

Craigmarloch Nursery Class Day Care of Children

Kilmacolm Road
Port Glasgow
PA14 6PT

Telephone: 01475 715 345

Type of inspection:
Unannounced

Completed on:
22 September 2022

Service provided by:
Inverclyde Council

Service provider number:
SP2003000212

Service no:
CS2020378931

About the service

The service was registered with the Care Inspectorate on 14 October 2020.

Craigmarloch Nursery class is a purpose-built service located within the campus of Craigmarloch School. The service provider is Inverclyde Council.

Children attending the service have access to two playrooms that lead onto a secure outdoor play space. Children share these spaces with the primary one children. The service has named this their Onesery as their is shared care and learning across nursery and primary one. Children also access with support from staff the soft play area, hydro pool, sensory room, and local community.

The service is registered to provide a day care of children service to a maximum of 6 children at any one time.

Of those 6 no more than 0 are aged under 2;
No more than 0 are aged 2 to under 3 and;
No more than 6 are aged 3 to those not yet of primary school age

2. Adult: child ratios will be:

Under 2s - 1:3

2 to under 3s - 1:5

3 and over - 1:8 if the children attend more than 4 hours per day, or
1:10 if the children attend for less than 4 hours per day

If all children are over 8 years old and over 1:10

About the inspection

This was an unannounced inspection which took place on Tuesday 20 September 2022. The inspection was carried out by two early learning and childcare inspectors from the Care Inspectorate. To prepare for the inspection we reviewed information about this service. This included, registration information, information submitted by the service and intelligence gathered since the service registered.

In making our evaluations of the service we:

- spoke with and observed children using the service
- contacted families through email to gather their views
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

Staff were kind, caring and very nurturing in their approach.

Children experienced warm and compassionate care and support.

Staff use best practice guidance and training to support them in the planning and delivery of play and learning.

Children were cared for in a safe, secure, and well organised environment.

Management and staff worked well together creating a culture of shared responsibility.

Children were respected and included, and children's rights were recognised.

Children's personal plans were well organised and kept a detailed range of information about each child.

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 evaluated this key question as very good, where major strengths impacted on positive outcomes for children.

Quality Indicator 1.1: Nurturing care and support

Children experienced warm and compassionate care and support through staff having a calm approach when interacting with them. Staff knew individual children's needs and preferences and were adaptable in their approach as a result, children were happy and engaged and their routines were well managed.

Staff were kind, caring and very nurturing in their approach. They knew the children very well and told us about individual strategies used to support children, promoting positive outcomes for all children present. Staff offered comfort and cuddles when needed, which gave children reassurance. Overall, this supported children to feel safe, secure, and included in the service. One parent told us;

'My child's needs are being met and more, he is striving everyday since he started attending. Any requests I have had the staff have been great in assisting with these'.

Children's personal plans were well organised and kept a detailed range of information about each child.

Each child had a health and wellbeing assessment linked to GIRFEC and SHANNARI indicators and also detailed next steps in learning and development. We found the recording of children's progress and development captured key information. This information was supporting each child's individual health, wellbeing and safety needs and guided staff in delivering the appropriate care and support tailored to children's individual needs. One parent told us;

'Nursery keeps me updated on everything that is happening with my son and schedule regular reviews to discuss individual care plans and any concerns we may have'.

Children were supported to feel safe and nurtured through the management team and staff recognising the benefits of partnership working with parents and other agencies. Regular communication and consultations meant children's plans were being routinely reviewed with parents and relevant agencies. Daily diaries, online learning journal and onesery twitter page, were also supporting parents to feel included and part of their child's day, enabling parents to recall events and activities while at home. Daily diary's were also supporting staff as information shared from home enabled them to plan each child's day and support children's individual needs, parents told us;

'I feel the information shared is great. The communication is constant, and they tell me about my child's day everyday he's there, this is always in his communication sheet, I was also given one to communicate with staff '.

'We receive information everyday about our child via a booklet in his backpack that we also have the opportunity to write back to teachers to ask any questions or inform them of anything. There is also an app specifically for our child where we can see pictures of activities'.

The lunch time experience was calm and pleasant for the children present. Staff sat with the children and were observed giving appropriate prompting and praise supporting children to feel relaxed.

We would encourage further monitoring of the pace and balance prior to lunch being served, staff were at times task focused and some children waited for a longer than expected time prior to lunch being served.

Quality Indicator 1.3: Play and learning

Children were included and had some ownership of their learning. The daily plan supported children in their routine and understanding of the pace of the day, staff prepared children in advance of the next task or activity through continued conversations and good communication. Children were given regular opportunities for outdoor play and learning. Staff flowed well with children taking their lead and interests into account inside and outside.

On the day of the inspection, we saw staff engaging positively with the children especially during Bucket Time, children engaged well in this activity, which was developing and supporting vocabulary, concentration skills, modelling and developing behaviour as well as their numeracy, literacy, and emotional skills. One parent told us;

'Since starting nursery our son has learned words and sings which he never done before'.

