

Tollbrae Primary School Nursery Day Care of Children

Tollbrae Primary School
South Biggar Road
Airdrie
ML6 9LZ

Telephone: 01236 794 886

Type of inspection:
Unannounced

Completed on:
9 February 2023

Service provided by:
North Lanarkshire Council

Service provider number:
SP2003000237

Service no:
CS2003046992

About the service

Tollbrae Primary School Nursery is registered to provide care to a maximum 56 children from three years to those not yet attending primary school. Sixteen of those children will be cared for within the Gaelic Medium provision.

Care is provided across two playrooms within Tollbrae Primary School Nursey. The service is located in a residential area of Airdrie, North Lanarkshire 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 on 7 and 8 February 2023. Feedback was given on 8 February at 15:30 during the inspection visit. 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 18 of their family members
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- spoke with visiting professionals.

Key messages

- Children received nurturing care and support from staff who were kind, caring and responsive to their needs.
- Communication with families was very good, supporting them to feel involved in their child's care.
- Children participated in high quality play which was supporting them to progress in their learning.
- Children's health and wellbeing was promoted by regular access to outdoors.
- Staff were committed to their roles and keen to make improvements for children and their families.
- Managers and staff should continue to review lunch time to maximise opportunities for choice and independence.

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 received nurturing care and support from staff who were kind, caring and responsive to their needs. This helped children feel loved, safe and secure. One parent told us "I have found the nursery to be an exceptionally friendly and caring environment."

Children's individual needs were met from staff that knew the children well and offered responsive care and support. For example, staff were considerate towards children who were new to the nursery and settling in. They ensured children received the right amount of support to meet their needs. One parent told us "all staff have been friendly, kind and show passion for my children's development."

Personal plans were in place for all children, which gathered important information to meet their needs, wishes and choices. These were reviewed regularly with parents. One parent told us "I get kept updated with my child's progress and their journals are updated frequently and continuously." Children took great delight in showing the inspectors their personal folders and enjoyed looking at their previous work.

Children's individual needs were carefully considered to help ensure consistency of care from home to nursery. Staff worked proactively with other professionals, when required, to identify best next steps to support children to ensure positive outcomes. One parent told us staff "take time to discover as much as they can about each child's hobbies, interests, likes and dislikes."

Families were welcomed into the setting, which supported opportunities for daily discussions. This contributed to building trusting relationships, and provided opportunities to share valuable information about children's needs and progress. One parent told us "communication through the learning journals is great, and nice to see the photos, but best of all, they always have time for questions at drop off and pick up."

Mealtimes were a positive and sociable experience for children. Children benefitted from being involved in planning, shopping and preparing snacks. This was a valued part of the day and promoted positive attitudes to healthy eating and enjoyment of food. One child told us "we love apples and bananas." Families agreed and told us "they put a lot of effort into snack time with a varied, well balanced, healthy snack being offered to the kids" and another said "meal time and snacks are our child's favourite time, they just love to eat. Snacks are all healthy choices." However, children would benefit from more opportunities at lunch time to develop their independence and strengthen other life skills. Staff agreed to take this forward.

We reviewed procedures for managing medication and were satisfied that this was administered safely to meet children's needs. We discussed that paperwork could be expanded further to include a clear record of signs and symptoms for when medication should be administered.

1.3 Play and learning

Children attending the service were relaxed and having fun in their play. Staff valued the importance of play and had developed a consistent approach of child led responsive play. Children told us "I love playing with my friend in the rocket ship", and "I like playing with Lego."

Children were able to choose from a wide variety of experiences and play materials to lead their own play. Planning approaches were child led in response to children's interests. This supported staff to provide a wide variety of experiences which supported curiosity, creativity and problem solving. For example, children were busy in the home area pretending to make cookies with real dishes. One parent told us "staff go above and beyond to make sure they have the best time everyday, they are always doing different things and learning new stuff."

Children's learning was supported through high quality interactions from staff to gently support their play and extend their thinking. Consideration had been given to children's communication needs and interactions supported their speech and language development.

Children's achievements were celebrated, which helped build their confidence, self-esteem and motivation to learn. One child told us "I climbed up the climbing frame all by myself for the first time! I didn't even hold anyone's hand."

Staff engaged playfully with children and there was lots of fun and laughter as they danced along with the movement game on the smart board. This helped promote children's wellbeing and contributed to building positive relationships with other children and adults.

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

Play spaces were bright, welcoming and well ventilated, providing a warm and nurturing environment for children. High quality play materials and furniture supported children's wellbeing and play opportunities. One parent told us "the nursery is always clean and tidy and the learning facilities within the nursery are great for the children."

Careful consideration was given to placement of play equipment and furniture to ensure it maximised the best use of space, and supported children's choices. Staff should continue to reflect on play spaces in response to children's needs and interests.

