

# Townhead Primary School Nursery Class Day Care of Children

Townhead Primary School  
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Coatbridge  
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**Type of inspection:**  
Unannounced

**Completed on:**  
9 June 2022

**Service provided by:**  
North Lanarkshire Council

**Service provider number:**  
SP2003000237

**Service no:**  
CS2020379268

## About the service

Townhead Primary Nursery School Class is registered to provide care for 40 children aged from two years to those not yet attending primary school. Of those 40 children no more than five should be aged two years to three years old.

Care is provided from two converted classrooms within the school which is located within a residential area of Townhead, Coatbridge. The service is based within the primary school and is close to shops, transport routes and other amenities. Children were accommodated within a large playroom that led directly to secure gardens.

## About the inspection

This was an unannounced inspection which took place on 06 June 2022 at 9:30am. The inspection was carried out by two 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 throughout the inspection year.

In making our evaluations of the service we:

- spoke with children using the service and 10 family members
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

**Key messages**

- The service provided a safe and welcoming environment for children.
- Staff were skilful and were supported well by a reflective management team.
- Children were engaged in play and were exploring resources and activities with confidence.
- Staff were nurturing, caring and compassionate ensuring children felt secure, loved and valued.
- Daily opportunities for all children to play outdoors were provided, which had a positive impact on children's social, physical and emotional skills.

**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?	5 - Very Good
How good is our leadership?	4 - Good
How good is our staff team?	4 - 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

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

### 1.1 Nurturing care and support

Children were happy, confident and settled in the service. Staff knew the care and support needs of individual children well. This was supported with warm, caring and nurturing approaches to both their personal care needs and their learning needs, ensuring an inclusive play and learning environment.

Staff had built strong, trusting relationships with children, with a strong focus on 'being me'. One parent told us "The staff have a beautiful way with all children and treat them with care and respect".

A range of opportunities were in place to support children's emotional resilience, using a variety of nurturing approaches to secure children's wellbeing. Staff had recently introduced the colour monster within the setting, which is a book that details how different colours represents emotions, to encourage children to explore their feelings. Children were able to register their feelings on arrival at nursery, enabling staff to support them appropriately throughout the day.

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 and deputy head teacher acted as child protection officers, ensuring a robust system was in place and we were confident that any child protection matters would be responded to appropriately.

Lunch was served in the school dinner hall where children had a degree of independence. However, this could be extended with greater opportunities to self-select their food. We discussed with the management team the importance of high-quality interactions during mealtimes as some staff tended to be focused on supervision and tasks while others sat and chatted to children. Consideration should also be given to the pace of the mealtime to ensure all children enjoy a relaxed, unhurried experience. The management team agreed that children's lunchtime experience would be reviewed.

Medication which may be required by children whilst at nursery was stored in line with guidance. We highlighted some inconsistencies in the service recording and monitoring systems and these were addressed immediately.

### 1.3 Play and Learning

Children's rights to play were firmly embedded, with children leading their play and learning through a balance of planned and responsive experiences both indoors and outdoors.

Children benefitted from a planning in the moment approach staff were introducing. Staff carefully observed children and followed their interest to promote children's learning through a range of active, experiential opportunities. As a result of this, children were engaged in play and were progressing well in their overall development. One parent shared with us "They are good at supporting and nurturing my child's interest".

Staff were responsive to children through skilled observations, responding appropriately to extend learning, through skilful questioning, extending children's thinking and learning.

Children were engaged in play experiences for prolonged periods of time showing high levels of engagement, curiosity and creativity. For example, children were engaged in a bug hunt in the garden. Staff used this opportunity to support language and numeracy skills, engaging in discussions about texture, size, appearance of mini beast.

Staff should continue to enhance opportunities for play by adding more elements of risky play outdoors, to further develop children's understanding of risk and challenge.

## How good is our setting?

## 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.

Children experienced a warm, welcoming and calm environment. The playroom was clean, bright and well maintained with lots of natural light entering the room from the large windows.