Children's play and learning was supported though staff observations enabling them to track children's progress, identify next steps in learning and deliver responsive planning. As a team the staff introduce resources at a pace that suits the children, building on children's interest and individual needs helping them to make informed choices and lead their own play and learning. Staff use best practice guidance and training to support them in the planning and delivery of play and learning. Recent training in play pedagogy and attention to autism training has support the staff as a team and staff advised they can see the benefits and impact across the service.

We sampled evidence of play and learning documented within floor books, we recognise this is in the early stages. We would encourage the service to continue gathering evidence with a focus on capturing the child's voice and links to best practice guidance for example the health and social care standards and the new quality framework for daycare of children, childminding and school aged childcare.

How good is our setting?

5 - Very Good

We evaluated this key question as very good, where major strengths impacted on positive outcomes for children.

Quality indicator 2.2 - Children experience high quality facilities

Children were cared for in a safe, secure, and well organised environment. Each room was designed for the children present, and resources were suitable for the age range of children present. Spaces reflected children's current interests and curiosity, we saw a good range of natural and open-ended materials, craft, construction, books, sand and water. Children were settled and confident within their environments accessing and taking part in the experiences on offer.

All areas were well ventilated, clean, and regularly maintained. We were satisfied that the service had appropriate infection control procedures in place to support a safe environment for children and staff. This included supporting children with good hygiene practices to minimise the risk of spreading infection.

Children could access toilet facilities within the rooms. Where children needed support, this was carried out in a designated changing area meaning children's dignity and personal preferences were respected.

Risk assessments were in place and reviewed regularly to ensure children were safe and secure, staff worked well together to identify and remove risks to children within the setting both indoors and outdoors, in doing so children's activities were not compromised and they were supported to enjoy challenging, fun experiences. Children were supported by staff at all times during transition to other areas for example the Rosie room that supports one to one time, the hydro pool and soft play area.

Accidents and incidents records were completed and shared with parents, we have asked management to implement a monthly audit to identify any areas of potential risk or concern.

Children's information was stored securely within the office and children were monitored by staff when using IT equipment.

Management and staff should continue to reflect on the environment with consideration to cosy areas for children to relax and have time out and developing the outdoor area to support children's communication, creativity, problem solving and negotiation skills.

How good is our leadership?

5 - Very Good

We evaluated this key question as very good, where major strengths impacted on positive outcomes for children.

Quality Indicator 3.1: Quality assurance and improvement are led well.

Management and staff worked well together creating a culture of shared responsibility. We could see that there were strong foundations in the newly formed team and are confident that the setting will continue to grow and move forward. Clear leadership from the management team supported staff and we saw an open and honest ethos being built between them. Management held meetings regularly to discuss and plan identified areas for example, planning, wellbeing assessments, learning journals and parents play and stay sessions. Staff felt valued and included in the service and there was a shared understanding of the importance of development. Regular staff meetings ensured that all staff were involved in planning for children's learning and self-evaluation of the service. This was supporting the team to identify areas that worked well, areas of development and capturing training needs.

Quality assurance and continuous improvement arrangements were in place and supported the delivery of the service, promoting very good experiences for children. The school improvement plan highlighted areas of development in relation to the onesy class. We discussed how areas of improvement could be further identified within the school improvement plan and we would encourage the service to look at the care inspectorate: A quality framework for day care of children, childminding, and school aged childcare as a tool for further development of self-evaluation and improvement.

The management team and staff all worked together to ensure a positive ethos within the service. We found parents were regularly consulted in their child's play, care and learning Parents views were actively sought through management and staff having review meetings, questionnaires and plans were in place for parents to have opportunities to be more visual in the service. This was supporting parents to feel included and have their voice heard and also informed the development of the setting.

Management should consider ways of feeding back to parents after gathering their views to show they value their input and highlight any changes made. One parent told us;

'The nursery is one of the best I have come across. It is well run, and the children are all so happy to be there. The management are great and always available if you need them'.

How good is our staff team?

5 - Very Good

We evaluated this key question as very good, where major strengths impacted on positive outcomes for children.

Quality Indicator 4.3 - Staff deployment

Staff were appropriately deployed throughout the day which ensured they met all children's needs at the right time. Transitions were seamless and well planned with children being comfortable about what was happening next. Staff were effectively supported by the management team who spent regular time in the nursery. This helped to build positive working relationships and allowed time for professional discussion. Staff were happy, engaging and sharing tasks through working as a team. Staff breaks and lunches were organised to minimise disruption ensuring the day ran smoothly to support the play, care and learning of the children.

The ethos throughout the service was a focus on the children as individuals ensuring that all staff treated children with respect. We found there was shared care and responsibility for all children. Staff worked very well together as a team and their different skill sets and knowledge complimented one another resulting in quality interactions with the children. Staff communicated well with each other and worked together to ensure effective supervision and quality engagement with children across the day. Parents told us;

'Staff all go above and beyond, I think they are well trained in what they do with the children'.

'The staff are lovely all trained brilliant and very approachable'.

'The staff are amazing cannot fault them at all'.

Staff had time at end of the day to discuss children individually and as a team plan for the following day. This gave staff the opportunity to reflect on their day and identify any areas of improvement.

All staff had a clear understanding of their responsibility to keep children safe and protected. Child protection training had been completed, supporting staff to keep their knowledge up to date. Staff were clear on reporting and recording procedures.

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

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?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very 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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