

Glencairn Primary Nursery Class

Day Care of Children

Glencairn Street
Motherwell
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Telephone: 07583122840

Type of inspection:
Unannounced

Completed on:
13 October 2022

Service provided by:
North Lanarkshire Council

Service provider number:
SP2003000237

Service no:
CS2003015396

About the service

Glencairn Primary Nursery Class is registered to provide a care service to a maximum of 50 children aged three years to those not yet attending primary school. The provider of the service is North Lanarkshire Council.

The service is located in a purpose-built stand alone building, within the grounds of Glencairn Primary School, in Motherwell, North Lanarkshire. The service is located within a residential area of Motherwell and is situated close to parks, shops, transport links and other amenities.

Children are accommodated in one large playroom, which has direct access to a large, spacious, enclosed garden.

About the inspection

This was an unannounced inspection which took place on 11 October 2022 between 09:20 to 16:20. 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 children using the service and eight of their family members.
- spoke with staff and management.
- observed practice and daily life.
- reviewed documents.
- spoke with visiting professionals.

Key messages

- Staff supported children through warm and nurturing relationships.
- Children benefitted from regular access to outdoor play spaces.
- A large outdoor environment provided opportunities for exploring, being creative, assessing risk during play and developing their imagination.
- Staff knew children well and had formed positive relationships with children and their families.
- The service worked very effectively with external agents to promote children communication and language skills.
- Management should continue to review mealtimes to ensure experiences are consistent across snack and lunchtime.
- Children's personal plans should be reviewed to support children's needs.
- The service should continue with plans to further develop quality assurance processes.

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 outweigh areas for improvement.

1.1 Nurturing care and support.

Children were supported with kind and nurturing approaches that supported their overall wellbeing. Staff knew the care and support needs of individual children well, and were responsive to children's physical and emotional needs, helping to promote self-esteem, confidence and independence. One parent told us "they really look out for children, they are always supporting children and ensuring children are comfortable within their environment and know that they can be understood."

Staff used meaningful praise, chatting and singing to children as they supported them helping to ensure children felt valued and loved. Interactions with children were unhurried with staff promoting language development using a range of techniques. For example, speech and language groups, where children's language development was supported through the use of Makaton.

Staff knew children well and could talk about different individual needs. This was helped by a collaborative working, where all staff knew children's individual targets therefore interactions and support were meaningful. Parents told us "They get to know children's personalities, match them up for things they like."

Personal plans were in place for all children and wellbeing indicators captured a true reflection of most children's learning and development. However, consistency in this approach is needed as not all plans had the same level of detail. We asked the service to ensure that personal plans contained strategies to support individual learning and development. Whilst also ensuring each child has an up-to-date plan signed by parents, which is regularly reviewed.

Links had been established with external agencies to contribute to children support and care. This included regular engagement with speech and language colleagues, which ensured continuity in children learning and development. A visiting speech and language therapist told us, "I know children's needs are recognised and feel confident staff take on board strategies." and "The service create an environment to ensure children are well supported, needs are being met."

Expertise gained from services such as speech and language therapists and educational psychologists helped develop very detailed 'getting it right for me' plans that supported children's progression and development within the service. This was also supported by approaches such as a communication and language group, use of visual aids and a consistent approach within staff interactions.

Children were encouraged to make independent choices throughout their session including snack time. We observed snack time to be a time for children and staff to talk together and connect. This experience promoted children to develop skills in literacy and numeracy through conversation and problem solving, as well as promoting their independence. This promoted a positive snack experience.

However, we found these opportunities were not consistent with the lunch time routines. We found staff to be task orientated at lunchtime which minimised the opportunity for children to develop skills and engage in unhurried social interactions.

The service should review children's current lunchtime experience to ensure a more relaxed, unhurried and sociable experience, that also promotes children's independence.

