

Craigton Primary School Nursery Class Day Care of Children

Craigton Primary School
9 Morven Street
Glasgow
G52 1AL

Telephone: 0141 882 2856

Type of inspection: Unannounced
Inspection completed on: 15 December 2016

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Care service number:
CS2003055151

About the service

Craigton Primary School Nursery Class registered with the Care Inspectorate in 2011. The service is provided by Glasgow City Council. The nursery is registered to provide a care service to a maximum of 40 children aged from three years to entry to primary school. The service is managed by the head teacher with two deputy head teachers and a senior nursery practitioner having responsibility to oversee the nursery provision.

The nursery operates from refurbished premises within the grounds of Craigton Primary School, Glasgow, and is close to local parks and amenities. Children have exclusive access to playrooms and enclosed outdoor play areas during operating times. The nursery operates Monday to Friday, term time only, and children are offered a morning or afternoon session.

Parents and carers have access to the service's vision, aims and objectives which include: 'We aim to provide a warm, friendly and stimulating environment where children receive the highest standards of care and educational opportunities.'

We carried out an unannounced inspection of Craigton Primary School Nursery Class over two days, due to festive activities. We first visited the service on the morning of Wednesday 14 December 2016. We completed the inspection visits and gave feedback to the head teacher and deputy head teachers on Thursday 15 December 2016.

We carried out an unannounced themed inspection. This targeted approach means that we looked at identified aspects focusing on children's experiences under two quality themes. For health and wellbeing, we looked at how well children were supported in the service and child protection. We also looked at how children are supported to be independent in a safe and hygienic environment.

As part of this inspection, we assessed how the service had responded to three recommendations made in the last inspection report dated 19 September 2013. We spoke with 15 children, seven parents/carers, staff and management. We also observed practice and sampled documentation relevant to the inspection themes.

This targeted approach is in line with Getting it right for every child (GIRFEC). GIRFEC is the national approach promoted by the Scottish Government for everyone to work together to support outcomes for children. The wellbeing indicators that are essential for children to flourish are safe, healthy, achieving, nurtured, active, respected, responsible and included (SHANARRI).

What people told us

We observed and spoke with 15 children who used the service. The children were aged three and four years. Children confidently told us about their learning experiences, friendships they had made and activities they enjoyed. Their comments included:

'I'm going outside to play with the ropes.'

'Look, I can skip.'

'I have a best friend.'

'The snack is open and you post your name in the box. You get your milk from the fridge in here.'

'I have a drink of milk for you.'

'I like to play over there in the physical play.'

'I just like to pretend.'

'I am putting my hat on. It's very cold outside.'

Parents and carers responded positively in the care standards questionnaires they returned to us prior to the inspection. Comments included:

'My child is new to a nursery environment and after a short settling in period, she is thriving and making friends. This is also down to the fact that her teacher has recognised where she needs encouragement. Delighted with the nursery.'

'I have always been very happy with my son's nursery placement - he enjoys attending which is of upmost importance to me. Craigton always has a wide range of activities and keen for parent involvement where appropriate.'

We spoke to seven parents/carers on the day of the inspection. They all praised the welcoming and friendly environment and spoke highly of the caring, nurturing staff team. Parents and carers' comments included:

'The staff are great. If I had any issues I would go to her [child's] key worker, as she knows me and my child so well.'

'Staff have picked up on my child's behaviours and we have put in place new strategies to help him settle into the nursery. I can share any issues with his key worker and I always get feedback at the end of each session which supports continuity for my son.'

'There are two parents' evenings in the year. The keyworkers asked about my child's needs. The staff have really helped him to speak and during toilet training. 10 out of 10.'

'I could not come to parents' night but the EAL [English as an additional language] teacher has arranged a meeting to give me feedback.'

Self assessment

We received a fully completed self assessment from the provider. The provider gave examples of improvements and the process they had undertaken to achieve their goals. The self assessment clearly identified key areas that the provider believed can be improved and showed realistic timescales for actions to be taken forward.

We discussed consolidating the vast amount of information provided to focus on key strengths and areas for improvement relating to current outcomes for children and families.

From this inspection we graded this service as:

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

What the service does well

Staff at Craigton Primary School Nursery knew children and families very well. We saw very positive relationships between staff, children and their families. Parents and carers we spoke to confirmed that staff knew their children very well and that they felt their children were well supported in the service.

