

# St. Angelas Nursery Class Day Care of Children

St. Angela's Primary  
227 Glen Moriston Road  
Darnley  
Glasgow  
G53 7HT

Telephone: 01416 389 646

**Type of inspection:**  
Unannounced

**Completed on:**  
17 November 2023

**Service provided by:**  
Glasgow City Council

**Service provider number:**  
SP2003003390

**Service no:**  
CS2003014811

## About the service

St. Angelas Nursery Class is registered with the Care Inspectorate to provide a care service to a maximum of 30 children from three years of age to those not yet attending primary school. The service is provided by Glasgow City Council and operates from within St. Angelas Primary School in the Darnley area of Glasgow. In addition, children have free-flow access from the nursery classroom to a secure, adjacent outdoor play area. The service is close to shops, transport routes and other amenities.

## About the inspection

This was an unannounced inspection which took place on Thursday 16 November 2023. 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 throughout the inspection year. In making our evaluations of the service we:

- Spoke with some of the children using the service and reviewed survey responses from 17 parents whose children attend the service.
- Spoke with the senior management team, eight staff and reviewed survey responses from six members of staff.
- Observed practice and staff interactions with children.
- Reviewed documents.

## Key messages

- Children benefited from a staff team who worked well together and had created a welcoming, inclusive environment.
- Children experienced sensitive and respectful caregiving from staff who were responsive to children's changeable interests.
- Children were spoken and listened to in ways that encouraged them to feel valued and included.
- Staff had high aspirations to enable children to be successful.
- Strong leadership of the service supported staff to have high aspirations and confidence in their capacity to support children and families to reach their full potential.
- Regular planned outdoor play opportunities within park and woodland spaces beyond the nursery setting would further increase opportunities for children to experience fresh air and enjoy challenging play.
- Indoor and outdoor play areas required to be monitored to ensure play materials were attractive, captured children's sustained interest and suitable for children's stage of development.
- Staff should develop their approaches to supporting children's collaborative play projects and promoting child led planning for play.

## 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?	4 - 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?

4 - Good

Overall, we made an evaluation of good for this key question as we found performance that demonstrated major strengths in supporting positive outcomes for children and did not require significant adjustment

### Quality indicator 1.1: Nurturing care and support

We looked at how the nursery's planning approaches for children's care, learning and development ensured they experienced positive outcomes. Throughout the various play sessions we observed it was clear that children experienced sensitive and respectful caregiving. We observed staff being responsive to children's changeable interests and demands. Children were spoken and listened to in ways that encouraged them to feel valued and included. One parent told us: "The teachers are really caring and supportive I feel comfortable leaving my son behind and he loves his teachers so much." Another parent commented: "Friendly staff, happy environment my child is very settled and happy in the nursery and the support is fantastic."

Staff told us how they worked with parents to ensure children's personal plans included the key information needed to provide appropriate care, meet any medical needs and support the individual styles of learning and play interests. Personal plans and digital learning journals using the SHANARRI (safe, healthy, achieving, nurtured, active, respected, responsible and included) wellbeing indicators and the Early Level of Curriculum for Excellence were regularly reviewed and included targets for achievement and next steps. We found that these plans, were regularly reviewed and produced a clear picture of children's individual needs. These were supported by well-being assessment plans which set out support strategies for children with additional learning needs. We discussed with the management team strategies for ensuring the personal planning system supported staff to fully involve all parents in decisions about their child's care and development. This can help parents to be more fully aware of actions that were being used in practice to help individual children achieve their goals.

Staff demonstrated a good understanding of the policies and procedures in place to ensure care and welfare of children including child protection. All staff received regular professional learning in safeguarding and understood the indicators that may suggest a child is at risk of suffering harm. This training enhanced the robust systems in place for monitoring and maintaining child protection records and supported the continued safeguarding of children.

### Quality indicator 1.3: Play and learning

We found that staff worked hard to provide a variety of quality learning experiences by continuously promoting choice, children's interests, as well as tracking and reflecting on individual achievements. Staff took time to extend conversations with children about their play and used well-timed open ended questioning to further extend and challenge thinking and learning. We found that staff used observations of children's significant play interests to adapt their support for and resourcing of play experiences. Through discussion, it was evident that experienced staff had a shared understanding of child development and early years pedagogy and used this to scaffold and shape the breadth and depth of children's learning. We highlighted the value of staff continuing to develop their skills in identifying the significant learning of each child as they observe them at play. This will ensure that they are consistently able to identify what each child needs to learn next. We identified a need to ensure the next steps for children's play and learning within digital learning journal observations were specific to each child's particular learning needs.

