

Holytown Primary Nursery Class

Day Care of Children

Willow Grove
Holytown
Motherwell
ML1 4SB

Telephone: 01698 522 740

Type of inspection:
Unannounced

Completed on:
15 December 2022

Service provided by:
North Lanarkshire Council

Service provider number:
SP2003000237

Service no:
CS2003015393

About the service

Holytown Primary School Nursery Class is registered to provide care to 50 children aged from three years to those not yet attending primary school.

Care is provided from two adjoining classrooms within Holytown Primary School. The service is located in a residential area of Holytown, Motherwell and is situated close to shops, transport links and other amenities. Children had access to secure gardens within the school grounds.

About the inspection

This was an unannounced inspection which took place between the 12 and 14 December 2022. Feedback was given on 15 December 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 children using the service and nine of their family members
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Staff placed children at the heart of their work, ensuring they were loved, secure and well supported.
- Staff interacted with children warmly, respectfully and sensitively.
- Play provided opportunities for children to be curious, creative and imaginative.
- Children were making very good progress within their learning.
- The nursery environment was safe, clean, homely and well maintained.
- Staff were skilled, knowledgeable and committed to the continuous development of the service.
- Daily feedback to families could be enhanced to support meeting children's needs.

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 attending the service were happy, settled and comfortable in the nursery environment. They had strong connections with staff and peers, contributing to overall positive wellbeing. One child told us "I like this nursery, it's good fun" and a parent added "my child loves going to nursery."

Staff knew children well and interacted with them warmly and respectfully to ensure their needs were met. Cuddles, chatter and laughter were plentiful helping children feel loved. Parents agreed stating "the teachers know my child really well", "the staff approach is relaxed and informal and I feel staff treat children like their own" and "staff are really friendly and approachable."

Children's needs were reflected within detailed personal plans. Staff carefully considered the support children needed, and recorded their progress, helping them to achieve. Families were regularly invited to review and comment on children's photographic books, working in partnership with staff to progress children's development. Parents told us "I feel fully informed about my child's development" and "my child's teacher gave us home their book to let us see what they have been up to, they set goals to help them progress." A child added "I know what I'm learning about, its numbers, I'm better at counting now."

As the service recovered from the Covid-19 pandemic, parents and carers had been more involved in nursery life. Planned events such as parents days, a Christmas singalong, community walks and organised days out had been well received by families and contributed to strengthened relationships that supported meeting children's needs. One parent told us "I feel like I have a good relationship with staff where I can have a chat." Another parent said "I can approach staff with anything." A few parents commented that they would appreciate more detailed feedback about their child's nursery day at collection time. We raised this with the manager who agreed to develop approaches to daily feedback.

Mealtimes were a positive sociable experience for children. They could choose where to sit and told us "lunch time is good." Children were involved in the preparation of snack, developing a positive attitude to healthy eating. However, they would benefit from more opportunities to be independent at lunch time to strengthen their life skills. Staff agreed to take this forward.

Medication was administered sensitively and safely in line with children's needs. Staff had participated in training to administer life saving medicine, and understood how to keep children safe and healthy.

Personal care was carried out sensitively in response to children's needs. Toileting accidents were handled quickly and respectfully to protect children's dignity and ensure their comfort.

1.3 Play and Learning

Children experienced high quality play and learning that was fun and met their interests. They told us, "just look at all the stuff we can do, like cutting, drawing, building and cooking, there's just so much" and "we just play, play, play and have fun."

The environment ensured that children had opportunities to be creative and curious during play. Materials such as water, sand, metal and wooden objects supported children to develop their imagination and lead their own learning. For example, children pretended to make cakes in the sand pit, imagining a metal shaker filled with sand was the flour.

Staff skilfully interacted with children during play, supporting their curiosities and extending their learning. They offered sensitive suggestions and asked questions that challenged children's thinking.

Staff participated in play in a fun and joyful manner. On children's request they sang, danced and played alongside them. This strengthened relationships and motivated children to learn. Children told us "I really like the teachers, they are funny" and "their job is to play with us."

Planning approaches were child centred and focused on children's interests and needs. This meant that children were engaged and progressing their play and learning. Parents confirmed this commenting "the learning and development is brilliant" and "my child has come on leaps and bounds since attending." Staff carefully tracked children's progress and ensured any gaps in their skills and knowledge were planned for to help them reach their full potential.

How good is our setting?

5 - Very Good

2.2 Children experience high quality facilities

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.

Playrooms were homely, well ventilated and bright, providing a warm and nurturing environment for children. The inclusion of soft furnishings, neutral décor, fairy lights and natural materials ensured that children had spaces to relax and refresh, supporting their emotional wellbeing. One parent described the nursery as "a magical wee place."

