

Glengowan Primary School Nursery Class Day Care of Children

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Type of inspection:
Unannounced

Completed on:
10 November 2022

Service provided by:
South Lanarkshire Council

Service provider number:
SP2003003481

Service no:
CS2019377637

About the service

Glengowan Primary School Nursery class is a daycare of children service located in a residential area of Larkhall, South Lanarkshire. The service is registered to provide care for 48 children aged three years old to not yet attending primary school.

The service is close to local primary schools, shops, parks and other local amenities. The children are cared for in the dedicated playroom and toilets. Children also have access to a large enclosed garden.

About the inspection

This was an unannounced inspection which took place on 8 November 2022 between 09:15 and 16:45. We provided feedback to the service on 10 November 2022. The inspection was carried out by two inspectors 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 children using the service and nine of their family members
- spoke with eight staff and management
- observed practice and daily life
- reviewed documents
- spoke with visiting professionals.

Key messages

- Staff interactions with children were kind and nurturing.
- Staff worked well together to support children's needs.
- Lunchtime should be further improved to ensure this is a high quality experience for children.
- Medication systems needed to be improved to reflect best practice guidance.
- Children should have more opportunities to lead and direct their own play and learning.
- A positive ethos promoted a happy, safe and welcoming environment for all.
- Management and staff should revisit best practice guidance to support continuous developments and improvements.

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?	4 - Good
How good is our setting?	4 - Good
How good is our leadership?	4 - Good
How good is our staff team?	4 - Good

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

How good is our care, play and learning?

4 - Good

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

1.1 Nurturing care and support

Children were happy and settled in their environment. Interactions between staff and children were kind, warm and nurturing. This supported children to feel safe and loved. To help children feel valued, staff were mindful of being at children's level and face to face when interacting with them.

Staff knew children well and were responsive to their needs and interests. Each child had a personal plan in place which included set targets. Personal plans provide staff with details on how best to support children's needs. Targets should be reviewed to help ensure these are meaningful and are agreed with parents. Learning journals ensured parents were informed of children's experiences at nursery. They also provided parents opportunities to share learning from home. Parents spoke positively of these and one said 'I have updates through his online journal. This is a fantastic service to see my child playing with others and learning'.

Staff were familiar with children's medical needs. However, the storage of medication and medication forms should be reviewed to ensure these are reflective of current best practice. Therefore, we have made an area for improvement (see area for improvement 1).

Staff and management recognised the importance of partnership working with families and they were welcomed into the service at drop off and collection times. This meant there were daily opportunities for parents and staff to communicate and foster strong positive relationships. All parents we spoke with told us they were happy with the daily interactions with staff.

Children were familiar with the daily routines, which helped them feel safe. At lunchtime, children were supported when walking through the school to the dining hall and they enjoyed sitting with their peers at mealtimes, chatting and laughing. However, at times, staff were particularly task focused, which meant there were missed opportunities for children to develop their independence skills and experience high quality interactions. The manager agreed to review the lunchtime routine to help ensure children's experiences were of high quality.

1.3 Play and learning

Children were playing and having fun. All children were engaged in a variety of experiences. For example, building towers, games, and arts and crafts. Children were encouraged to move toys and materials from different areas which helped support their learning and deepen their thinking.

Opportunities for children to explore and investigate were supported and nurtured. Toys and materials reflected children's interests. For example, real food items in the house corner stimulated children's imagination and connection to home. Staff were skilful at using language to support children's learning and responded to children's cues.

Children were keen to explore the new outdoor environment. Opportunities included sliding down the hill and moving through the tunnel. The use of a 'Hobbit hut' provided shelter for children and enabled them to choose from different experiences. For example, drawing, reading stories and relaxing. Further consideration should be given to free flow access between indoors and outdoors to support children's choices and wishes. This would strengthen opportunities to promote children's creativity and support children's emotional development. During the inspection, the manager informed us they had started to address this by adding additional equipment to the door to support free flow play.