This can help staff to highlight the developmental progress children are making through planned play and learning experiences.

In the playrooms and outdoors there were some well considered open ended materials and creative approaches that at times engaged children's imagination and enriched their play and learning. Children engaged in a range of role play and creative experiences that supported their imagination to flourish. The use of questions from staff helped children to extend their thinking and consolidate their thoughts and ideas through play. The overwhelming majority of parents who completed our survey told us that they agreed or strongly agreed with the statement "My child has opportunities to be involved in meaningful, interesting and fun play experiences." One parent commented: "My son loves playing, every corner in nursery has different options for him to explore and he loves outdoor activities the most." Another parent told us: "I am satisfied with my child's progress and I think there is good learning for my child. A "Stay and Play" parental engagement programme led by the staff team had contributed to strengthening partnership working with families. These sessions promoted parental awareness of the value of play based learning and its links to early literacy and numeracy and other key areas of children's development.

We discussed with staff observation approaches that could help identify and evaluate play experiences that children found particularly engaging and challenging. We highlighted how this could help foster meaningful discussion between children and staff about play and development. We discussed with staff how this would enhance the systems already in place for recognising children's achievements as well as further promote children's sense of ownership and leadership of play. In particular, we identified a need for staff to take forward and implement strategies for developing children's sense of ownership of leading change related to their self chosen play projects. Staff agreed that more flexible use of big books or similar planning tools that were based on observations of children's most engaging and involving play experiences could strengthen existing opportunities for children to shape their play environments.

## How good is our setting?

### 4 - Good

We made an evaluation of good for this key question as we found performance where identified strengths had a significant positive impact on children's experiences and outcomes.

#### Quality indicator 2.2: Children experience high quality facilities

We looked at the nursery environment and resources within it in terms of how they were managed to support positive outcomes for children. The nursery play spaces included the provision of open-ended and natural resources. Spaces were set up in ways that were adaptable and had potential to encourage children's creativity. All parents who completed our survey agreed or strongly agreed with the survey statements: "My child has access to a good range of quality toys and play materials" and "My child has the opportunity to play outdoors everyday". One parent told us that the nursery "provides all kids equal opportunities and gives them a good and safe environment."

Staff told us that they regularly evaluated and reflected on the quality of children's play spaces. A play based audit tool had been used to support staff reflections and evaluations on the richness of the nursery literacy environment for children. Staff told us how this had contributed to professional reflection on promoting environmental print, increased opportunities for phonological awareness, and widening of the range of opportunities for children to participate in literacy experiences.

Staff told us of an innovative community focussed SALTIRE project that had been undertaken by parent and pupil volunteers across the school to develop fun, engaging and biodiverse places for children to play and learn. The project had included a range adult workshops that included: foraging; food growing; willow pruning, weaving and repair; woodwork; music making; art as therapy; yoga and meditation. These workshops promoted community engagement and the mental health and wellbeing of parents and carers. At the time of the inspection, the focus of the final stage of the project was the development of an allotment for planting and growing activities, a school playground area and the nursery garden. We discussed with staff the need to ensure that all outdoor play environments are developmentally appropriate, are richly resourced and appear attractive to children. We found that the nursery outdoor area required to be monitored to ensure play materials are regularly replenished, well maintained and suitable for children's stage of development. In particular, loose parts materials and construction materials could have been presented in more innovative and engaging ways to support children's collaborative play. This can help to ensure that play environments motivate children to be creative by linking their play ideas across different contexts.

We highlighted how regular planned outdoor play opportunities within park and woodland spaces beyond the nursery setting would further increase opportunities for children to experience fresh air and enjoy challenging play. The senior management team agreed to make this a continued focus of future improvement and professional development planning. Outdoor play in different environments can encourage young children to move their body in different ways and widen opportunities to learn through their sensory and physical experiences.

## How good is our leadership?

**5 - Very Good**

We evaluated this key question as very good as we found performance demonstrated major strengths in supporting positive outcomes for children and did not require any significant adjustment.

### Quality indicator 3.1: Quality assurance and improvement are led well

We found that staff were motivated, well led and passionate about improving outcomes for all children. Staff told us how the senior management team provided a clear focus for their shared team work including setting out clear responsibilities and expectations. We found that the team worked together effectively to evaluate and reflect on their practice. They were keen to take forward current ideas, develop and implement best practice guidance. We highlighted how future staff training in observation, child led planning approaches, forest kindergarten approaches and play based learning could help the team to meet their ongoing improvement priorities. This can support children to continue to experience quality interactions and play experiences centred around their emerging interests.

