

# Christ the King Primary School Nursery Class Day Care of Children

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**Type of inspection:**  
Unannounced

**Completed on:**  
12 May 2023

**Service provided by:**  
North Lanarkshire Council

**Service provider number:**  
SP2003000237

**Service no:**  
CS2012307354

## About the service

Christ the King Primary School Nursery Class is registered to provide care for 40 children not yet attending primary school.

Care is provided from a converted class within the school, which is located within a quiet residential area of Holytown, North Lanarkshire. The service is based within the primary school and is close to woodlands, green space and transport routes.

Children were accommodated within one large playroom and had access to a large secure outdoor spaces.

## About the inspection

This was an unannounced inspection which took place on Wednesday 10 May 2023 between 09:15 and 16:30. 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 children using the service and nine of their family members
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- spoke with visiting professionals

## Key messages

- Children were cared for in a warm, nurturing environment where they were supported to develop their independence, skills and abilities.
- Staff were flexible and supportive of each other. They worked well as a team to support and care for children as individuals.
- Staff supported the emotional resilience of the children through holistic and nurturing approaches that secured their wellbeing, including the right to play.
- Daily opportunities for all children to play outdoors were provided, which had a positive impact on children's social, physical and emotional skills.
- Staff were skilled, knowledgeable and committed to the continuous development of the service.
- An ethos of continuous improvement was evident within the service where quality assurance and improvement was a key focus.
- Staff should continue to develop the play environment to support children's, curiosity, imagination and problem solving.

## 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?	4 - 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.

### Quality Indicator: 1.1 Nurturing care and support

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.

Children were nurtured and cared for by a responsive staff team who knew each of them very well. Care routines were individual to children's needs and were delivered with kindness and compassion. The staff team understood the importance of developing secure relationships with children and families and the positive effect this could have on children's experiences. It was evident that these relationships had been established. Parents described staff as "welcoming and nurturing." One parent said "its such a warm, caring and nurturing environment in the nursery, not only for children but parents too." As a result children felt loved and secure as their overall wellbeing was supported and their needs were being met. Children were confident when discussing health and wellbeing indicators. One child told us "nurture means love."

Staff knew each child well and were able to talk about them as individuals, promoting a personalised approach for children. They actively listened to children, getting down to their level and interacting in a unhurried, calm and sensitive way promoting children's self esteem and confidence.

Children with any additional support needs were recognised and supported effectively. Staff took account of their individual needs and took a respectful and dignified approach. The shared understanding of identified approaches and strategies to be used were readily available, supporting consistency and promoting children's success. A coordinated approach and regular review of specific personal plans, along with links with other professionals, enabled effective planning to meet children's needs.

Effective personal plans were in place for all children. Targets were agreed with parents, with clear strategies implemented to ensure children's needs were met. Personal plans were frequently reviewed and agreed with parents. We discussed with the service how these could be further enhanced, ensuring evaluation's clearly identify children's progression and identify next steps.

Online learning journals were effective as a two way link from home to nursery. This ensured families were informed, included and their views respected. One parent told us "we are always kept informed and up-to-date with our child's progress and are aware of what we are working on to develop their progress both at home and in the nursery."

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 experiences. Snack was also readily available outdoors ensuring minimal interruptions to children's play.

Lunchtime was a calm, unhurried experience for children. Children were actively involved in setting the tables, identifying how many children were having lunch and setting the table for relevant numbers.

We observed children were confident in this approach, with interactions from staff supporting self esteem, independence and numeracy skills.

Children's health and wellbeing needs were being met with appropriate systems in place for storing and recording medication. Staff had undertaken training to support children with particular healthcare needs and had developed supportive relationships with their families.

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 are confident that any child protection matters would be responded to appropriately.

### **Quality Indicator: 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 enjoyed exploring loose parts and natural materials. We suggested consideration should be given to enhancing these resources to further promote creativity. Children continued to achieve as staff recognised their right to play. Understanding child development and differing learning approaches enabled staff to successfully plan daily experiences which met children's interests and promoted individual progress and learning.

We observed opportunities where play experience developed children's skills in language, literacy, and numeracy. For example, mathematical language was being used whilst exploring small blocks, identifying numbers, adding on one more, exploring different heights and exploring smaller and bigger.

Planning approach were child centred and responsive to children's interest. Staff spoke confidentially about how their observations of children, along with individual targets and children views, informed their planning approaches. Staff used a floorbook approach to document children's thoughts and feelings. This meant children's voice was reflected in provision.

As a result of this children were engaged in play and were progressing well in their overall development. We observed children engage in play experience for prolonged periods of time showing high levels of engagement, excitement, wonder and awe. For example, children confidently building Spiderman's headquarter at the block play area. Children were engaged in discussions about size, shape, using positional language and explore different possibilities through creative play opportunities.

Staff provided a mixture of spontaneous and planned experiences to support children's learning through play. A rolling snack and free-flow approach to play meant children's play was not unnecessarily interrupted and they could make meaningful play choices, promoting child led play.

Staff were responsive to children through skilled observations, responding appropriately to scaffold learning, through skilful questioning, extending children's thinking and learning, whilst also supporting their curiosities.

Children opportunities to play and learning where enhanced through connections to the community. The service made good use of local space using local woodlands as part of their forest school approach.

## 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 outweigh areas for improvement.

### Quality Indicator: 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 outweighed areas for improvement.

Children enjoyed a safe, secure, homely and clean environment. All areas were bright, well ventilated and maintained to a good standard. Furnishings were comfortable and in a good state of repair. This created a welcoming environment for children and families. Parents described the environment as "a home from home, safe, comfortable and relaxing for my child" and "calm and welcoming."

