meals. When asked about the food the children gave the food a thumbs up, they said they really like the food.

Children's safety and emotional security was supported by staff knowing children's preferences and needs. Children were encouraged to share their feelings and staff provided meaningful and caring experiences to help children express themselves.

The daily routine and pace of the day was monitored to ensure it was responsive to children's needs. Staff worked together to ensure they provide consistency and continuity for children. Some of the children were being supported through a carefully planned transition, introducing them to starting school.

Child's learning and development was carefully monitored to ensure they received the right care and support. Through a well-balanced use of child and adult initiated play, staff identified and supported children's needs, wishes and choices. The staff had robust systems in place to monitor and track children's progress.

Staff responded to children needs and wishes throughout the day. This created a rich learning environment where children could lead their own play and learning. Children were having fun learning, being inquisitive, creative, and using skills for example, to problem solve.

Children's increased involvement in planning their own learning had promoted more meaningful play. Children were making good progress in their learning and development and were happy and confident learners. Children were learning through play experiences that incorporated science, technology, engineering and mathematics.

Staff had a very good understanding of child development and were skilled at creating high quality play and learning experiences. Through use of effective questioning staff encouraged children to challenge themselves and consolidate their learning.

Careful observation and assessments helped staff recognise children's achievements and plan experiences to meet their needs. This led to children experience a well-balanced curriculum and learn lifelong skills.

### How good is our setting?

### 5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for people, therefore we evaluated this key question as very good.

The setting was welcoming, well maintained, had plenty of natural light and was well ventilated. The play areas were designed in response to children needs. Children's artwork was displayed, which created a space that recognised children's achievements and importance of their work.

Children had a sense of ownership within the setting, they were able to select resources at ease, adapt spaces and make decisions on how resources could be used. The wide range of resources available to children allowed them to direct their own play and learning.

The play spaces provided children opportunities to play on their own, in small groups or in large groups. The children moved freely between the indoor and outdoor spaces. An additional space had been created to support children's wellbeing, a space for children to rest, relax and play in a calm, quiet area.

Staff were responsive to children's requests and worked well to ensure all areas were staffed appropriately to meet their needs.

To further improve the security of the children, we discussed some areas of improvement. This included additional safety measures internally linking the nursery to the primary school. The service was quick to respond, and action had been taken.

We found good infection control measures were in place. Children and staff followed good hand hygiene.

The setting provided children a friendly, welcoming space, that belonged to them where they could come, play and learn, with support of caring and kind staff.

### How good is our leadership?

### 5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for people, therefore we evaluated this key question as very good

The service had reviewed their visions and aims following recent training and development. Staff had a shared vision for the service and as Early Learning and Childcare workers. This Included staff being responsive to, and scaffolding children's play and learning.

The service recognises that all those involved, need to be included in making decisions in how the service is delivered. The leaders within the setting have created a shared approach to self-evaluation and continuous improvement.

Children and families' views were actively sought and used to inform the service delivery. Within the setting, the children's voice is very evident and used to development all aspects including design of play spaces and play and learning experiences. Staff recognised the need for further development in parental involvement, and now that restrictions following the pandemic have been lifted, they had started to input their plans into action.

Strong leadership supports staff to deliver high quality childcare and to have the confidence to support children and families. Staff recognise the importance of reflection and meaningful discussions to continue to develop the service provided.

Staff worked well together to share their skills and experiences. They recognise strengths and where further improvements could be made. The service has a very good understanding of self-evaluation and have robust systems in place to recognise what they do well and what they could do better.

Children were at the heart of their improvements and used effective monitoring to analyse children were supported to reach their full potential.

## How good is our staff team?

## 5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for people, therefore we evaluated this key question as very good

Seven staff were employed within the service to deliver direct care and support to the children. They were supported by the senior management team within Berryhill Primary School and other professionals agencies.

The staff team provided a wide range of skills and experience to the service. They worked very well as a team. They told us they were very happy in their roles and, through shared leadership, worked together to ensure they meet the needs of the children and families.

Staff meet regularly to reflect on what works well and discuss where positive changes could be made.

The service had ample staff to meet the recommended adult to child ratio. The ratio had been adapted to meet the needs of the children, for example for children with higher dependency levels. Staff were positioned well throughout the service and were able to appropriately respond to children's needs and provide high quality care and support. The staff communicated well to ensure daily tasks were undertaken without interrupting children's play.

Staff were committed to providing the right care and support. They attended various further development events and courses. They shared new thinking and approaches and, together, made improvements to the service delivery. This had led to the development of a well-balanced child and adult initiated curriculum.

Staff were caring, kind and respected children's rights. They encouraged children to have a voice and showed them, that their views were valued and important.

## What the service has done to meet any areas for improvement we made at or since the last inspection

### Areas for improvement

#### Previous area for improvement 1

It is recommended that the service consider how behaviour management could be developed to ensure that it is always supported of children's emotional wellbeing.

National Care Standards Early Education and Childcare up to age 16, Standard 4 - Engaging with Children.

This area for improvement was made on 23 February 2018.

#### Action taken since then

The service had reviewed how they supported children's needs. They used a variety of meaningful communication methods to communicate with children. the service used more effective methods to support children emotional wellbeing. This area of improvement had been addressed

#### Previous area for improvement 2

It is recommended that the service consider how adult led routines impact on children's play and learning experiences throughout the service.

National Care Standards Early Education and Childcare up to age 16, Standard 5 - Quality of Experience.

This area for improvement was made on 23 February 2018.

#### Action taken since then

The service had made changes to how they planned children's play and learning. They now used a well balanced curriculum that was mostly child initiated. This area of improvement had been addressed.

### Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com).

## Detailed evaluations

How good is our care, play and learning?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very Good
How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good
How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good
How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good



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