

# St Francis Primary School Nursery Class Day Care of Children

430 Old Rutherglen Road  
Glasgow  
G5 0PA

Telephone: 0141 429 3687

**Type of inspection:**

Unannounced

**Completed on:**

10 June 2019

**Service provided by:**

Glasgow City Council

**Service provider number:**

SP2003003390

**Service no:**

CS2006120174

## About the service

The Care Inspectorate regulates care services in Scotland. Information about all care services can be found on our website at [www.careinspectorate.com](http://www.careinspectorate.com)

The service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011.

St Francis Primary School Nursery Class provides a care service to a maximum of 40 children aged 3 years to those not yet attending primary school.

The service is provided by Glasgow City Council and is based within St Francis Primary School in the Gorbals area of Glasgow. Children have access to safely enclosed outdoor play areas and also make use of school facilities such as the main hall.

The nursery follows the wider school aims, which are:

- To provide effective learning and teaching experiences in order to raise levels of attainment and achievement for all children.
- To provide and a nurturing and motivating learning environment matched to the individual needs of all children.
- To promote inclusion and equality for all children and their families and to value and celebrate diversity.
- To work in partnership with parents, parishes and others in the community to encourage children to become active and responsible citizens.
- To encourage the personal growth of children and staff is lifelong learners and effective contributors.

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure they have the best start in life, are ready to succeed and live longer, healthier lives.

We check services are meeting the principles of Getting it right for every child (GIRFEC); Scotland's national approach to improving outcomes and wellbeing for children by offering the right help at the right time from the right people. GIRFEC supports children and their parents to work with the services that can help them. There are eight wellbeing indicators at the heart of GIRFEC: safe, healthy, achieving, nurtured, active, respected, responsible and included.

## What people told us

There were 31 children present during the morning of our inspection and 22 in the afternoon; this included the five children who attended for a full day session. Children were observed to be settled and engaged in activities of their choosing, both indoors and outdoors. They interacted very positively with staff and were proud to speak to us about their favourite activities at nursery.

Children's comments included:

"I did this, it's folded." (Child explaining how she had made patterns with paint.)

"I'm making dinners but don't eat it because it's really mud." (Children engaged in imaginative play outdoors in the mud kitchen.)

"This game is super cool." (Children setting each other challenges for jumping between different objects they had organised outdoors.)

"My friend with curly hair comes this afternoon. She will talk to me - see she is smiling? She doesn't like speaking to adults so much." (Child introducing a younger friend to us and demonstrating an inclusive and nurturing attitude toward her.)

Five parents/carers returned completed care standards questionnaires to us and were happy with the overall quality of the care and support provided for their children. We also spoke with four parents during our inspection who thought very highly of the nursery. Specific elements of nursery practice they appreciated were the individualised settling in process for children and the home link resources to extend their child's learning at home. One family had previously used another nursery and the mother believed that the quality of their child's experiences and information shared by staff was much better at St Francis Primary School Nursery Class.

## Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their own improvement plan and quality assurance paperwork. These demonstrated their priorities for development and how management were monitoring the quality of provision within the service.

## From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	not assessed
Quality of staffing	not assessed
Quality of management and leadership	5 - Very Good

## What the service does well

There was an inclusive ethos throughout the nursery where children and families felt safe, welcomed and included. Parents told us they shared information with staff about their child's needs both formally and informally. Children's learning books were easily accessible to them in the playroom and staff used these to talk to children about their learning and achievements. We listened to some instances where keyworkers used open questions to extend learning and deepen children's thinking. Staff then used this information to plan future experiences based on children's ideas.

We observed children directing their own play, particularly outdoors where they freely accessed a wide range of open ended materials, which stimulated their natural curiosity, learning and creativity. Children clearly felt part of the wider school community and enjoyed chatting to older children in the parallel school playground as well as at lunchtime in the main hall. Supporting children to become familiar with school routines and introducing them to older pupils and staff helped ease children's transition to primary one.