The inclusion of soft furnishings, fairy lights and a large tent ensured children had spaces to relax and refresh supporting their emotional wellbeing.

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. This included opportunities to access the garden in all weather conditions. Parents described the environment as "an open setting with lots of different learning areas for children" and "the outdoor environment is fantastic, with children being out everyday."

Spaces reflected children's interest and contained easily accessible toys and resources. One parent told us "they have a range of resources which seem to be changed and adapted regularly for children." We discussed with the service how indoor areas could be further enhanced to include open ended resources to promote children's creative, curiosity and imagination within all spaces.

Health and wellbeing was promoted through outdoor play experiences. The garden provided a range of spaces for development of physical skills and exploration. For example, digging areas, messy areas, climbing frame and bikes. The outdoor area offered a range of natural, loose parts 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. For example, opportunities for risky play, when jumping from height, children were assessing their abilities and deciding whether it was safe or not to jump.

The service had identified further improvement plans for their outdoor spaces and we agreed by enhancing the opportunities for challenge, problem solving, and curiosity outdoors would engage children further in their outdoor play. This would support children further to develop their problem-solving skills and spark curiosity in their play experiences.

Children benefitted from a safe and secure setting with a range of safety measures in place to 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.

Accident and incident forms were recorded in an effective way and systems were in place to carry out audits of these to identify patterns or risks to children's safety, contributing to keeping children safe.

Suitable measures were in place to reduce the risk of infection being transmitted with good handwashing facilities for staff and children which were used effectively all day.

Improvements were needed to nappy changing facilities to ensure children experienced privacy and dignity. Prior to inspection the service had addressed this with the provider and plans were in place to improve changing facilities. Meanwhile the service had identified and implemented measures to ensure children's privacy and dignity during care routines.

## 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.

### Quality Indicator: 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 management team and staff team all worked together to ensure a positive ethos within the setting. The shared vision, aim and values of the service were evident in the kind and nurturing interactions we witnessed throughout our visit.

Quality assurance processes were in place which included a clear improvement plan with realistic targets to support children's literacy and numeracy skills. The service improvement plan was kept under review and supplied a clear direction to support quality care and support for children. It demonstrated achievements made to date such as the implementation of the family learning workshops, play and stay sessions and nurture principles training for staff. Parents told us "as parents we are often given the opportunity to give opinions and feedback on the nursery" and "the nursery is very well ran and lots of information is shared through emails, apps, noticeboards and stay and play days."

There was a shared responsibility for improvement as the whole staff team were involved in the ongoing monitoring of aspects of provision. For example, the review of accidents and incidents allowed them to identify patterns and plan appropriate action to reduce children's risk of injury. The team regularly self evaluated provision through continuous reflection in line with improvement plan objectives. This supported a shared understanding of current levels of provision and progression of improvement.

A programme of training was in place, which ensured staff were supported as practitioners, whilst also demonstrating the service's commitment to continuous improvement. Staff spoke enthusiastically about how training had influenced their practice and implemented positive experiences for children. For example, the benefits of nurture principles, raising staff's awareness of Adverse Childhood Experience (ACES) and ensuring their interactions and approaches were supportive to children.

Staff felt supported by the management team and that their views and suggestions mattered. Regular team meetings and opportunities to communicate empowered staff to discuss, identify and take forward areas for improvement. For example, staff are beginning to explore children rights and have introduced some children's charters which they have shared with parents too. This ensuring children rights and recognised and valued.

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

## 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.

### Quality Indicator: 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.

The nurturing staff team worked well together to create a calm, caring and relaxed environment where children were encouraged to lead their own play and learning. Respectfully listening to children and ensuring an inclusive care setting demonstrated children mattered and were at the heart of the service. Parents described the staff team as "warm, friendly, caring and nurturing" and "outstanding."

Positive communication ensured effective supervision and quality engagement with children across the day. Daily tasks and staff breaks were managed well to ensure children's needs were continually met. Appropriate levels of staff throughout the day promoted children's emotional wellbeing and positive play and learning experiences.

Staff worked as a team, communicating about children's needs. They met regularly to plan play and learning opportunities and used 'Health and Wellbeing' meetings to share important information about children's needs. All staff knew children's individual needs well which helped ensure they received consistent and responsive care across the day.

There were a good range of skills and experience across the team. Key responsibilities were distributed across the staff team, recognising individual skills and interest. Staff had engaged in a variety of training opportunities and professional reading to develop their knowledge and skills. 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

Parents spoke positively about staff and shared they always 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 interactions with parent at collection times and from positive feedback we received throughout the inspection process. One parent told us:  
"staff go above and beyond for every child in the nursery, which is evident in the strong positive relationships they have with children."



## 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

We recommend that children are better supported to achieve through participation in freely chosen play, which is stimulating and encourages problem solving, curiosity and creativity.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state 'as a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open-ended and natural materials' (HSCS 1.31) and 'I can maintain and develop my interests, activities and what matters to me in the way that I like' (HSCS 2.22) and 'as a child I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity' (HSCS 2.27).

**This area for improvement was made on 25 November 2019.**

#### Action taken since then

The service had reviewed their pace of the day ensuring free flow play for children. The service had made changes to their environment to ensure it provided resources that promoted problem solving, curiosity and creativity. This was also enhanced by staff training focusing on staff's interactions to support and extend children learning.

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](http://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?	4 - Good
2.2 Children experience high quality facilities	4 - 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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