Medication was stored appropriately and easily accessible. Boxes were clearly labelled with children's names. We found not all medication was being reviewed regularly and some forms were missing some details. This should be reviewed to ensure best practice in administration and managing medication, including regular reviews of medication with parents. An audit of medication stored within the setting should be developed to ensure an accurate record of medication stored on premises

Children were safe and protected from harm with clear policies and procedures in place relating to child protection. Staff clearly understood the role they played in this and had all undertaken annual child protection training. The head teacher acted as child protection officer, ensuring a robust system was in place and we were confident that any child protection matters would be responded to appropriately.

1.3 Play and learning

Children had fun while at nursery, where their play and learning was supported by having access to a range of stimulating play spaces where they also had the opportunity to use their imagination and explore their natural curiosity. Children were involved in play experience that helped develop their skills in language, literacy, and numeracy. For example, children were engaged in a range of mathematical games appropriate to their stage of development, staff provided challenge when needed. The service should continue to develop on these opportunities to ensure progression in children's learning and development.

Children benefitted from a planning in the moment approach, with staff observing children and following their interest to promote their learning through a range of active, experiential opportunities. As a result of this children were engaged in play and were progressing well in their overall development. The service should develop a system to ensure next steps in learning are implemented, to further enhance children's learning and development.

Most staff were responsive to children through skilled observations, responding appropriately to enhance learning, through skilful questioning, extending children's thinking and learning. Staff should continue to develop their skills and confidence in extending children's learning through meaningful conversations. To further support staff's understanding of how children learn and develop, the management team should continue with planned training and development opportunities.

Staff provided a mixture of spontaneous and planned experiences to support children's learning through play. A rolling snack and free-flow approach meant children's play was not unnecessarily interrupted and they could make meaningful choices, which promoted child led play. However, children's play was interrupted to support the transition from lunch to home time. We suggested the service reflects on current group times, in particular to consider the quality of experience and the length of time children were sitting, to ensure children's play is at the heart of their approach.

Children's opportunities to play and learning were enhanced through connections within the community. The service made good use of local space using the local parks as part of their community walks and their forest school approach.

How good is our setting?

4 - Good

2.2 Children experience high quality facilities.

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

The playroom was clean, bright and offered a range of spaces. Careful consideration had been given to the layout of the room to offer a range of spaces for children to make choices, support their interest and develop their ideas. The freely chosen play opportunities allowed children to lead and direct their own learning. For example, we observed children engaged at the block play area for extended periods of time, confidently talking about their creations. We discussed how some areas could be further enhanced to support and stimulate children's natural curiosity. For example, the playdough area could be set up to support child led play, with a range of natural resources to stimulate creativity and imagination.

The outdoor area offered a range of natural and open-ended material that supported curiosity and imagination. These resources were easily accessible for children to independently access and direct their learning outdoors. Children made good use of this and were confident when using all areas of the outdoor space. Parents commented that the "outdoor area is fantastic, with the addition of forest, its like a little adventure."

Health and wellbeing was promoted through outdoor play experiences. The garden provided a range of spaces for the development of physical skills and exploration. Opportunities for risky play were provided with children assessing their own risks. For example, the use of mini-assault course, balancing on tyres and climbing on the climbing frame. Children made good use of this and were confident when using all areas of the outdoor space.

Children also benefitted from being part of a 'garden gang' and grew a range of fruit and vegetables within the garden. Fruit and vegetables grown in the garden were used at mealtime and were also shared with families within the setting.

Children benefitted from a safe and secure setting with a range of safety measures in place to help ensure children didn't come to harm. This included secure entry systems, clear boundary fencing, secure gates as well as regular headcounts and communication between staff.

There was a system in place to monitor the maintenance and repair of equipment. We noted on the day of inspection the shutter at doors to access the garden was broken, therefore limiting children's free flow to garden, as well as reducing natural daylight within the playroom. The service had reported this and gave assurance it would be repaired as a matter of urgency.

Infection control practices minimised the potential spread of infection, supporting a safe environment for children. The nursery was clean and handwashing took place regularly. Nappy changing areas were clean, with personal protective equipment being stored appropriately, and all nappies and resources were stored hygienically.