Toys and materials available had created inviting play spaces, which children were eager to explore. This contributed to the development of curiosity and problem solving skills. Open-ended materials and real tools motivated children to participate and try out new experiences. For example, large cable reels and loose parts for children to create and build within the garden.

Children's wellbeing and physical skills were supported through access to well resourced outdoor play areas which children could move between freely. Parents told us "The nursery seems to be very well equipped with lots of stimulation for the kids, as well as a safe and secure outdoor space for the kids to play in. My child is very much an outdoor child, so the outdoor space was a big plus for us."

The use of outdoor sheltered areas for storage of clothing, supported children with the transition to outdoors, and allowed them space to develop independence and self-help skills whilst getting dressed for outdoor play.

Infection control practices in place helped minimise the potential spread of infection. For example, handwashing at key points such as before eating and effective cleaning of touch points throughout the day. Children were familiar with these routines and were also encouraged to wash their hands after cleaning their nose. One parent told us "the nursery is kept to an amazing standard and extremely clean."

There were a variety of measures in place to help ensure children were kept safe. For example, risk assessments were in place and reviewed as needed, a secure entrance and safe storage of medication. Staff worked well as a team to identify and remove risks from the environment. This ensured a consistent approach was applied to create a safe environment for children.

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 improvement are well led

Leaders were highly motivated to improve outcomes for children. They engaged positively with the inspection process to help support their self-evaluation of the service, to identify key strengths and areas for improvements.

A shared vision was in place and was reflected widely in the ethos of the service. It placed value on play and learning that was relevant, purposeful and enjoyable. For example, valuing indoor and outdoor play was recognised and embedded in daily routines. This helped ensure all staff and families knew what was important for the setting.

Communication with families was valued by staff and a variety of methods were in place to gather feedback and share information. For example, questionnaires, newsletters, social media apps and informal daily chats when children are dropped off and collected. Families agreed that they were happy with the communication and told us "the nursery are on top of emailing any additional information or updating the journal and Facebook with pictures, videos and notes!", another said "I love the app for the nursery, where I get updates on how my child is doing, and pictures of them learning and playing, which I think is brilliant."

Quality assurance processes in place helped ensure continuous improvement of the service and identified key strengths and areas for improvement. For example, plans in place to improve observation skills, and record children's progress, was demonstrated in practice and supported children's learning and development.

Leaders provided meaningful opportunities for staff to reflect on practice and discuss their individual learning needs. This helped build professional relationships and promoted staff confidence and skills. All staff were committed to their professional development, and training supported the overall improvement of the service. For example, some staff had recently participated in training about play and emotional resilience, and others with development of Gaelic language, which supported children's overall wellbeing.

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

Children received care and support from staff that worked well together as a team, which helped create a positive and nurturing environment for children. One parent told us "the staff are all lovely and work so hard with the children", and "I was honestly blown away by what the kids do at nursery, and the learning and hard work that is involved by the staff."

Staff knew children's individual needs well which helped ensure they received consistent and responsive care across the day. All parents commented positively on the support their children received. For example, "the staff are amazing and always take the time to let me know how the day has went and listen to any concerns."

Staff communicated well as a team to help ensure information about children's individual needs were shared. For example, regular staff meetings and effective communication throughout the day. This contributed to consistent approaches to meeting children's needs. One parent told us "they have built great relationships and demonstrate how well they know my child and personalise their learning."

Staff breaks and rotas were planned to maximise children's experiences and ensure minimal disruption to children. For example, rotas ensured staff were available to support continuity in play and learning over a period of time. Staff communicated well when moving between areas to ensure children's learning was supported. One parent told us "strengths I would like to highlight are the communication skills are amazing, also the teamwork which staff have with each other and myself is fantastic."

Leaders within the service were aware of staff's individual skills and areas of expertise. They ensured staff were deployed effectively giving consideration to how their skills could best support children. This meant that children were well supervised and there were high levels of quality engagement between staff and children throughout the day. One parent told us "staff are always so friendly and happy to chat to you about anything you want to know about."

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

1. To progress development of the service:

- relationships within the staff team should be strengthened.
- training in the Gaelic language for practitioners should be completed.
- staff should ensure children are more aware and involved in their learning targets.

National care standards for early education and childcare up to the age of 16, standard 13: improving the service.

This area for improvement was made on 28 August 2017.

Action taken since then

- Staff relationships were strong and they communicated well with each other in a courteous and respectful manner.
- Staff working in the Gaelic Medium were committed to developing their skills. They were currently continuing their training with Gaelic language, to improve and maximise their skills for supporting children.
- Children's achievements were celebrated and they were aware of their folders to record their progress and achievements. Children were encouraged to share their thoughts and ideas to contribute to their learning targets.

Therefore this area for improvement has been met.

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

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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
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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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