Staff expressed a very good understanding of the procedures in place to ensure the wellbeing and safety of children. Wellbeing and assessment plans (WAPS) for children with additional needs were underpinned by GIRFEC wellbeing indicators to support children to reach their full potential. Staff worked with parents and other agencies to ensure these plans were relevant to their child's individual needs and regularly reviewed. All staff participated in annual training updates on child protection and felt confident in dealing with any concerns

around a child's welfare. The child protection policy was shared with parents and child friendly booklets had been issued to children so that they could learn about keeping themselves safe.

There was a whole school approach to the improvement plans for the nursery. The nursery had a new management structure that staff understood and felt very supported by. The school head teacher was the registered manager of the service but the depute took responsibility for the day to day running of the nursery. There was a lead practitioner in attainment who was a strong role model for the team, mentoring and coaching staff practice. This meant that, despite significant changes to staffing within the nursery, the team had quickly gelled and staff believed their individual abilities, strengths and expertise were valued. Individual members of staff could tell us about their own leadership roles, such as champions in Eco-schools or Information Technology, and how this was nurtured through attendance at training. As a result children experienced high quality care and support underpinned by relevant guidance and best practice.

Monthly staff meetings were themed, for example on self evaluation, and minutes of meetings highlighted professional discussion that demonstrated a culture of continuous improvement. Parents confirmed that they had also been involved in the self evaluation of the nursery and we saw evidence of this in the quality assurance folder and displayed on the noticeboard. Children had opportunities for their say in how improvements were made to their nursery, using big books and through participation in the eco committee. In this way everyone felt included in wider decisions about the way the service was being provided, and that their suggestions were listened to and respected by management.

## What the service could do better

We sampled the different elements of children's personal plans for evidence to support how children's health, wellbeing and safety needs were being met. We found that care plans contained rich information about children's individual needs that was shared with parents and, where appropriate, other agencies. We found staff were very good at planning to meet the needs of children. However they should continue with their plans to restructure how they record individual children's learning journey. As a result, staff will be better able to track each child's progress and to challenge them to achieve their full potential.

We discussed how the pace of children's day could be improved, for example through adopting a less structured approach to the programme and shorter periods of time where children sit together as a whole group. This will provide flexibility for children to spend more time following individual play ideas that are absorbing their attention. We acknowledged that large group activities can be helpful for children to learn skills such as listening to instructions and focussing on a task. However small groups tend to be more effective in encouraging children to talk, listen and share ideas with their peers.

Lunchtime had the potential to provide a positive group experience, where children developed social skills and healthy eating attitudes. However we found that the meals provided were not appetising as they were overcooked, contained very little fresh fruit or vegetables and were not attractively presented. Eating well is essential for children in their early years. We urged the service provider to liaise with the caterer to evaluate the nutritional content of meals and how they could contribute better to children's well balanced diet. We signposted them to our best practice guidance 'Food Matters Nurturing happy, healthy children' to assist with this task.

<https://hub.careinspectorate.com/how-we-support-improvement/care-inspectorate-programmes-and-publications/food-matters/>

## Requirements

Number of requirements: 0

## Recommendations

Number of recommendations: 0

## 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).

## What the service has done to meet any requirements we made at or since the last inspection

### Previous requirements

There are no outstanding requirements.

## What the service has done to meet any recommendations we made at or since the last inspection

### Previous recommendations

There are no outstanding recommendations.

## Inspection and grading history

Date	Type	Gradings
9 Jun 2016	Unannounced	Care and support Environment
		5 - Very good 4 - Good

Date	Type	Gradings
		Staffing 4 - Good Management and leadership 4 - Good
30 May 2013	Unannounced	Care and support 4 - Good Environment 4 - Good Staffing 4 - Good Management and leadership 4 - Good
4 Jun 2013	Re-grade	Care and support Not assessed Environment Not assessed Staffing Not assessed Management and leadership 4 - Good
4 Jun 2013	Re-grade	Care and support Not assessed Environment Not assessed Staffing Not assessed Management and leadership 1 - Unsatisfactory
28 May 2013	Re-grade	Care and support Not assessed Environment Not assessed Staffing Not assessed Management and leadership Not assessed
19 Mar 2012	Re-grade	Care and support Not assessed Environment Not assessed Staffing Not assessed Management and leadership 1 - Unsatisfactory
3 Jun 2010	Unannounced	Care and support 5 - Very good Environment Not assessed Staffing 4 - Good Management and leadership Not assessed

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