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

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

Leaders promoted a clear vision that helped staff understand the aspirations of children and their families. The nursery vision had recently been developed in consultation with staff and families to help shape the service in a way that meet children's needs. This was also supported by a reflective staff team, who were reflective of their practice and were keen to make changes to ensure positive outcomes for children and their families.

Quality assurance processes were in place which included a clear improvement plan with realistic targets to support children's communication and to develop a highly skilled workforce. The service had developed working groups to reflect on progression within the service's areas for development, with clearly defined outcomes and what success would look like. This meant staff understood the role they would play in supporting improvements to children's care, play and learning.

Distributive leadership was in place with staff member's taking on champion roles, ensuring each staff member could contribute towards improvement. The service should continue to develop this to ensure staff are sharing their learning with each other, whilst enhancing and developing distributive leadership at all levels.

A programme of training was in place that helped ensure staff were supported to develop as practitioners. Staff were involved in initiating well informed changes by being part of working groups. Staff spoke enthusiastically about how training had influenced their practice and implemented positive experiences for children. For example, the development of block play within indoors and outdoor spaces. The service could further enhance this by recording staff's reflections on training and how it has impacted on creating positive experiences for children.

Staff felt supported by the management team and that their views and suggestions mattered. Regular team meeting and opportunities to communicate empowered staff to discuss, identify and take forward areas for improvement.

Most families were involved in developing the service and their views were sought through questionnaires. Parents commented that the service is approachable, and they felt they could approach staff and have their voice heard. However, two parents shared they didn't feel involved within the service and weren't asked for their views.

The service should develop systems to collect information from parents, more regularly on relevant aspects of the nursery life. While also ensuring parents' suggestions are acted upon and are shared with parents. Consideration should also be given to how children's views are collected to inform and shape the planning as well as the delivery of the service.

To ensure continued improved outcomes for children and families, the service should make use of the best practice document guidance such as "A quality framework for day-care of children, childminding and school aged children." Whilst also continue to develop quality assurance to ensure robust monitoring and evaluation of practice, to ensure high quality learning experiences for children and families.

How good is our staff team?

4 - Good

4.3 Staff Deployment.

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

We observed the setting had sufficient staff to meet the needs of children. Staff had time to listen, respond and care for children, helping them feel valued and loved.

Staff were appropriately deployed within the setting, ensuing a mixture of differing experienced staff worked together. This provided opportunities for good role models and mentoring of less experienced staff to help ensure positive experience for children. The management team were also visible and played a key role in promoting good practice.

Staff worked well to ensure effective supervision and engagement with children across the day. For the majority of the day there were minimal interruptions to staff engagement with children. However, at times, staff were task focused which meant there were missed opportunities for high quality interactions and engagement with children. For example, staff moving between play experiences to the fire door to allow children to access the garden, which contributed to some missed opportunities to support and extend children's learning.

Parents knew who was caring for their child. Changes to staff were communicated through newsletters. Staff had established trusting relationships with parents, this was evident in feedback from parents. Parents told us "Its a genuine bond in here , a home from home. A genuine wee community" and "They're very supportive to families, I trust them, as they really care about my child. Its like an extended family."

Staff told us they felt supported by the leadership team. Regular communication enabled staff to feel included and valued towards the development of the service. A range of communication mediums supported this including, an open door policy and positive relationships within the staff team.

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

To ensure that children are changed in a hygienic and pleasant environment, the provider should review and improve nappy changing facilities. The Care Inspectorate publication 'Nappy changing facilities for early learning and childcare services: information to support improvement' would support developments.

This is to ensure that children's care and support is consistent with the Health and Social Care Standards, which state 'my environment is relaxed, welcoming, peaceful and free from avoidable and intrusive noise and smells' (HSCS 5.18) and 'I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishings and equipment.' (HSCS 5.22).

This area for improvement was made on 25 October 2021.

Action taken since then

Changing facilities within service have had necessary improvements to ensure a hygienic and pleasant environment.

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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