Staff planned experiences to aid children's learning and reflected on the effectiveness of these. The use of best practice documents were indicated throughout planning documents. For example, Curriculum for Excellence and Getting It Right For Every Child (GIRFEC). To further support children, staff identified ways to extend their thinking. To further promote children's learning, staff should now consider further opportunities for children to initiate and lead their own play and learning.

Areas for improvement

1. To support children experience the care that is right for them, the manager should ensure medication procedures follow good practice guidance. This should include, but not be limited to, each individual child's medication should be kept separate and stored in an individual container clearly labelled with the child's name and date of birth as well as written consent to administer forms.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'Any treatment or intervention that I experience is safe and effective' (HSCS 1.24).

How good is our setting?

4 - Good

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

2.2 Children experience high quality facilities

The service had recently transitioned into a new part of the school and this was still in the early days of development. This had been a positive move into the new space and children had responded positively, eager to show inspectors round the space. One child told us, 'is this your first day in the nursery? I can show you around!'. Communication on the new environment was shared with parents through newsletters and daily discussions. Parents told us they were kept up to date and happy with the new space. One parent said 'Since the nursery has expanded the amount of learning opportunities are not only communicated but can be seen within both the outdoor and indoor areas'.

The environment was bright, welcoming and comfortable for children. Children accessed a number of different areas to meet their needs and interests both indoors and outdoors. Staff should continue to develop spaces to support children's learning and development. For example, the cosy area could be further enhanced to help ensure children have opportunities for relaxation.

Children's safety was considered and measures were in place to help minimise risks. For example, cleaning materials were stored in a locked cupboard and a secure entry was in place. Staff were mindful of supervision of children whilst they were playing. The service was aware of the Care Inspectorate's campaign

on Look, Think, Act to keep children safe. Management and staff were proactive in promoting the campaign to ensure children's safety was a priority.

We suggested to the management team ensuring these forms held more detailed information. For example, which area of the nursery an accident took place in to help with identifying commonalities and reducing repetitive accidents.

We were satisfied appropriate infection prevention and control measures were in place to reduce the potential spread of infection.

How good is our leadership?

4 - Good

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

3.1 Quality assurance and improvements are led well

Management and staff engaged well during the inspection and welcomed feedback to support improvement. To help promote good outcomes for children, all staff members were enthusiastic and showed a commitment to getting it right for children.

There was a shared vision within the service, helping to create a collaborative approach to working. Staff felt there was a whole school approach and spoke positively of this, helping to ensure they felt included. An improvement plan was in place that highlighted the priorities needed to promote good outcomes for children and families. We discussed with management ensuring children were at the heart of this, focusing on a child centred approach.

There was a recognition of children's rights and these were referenced through documents and noted around the environment. An improvement plan was in place to support continuous development. We discussed with management ensuring that staff had a clear understanding of children's rights and what these mean for children.

Staff appraisals were in place to enable staff and management to have opportunities to engage in professional dialogue to identify successes and any supports needed to lead to improvements. Consideration should be given to ensuring these were relevant and actions are noted. For example, strategies to maximise staff practice and to ensure these were relevant to each individual.

How good is our staff team?

4 - Good

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

4.3 Staff deployment

Staff were passionate about their roles and committed to the development of the service. They were fully supported by the management team and worked well together to create a positive and welcoming environment for children.

There was enough staff present to meet the needs of children. Staff were well positioned in the playrooms to support children's learning and development. In the outside space, staff were mindful of supervision of children to ensure their safety.

Whilst staff supervised children during their play experiences, staff breaks should be reviewed to help minimise the impact on children whilst still enabling staff to rest and recharge.

Regular staff meetings provided opportunities for staff to come together and discuss events, day to day information and any issues arising. For example, children's interests and planning of experiences. The positive ethos of the service helped ensure staff felt safe to contribute to meetings.

Recent staff training on nurturing approaches had been well received. This training had supported staff to reflect on their practice, promoting good outcomes for children. For example, staff were more mindful of their interactions with children following the recent training.

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?	4 - Good
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	4 - Good

How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good

How good is our leadership?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good

How good is our staff team?	4 - Good
4.3 Staff deployment	4 - Good

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