The environment took account of children's stages of development. Spaces reflected children's interests and contained easily accessible toys and materials that supported play and learning. Outdoor play took place daily, including accessing the garden, walking in the community and visiting the woods. This promoted children's choices and enhanced emotional and physical wellbeing. A parent commented "they have done so well with the space and I like how children can move freely from different spaces."

Children's work was attractively displayed around the premises, appreciating their achievements. Children proudly pointed out their drawings and paintings, demonstrating that they felt valued.

The recent refurbishment of children's bathrooms, changing facilities and playroom flooring had enhanced the cleanliness of the premises. We were satisfied that the risks associated with refurbishment had been fully considered to ensure children's safety. However, we asked the manager to formally notify of us any future refurbishments in line with our notification guidance.

Infection control practices supported a safe environment for children and their families. These included, regular cleaning and handwashing. Children talked to us about how they contributed to minimising the spread of infection and said, "you get a tissue for a runny nose", "you wash your hands a lot" and "if you cough, try to cough into a tissue."

Children were protected from harm through a variety of safety measures. For example, secure entry to the premises, safe storage of hazardous materials, routine maintenance and risk assessing. Children had also been learning about potential hazards and how to control risks, developing their skills for life. For example, learning how to cross roads safely and keep to boundaries in the woods. One child confidently told us "when crossing the road with a partner you have to look and hold hands with a big person."

Accidents and incidents were managed well to support children's health and wellbeing. Accident forms were completed and appropriate first aid administered when needed. Regular audits of accidents led to action which prevented repetition and contributed to keeping children safe.

How good is our leadership?

5 - Very Good

3.1 Quality assurance and improvement are led well

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.

The vision of the service reflected the needs and aspirations of children and their families. It placed value on providing a home from home environment where children could play and learn. The vision, values and aims helped staff to understand what was expected to enable them to meet the needs of children.

Quality assurance across the service had identified key strengths and areas for improvement. Leaders were committed to developing staff confidence and skills, empowering them to reflect on practice. Staff told us "I feel a valued member of staff with continuous support and help from management" and "I feel motivated to make positive changes to impact the quality of provision we provide for all our stakeholders."

Staff had participated in learning that had supported them to reflect on practice. For example, forest schools training had provided staff with the confidence to encourage children to take positive risks that built their resilience.

The nursery improvement plan was relevant, and used in practice to contribute to improved outcomes for children. It was shared widely and informed children, staff and families about why change was needed. For example, improving curricular planning to support children's progression in learning.

Views of children were actively sought to inform developments of the service. Some views were gathered informally and contributed to immediate change. For example, meeting a child's interests during play. More formally, children had been involved in developing a charter detailing how staff could ensure their rights were met. This highlighted the value placed on children having a voice in all things that concerned them.

The views of families were also valued. Informal conversations led to changes to children's plans and adaptations to care. In addition, regular opportunities to complete questionnaires were included through easily accessible QR codes within newsletters. Staff collated any feedback given and made changes to ensure that it informed positive change.

General information about nursery life was shared with families through newsletters, social media and notice boards. Parents appreciated receiving these updates and commented "I love that they have a Twitter page which they update daily for us to see what the children have been doing" and "I find the app and newsletter helpful in terms of communicating things that are happening in the nursery."

How good is our staff team?**5 - Very Good****4.3 Staff Deployment**

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.

Staff working with children were incredibly happy, motivated and focused on children's needs. They worked well together, creating a positive and caring environment for children. Families described staff as being "very supportive" and said that they "go out of their way to support children."

Children were comfortable with staff. They knew who was caring for them and had developed close bonds with staff. Parents agreed, and one commented "my child's key worker is amazing." Staff were aware of their close connections with children, and respectfully informed them if they were leaving the space to attend to another child or to go on a break. This ensured children's positive wellbeing.

Staff introduced themselves to new children and took time to get to know them. They monitored how new children were coping and helped them to build friendships with peers. This meant that children were happy and settled.

The service was well staffed to meet the needs of children across the day. Deployment considered the differing experience, knowledge and skills of the staff team to ensure that children received consistently responsive care. Staff were attuned to children's needs and responded immediately when they thought support was needed. For example, recognising that a child needed medication or comfort.

Nursery staff worked closely with teaching staff at the school, to ensure that children had a consistent approach to their early level care and learning. Communication ensured that children's needs were considered and planned for. Nursery staff supported some children as they progressed to primary one, spending time in the classroom with them to help them settle.

Through personal reflection and professional discussions with colleagues, staff were aware of their strengths and areas for improvement. They utilised their talents to improve children's experiences. For example, developing a music area that was helping children to express themselves and learn to play an instrument.

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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