

Mount Cameron Primary School Nursery Day Care of Children

Blacklaw Drive
St. Leonards
East Kilbride
Glasgow
G74 2EX

Telephone: 01355 232 062

Type of inspection:
Unannounced

Completed on:
20 September 2022

Service provided by:
South Lanarkshire Council

Service provider number:
SP2003003481

Service no:
CS2003015313

About the service

Mount Cameron Primary School Nursery Class is a daycare of children service situated in a residential area of East Kilbride. The service provides care for up to 45 children aged three years to not yet attending primary school.

The service is close to local transport links, shops and other amenities. The children are cared for in two dedicated playrooms with access to rear gardens. The playrooms also include toilets.

About the inspection

This was an unannounced inspection which took place on 15 September between 10:00 and 15:00. We provided feedback to the service on 20 September 2022. The inspection was carried out by one inspector from the Care Inspectorate. 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:

- spoke with five people using the service and three of their family members
- spoke with seven staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children's individual needs were recognised and met very well.
- Staff and management were very good at developing meaningful relationships with children and families.
- Mealtimes should be reviewed to ensure these are unhurried and relaxing experiences for children.
- Management and staff should continue developing cosy spaces for children to help maximise their opportunities for relaxation.
- Staff were very good at communicating with each other.
- Management were very good at consulting with children, families and staff to identify and make improvements in the service.

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 children, therefore we evaluated this key question as very good.

1.1 Nurturing Care and Support

Children were happy, settled and very confident. To help children feel safe, secure and loved, staff interactions were kind, caring and nurturing. Staff were responsive to children's individual interests, supporting them to feel valued. For example, a few children wanted to dance to music and staff responded to this. One parent told us they "feel that staff take the time to listen to my child's needs and interests and respect their choices".

Children's individual needs were recognised and support was tailored to help meet these. Regular communication with families helped ensure information on children's support, progress and any strategies needed were consistent and supported continuous care of children.

Personal plans were in place for children and these were a current reflection of each individual and took account of the Getting It Right For Every Child (GIRFEC) wellbeing indicators. They were reviewed regularly with families, helping them to feel included in their child's setting. Information also included close working with external agencies, for example, Speech and Language therapists. This close working helped to ensure there was a consistent approach to the support given to children.

Children's independence skills were promoted during mealtimes. For example, children collected their own lunch and were supported using cutlery. Staff ate alongside children and chatter was plentiful. This helped support safe eating and positive relationships. However, the overall experience should be reviewed to help ensure children experience an unhurried and relaxing mealtime. We discussed this with management and they agreed to review this.

Medication was stored in line with best practice and medication forms in place helped to ensure the safe administration of medication. To help ensure children received the care that was right for them, health care plans were in place for children with medical needs. Staff spoke confidently of all children and the steps needed to be taken should a child need their medical needs met.

1.3 Play and Learning

All children were engaged in their play. They chatted to their peers and shared their ideas to extend their thinking. Staff were mindful of sensitive interactions helping to ensure they did not interrupt children's play. Opportunities for children were plentiful and nurtured children's imagination, enriching their play and learning. For example, outdoor spaces included water play, climbing, planting and growing and small world. One child told us "I like playing with the princess figures and animal figures".

Staff used a responsive approach when planning for children's learning. They took the lead from children's interests and ideas. Planning was also adapted to suit each individual child, meaning their progress was a natural process.

Best practice documents used to support children's learning included Curriculum for Excellence (CfE), How Good Is Our Early Learning and Childcare (HGIOELC) and Together We Can And We Will (TWCAWW). Using these documents helped staff to track children's progress and identify where children needed any further support or challenge to support them to achieve.

Children led their own learning and moved freely around the play spaces. To support their choices and wishes, they explored a variety of toys and materials throughout the day. For example, conkers, paint pumps, construction area, books, and the home corner with real food items. One parent told us "The environment looks very stimulating with a lot of activities for the children".

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 children, therefore we evaluated this key question as very good.

2.2 Children experience high quality facilities

Children were welcomed into a bright, clean and ventilated space. Furniture was well placed and in good repair for children to use, helping children to feel they matter. Systems were in place for monitoring and reporting any broken equipment to ensure the environment was safe for children. Broken equipment was removed in a timely manner to help reduce risks to children.

Indoor and outdoor environments were developed in consultation with children. The spaces reflected children's interests and supported their learning. Children moved with ease in both environments supporting their choices and wishes. Cosy spaces were being developed to support children's emotional development. The service should continue with this to maximise children's opportunities for relaxation.

To contribute to children's safety, a secure entry was in place and the outdoor area was an enclosed space for children to play. Staff were aware of the Care Inspectorate information on keeping children safe. Guidance notes on Safety, Inspect, Monitor, Observe, Act (SIMOA) promotes good practice on keeping children safe in settings and information can be found on our website.

To contribute to children feeling valued and included in the service, children's work was displayed around the environment. Children were eager and confident to talk about their creations. This supported children to reflect on their learning. One child told us "we went on a colour hunt, look, that is my picture there".

There were clear policies in place to promote consistent practice to help reduce the spread of potential infections. We were satisfied there were appropriate infection control measures in place to support a safe environment for children. For example, regular handwashing, cleaning of surfaces and appropriate staff training.

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 children, therefore we evaluated this key question as very good.

3.1 Quality assurance and improvements are led well

There was a shared vision and a positive ethos within the service. To reflect the aspirations of children, staff and families, staff worked to create nursery mascots that represented the values.

Regular communication with families took place through a variety of methods. For example, email, telephone, online journals and face to face discussions. Staff told us building positive relationships was part of their ethos. This helps to promote a shared partnership in the delivery of high-quality care for children. Parents told us they appreciated the communication and they were able to share updates from home through the online journals.

Children and families were regularly consulted with to help with improvements within the service. Management took feedback and used this to enhance the service, supporting children and families to feel included in the service. The service should continue to consult with children and families to inform any improvements needed in the service.

Management and staff worked together to develop an improvement plan to further develop the service. Although at the early stages, staff had been given champion roles which complemented their skills and knowledge. Staff told us they were excited about these and shared some of the plans they were keen to take forward. This contributed to staff feeling empowered and enthusiastic at work.

Both staff and management recognised the importance of play and the impact on children's learning that high quality play has. Emphasis on the importance of children's play was included throughout the improvement plan, promoting good outcomes for children.

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 children, therefore we evaluated this key question as very good.

4.3 Staff deployment

There was a mix of skills and experience amongst the staff team. Staff had worked hard together to support each other in their practice and recognised when things were not working. To promote a positive atmosphere for children, they shared positive approaches to enhance team working.

All staff were mindful of their position when interacting with children. They recognised the importance of being at children's level when chatting and playing with them. For example, one staff member was lying outside with a child, chatting and supporting them. This promoted positive relationships between children and staff.

Across the whole day, staff communicated very well together. For example, staff breaks were communicated well. This helped to ensure that there was minimal impact on children and staff had opportunities to rest and recharge, supporting their wellbeing.

Regular team meetings provided opportunities for staff to come together and discuss information about the service. For example, information on individual children, new best practice documents and training. This created opportunities for staff to reflect on practice and helped ensure a consistent approach.

At peak times of the day, staff were vigilant to help keep children safe. For example, when children were dropped off or picked up by their families, staff were positioned around the environment to ensure no child could slip out unnoticed. One parent told us "I drop my child off at the gate where they are met by a member of staff and then met by another member of staff when entering the room".

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at 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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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

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