Child development officers worked very well with teaching staff and other agencies. We noted that, where required, strategies were in place to support children and families with English as an additional language and where children required additional support.

Staff told us how they were currently extending personal plans and additional support plans to reflect Getting it right for every child (GIRFEC) health and wellbeing indicators. We looked at three personal plans and three additional support plans. We found parents/carers and other agencies were actively involved in sharing relevant information to help staff meet and support the individual health, wellbeing and safety needs of each child. Staff clearly respected and valued their input.

We spoke to key staff who confidently described to us the care requirements of individual children. We noted that, where required, strategies were in place to support children during transition periods. Parents spoken with confirmed staff provided one to one care and support. We saw staff provided time, encouragement and praise to help children interact and engage in a variety of planned learning experiences. This contributed to the health, safety and wellbeing of children.

Staff had embraced Building the Ambition guidance and told us how they engaged children in assessing what they needed and wanted in their new playroom and outdoor area. This resulted in children taking ownership of decisions made and supported child-led initiatives in a safe learning environment. In consequence, we saw the flow of the day supported children to independently choose to participate in a wide range of learning experiences both indoors and outdoors.

Throughout our inspection visit, we observed very motivated and confident children who could lead their own play. We saw some pre-school children were very confident and happy to take on a leadership roles. For example, children helped each other to set up the snack area. One child told us: 'This sign means the snack is open and if you turn it around the snack is closed. You have to wash your hands then put your name in the box. The milk is in the fridge.' Giving the children the opportunity to be so independent highlighted the trust and respect staff members had for children.

Generic risk assessments were in place for the playroom and staff undertook visual checks prior to children entering the garden and playroom. We saw children were actively involved in assessing environmental and personal risk factors. This approach supported children and staff to safely participate in adventurous or risky play experiences for example, during large block construction and physical play indoors. This contributed to a safe environment.

Staff received annual child protection training and relevant policies and procedures were known to staff and parents/carers. Staff were knowledgeable and clearly described actions and reporting systems currently in place to help them carry out their roles and responsibilities to safeguard and protect children from harm. This contributed to the safety of all children.

What the service could do better

The service gathered a lot of valuable information about children and used this to support their individual needs. We discussed consolidating information to enable staff to effectively plan and review developmental progress, care needs and support strategies currently in place.

We noted that children's personal learning journals, 'hard work folders', needed to be more evaluative and reflect the stage of each child's progress and development. Key staff needed to consistently record and update observations of progress, achievements and next steps, shared and agreed with parents and carers. The management team should continue to monitor the progress being made in this area.

The service should continue with its plan to further develop, extend and promote outdoor learning opportunities for children.

We looked at how the service stored, recorded and administered medication to children. We found that recording systems needed to be updated and monitored in line with current best practice guidance. This was a recommendation identified in the last inspection report, this recommendation is continued. (See recommendation 1)

We saw that first aid arrangements and accident and incident reporting systems could be better. Following discussion, the manager agreed to organise first aid training and accident and incident training for all nursery staff to ensure the health, wellbeing and safety needs of children are met and procedures monitored. (See recommendation 2)

Staff were vigilant and maintained an attendance record showing the number of children arriving at the service. Following discussion, the manager agreed to adapt the current checklist to include the times children arrive and leave the service. This should be monitored to ensure an accurate record of the actual number of children on the premises at any given time is maintained for evacuation purposes. (See recommendation 3)

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 3

1. The manager should review and update the medication form in line with the best practice guidance: Management of medication in daycare of children and childminding services.

National Care Standards for Early Education and Childcare up to the age of 16: Standard 3:6 – Health and Wellbeing.

2. The manager should ensure first aid procedures and accident and incident reporting procedures are known to staff and effectively carried out and monitored.

National Care Standards for Early Education and Childcare up to the age of 16: Standard 3:6 - Health and Wellbeing.

3. The manager should implement and monitor daily registers showing the actual number of children on the premises at any given time. This is to ensure the safety of children using the service.

National Care Standards for Early Education and Childcare up to the age of 16: Standard 2 - A Safe Environment.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com

Inspection and grading history

Date	Type	Gradings	
19 Sep 2013	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
10 Dec 2009	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	4 - Good
		Management and leadership	5 - Very good

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