The senior management team told us how nationally recognised self-evaluation tools were used to reflect on staff practice and support them to collaborate on improvement planning. Individual quality focussed conversations between the depute head teacher and individual members of staff helped inform this process. The head teacher told us how they dedicated time to analysing children's, staff and parents' contributions to any consultations and extracting the key messages or themes. Feedback from some parents had been used to support the development of an improvement plan that clearly set out the nursery priorities and targets for change. Almost a fifth of parents we surveyed told us they strongly disagreed, disagreed or responded "do not know" to the survey statement: "My child and I are involved in a meaningful way to help develop this setting and our ideas and suggestions are used to influence change." We discussed our survey findings with the senior management team. We highlighted additional practical consultation strategies for widening parental and children's engagement in the improvement planning process.

The staff agreed these would help strengthen the capacity of service to deliver high quality care and support tailored towards children's and families' particular needs and choices.

The headteacher told us that staff would reflect on the findings of the inspection to help shape future priorities and embed suggested improvement approaches within the nursery's future improvement planning.

## How good is our staff team?

**5 - Very Good**

We evaluated this key question as very good as we found performance demonstrated major strengths in supporting positive outcomes for children and did not require any significant adjustment.

### Quality Indicator 4.3: Staff deployment

Staff felt well supported by the senior management team and told us that they felt able to approach them with any concerns. Staff worked well together and supported each other. This helped to contribute to a happy and welcoming atmosphere. The staff routinely engaged in a range of professional learning activities that built on and sustained their practice. We found staff were confident in discussing how they had improved their practice as a result of their own professional learning activities. We found that this learning had a positive impact on the quality of experiences for children, their progress and wider improvements in the setting. Recently appointed staff told us that they had been made to feel welcome. In general, effective staff deployment across the service meant that children's individual needs were being met by the right number of staff, throughout all parts of the day.

Staff were given opportunities to take on leadership roles in areas of the curriculum in which they had identified a particular interest or strength. These included key curricular areas such as numeracy, literacy, digital learning and outdoor play. In addition, staff had responsibility for delivering a PATHs programme to promote the children's development of self-control, emotional awareness and interpersonal problem-solving skills. The distributive management style fostered by the head teacher and deputy head teacher offered opportunities for staff to become confident in progressing new developments and enhanced positive outcomes by increasing the range of approaches available to meet children's individual needs. We discussed the potential value to outcomes for children of widening these lead roles to include a focus on child led planning and observation approaches. This can increase the opportunities for children to be challenged, involved and deeply engaged across the range of available play opportunities and experiences.

We identified adaptations to staffing rota arrangements during lunchtime routines which would support children to develop positive attachments with key adults. This will help to ensure that each key worker has time to sit with children and engage in meaningful personalised conversations about their daily experiences and strengthen existing relationships. The senior management team agreed that these changes would further enhance the nursery's commitment to providing a relaxed and nurturing environment for children during lunchtimes. We signposted the management team to our practice note "Keeping children safe: supporting positive mealtime experiences in early learning and childcare (ELC)" to support professional reflection on mealtime improvements within the staff team.

## 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

The written personal plans for each of the children should be formally reviewed on a six monthly basis with the parents. This plan should clearly set out how the staff will meet children's health, welfare and safety needs.

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

**This area for improvement was made on 21 February 2018.**

#### Action taken since then

The staff had reviewed and amended their personal planning policy and approach to ensure children's plans were reviewed with parents and updated every six months, or sooner as required.

#### Previous area for improvement 2

The provider should ensure maintenance with regards to the outdoor space is fully completed and the children's path is restored to be safe and fully accessible for children to allow them the best quality experience whilst outdoors.

National Care Standards for Early Education and Childcare up to the age of 16 - Standard 2: A safe environment and Standard 3: Health and wellbeing.

**This area for improvement was made on 21 February 2018.**

#### Action taken since then

The rubberised path within the outdoor play area had been repaired. We advised of the risk assessment and monitoring arrangements that are required to be in place to continue to support children's safety when accessing the extended outdoor space adjacent to the nursery garden.

### 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?	4 - Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	4 - 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

## To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at [www.careinspectorate.com](http://www.careinspectorate.com)

## Contact us

Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

0345 600 9527

Find us on Facebook

Twitter: @careinspect

## Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iartras.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.