Careful consideration had been given to the layout of the playroom to offer a range of spaces for children to make choices, support their interest and develop ideas. This encouraged curiosity and exploration. The freely chosen play opportunities allowed children to lead their own learning. One parent told us "The nursery has a very nurturing environment and a lot of activities are child-led".

The outdoor area offered a range of natural, loose parts (open ended resources that could be adapted, moved and transformed) that supported curiosity and imagination. The inclusion of an outdoor toilet and handwashing facilities ensured children's play was uninterrupted whilst playing outdoors.

The play space offered a range of opportunities to support differing stages of development. Staff responded to individual children, adapting play experiences to offer challenge and elements of risky play, for example, children were developing their co-ordination and gross motor skills whilst jumping from stepping stone to stepping stone. This contributed to children developing their confidence, becoming aware of their abilities and celebrating their achievements.

Children benefitted from a safe and secure setting with a range of measures in place to ensure children did not come to harm. This included secure entry systems, clear boundary fencing and secure gates as well as regular headcounts and communication between staff.

The setting also had clear risk assessments in place, with staff regularly checking and completing these. Staff were aware of the Care Inspectorate SIMOA campaign and agreed to explore this further to ensure a safe, secure environment.

More information on SIMOA can be found on our website. <https://www.careinspectorate.com/index.php/news/6257-look-think-act>

Suitable measures were in place to reduce the risk of infection being transmitted, with appropriate handwashing facilities for staff and children used effectively.

## How good is our leadership?

4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

The nursery had a shared vision, values and aims that informed their practice. They had fostered a culture where staff were motivated and committed to working together to improve outcomes for children through reflective practice, ensuing positive outcomes for children and families.

Staff told us that they felt supported by the management team and that their views and suggestions contributed to the development of the service. Recent changes reflected high quality learning through play, which was at the heart of the centres approach. For example the introduction of well-being Wednesday and children's learning wall.

Staff were given the opportunity to lead areas of practice. For example, taking on a champion role in literacy, numeracy, well-being and outdoor play. Champion roles were at the early stage of being developed. Staff should continue to develop these roles to build on their skills and knowledge, creating innovative experiences for children.

The setting had a clear improvement plan in place which focussed on supporting the well-being of children. However, the setting should look at how to share this with parents to ensure parents are informed of the settings priorities and can see progression within these areas.

Quality assurance processes were in place, providing an overview of quality assurance each month. The setting should continue to develop quality assurance and auditing processes to ensure consistency in all approaches. During our inspection, we discussed the importance of introducing audits for accidents and incidents which staff agreed with.

Staff were fully supported to carry out their roles. A programme of training was in place, which ensured staff were supported as practitioners, whilst also developing their skills and abilities to support children's learning and development.

Children and families were involved in directing change in the setting. This was achieved through consultations with children in the playroom and questionnaires to parents to actively seek their thoughts and views on family learning bags and how the service could improve. One parent shared with us "The service is approachable and I can approach the staff about anything and have my voice heard".

Links had been established with external agencies which contributed positively to children's support and care due to the partnership approach giving continuity. This included regular engagement with speech and language therapist and diabetes nurse.

## How good is our staff team?

4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweigh areas for improvement.

The service was appropriately staffed to meet children's needs. Children who required additional support were supported by staff to feel respected and included in daily experiences.

Staff were deployed effectively to ensure a mixture of differing experienced, skilled and knowledgeable staff worked together to support positive experiences for children. However, better use of staff deployment should be considered to ensure all children's needs are being supported, with consideration being given to the complexity of some children's needs. For example supporting the needs of some children in the transition at lunch time.

Staff shared with us how well they were supported and mentored, with a good induction system being in place to support new staff. During their induction period staff used the National Induction Resource, which as well as the practical elements, gave them an opportunity to work through core training and key policies and procedures.

We observed staff communicating well with each other, when a task took them away from their responsibilities, ensuring children were safe. Staff were flexible, rotating to different areas of the nursery to support play. For example, staff moving from indoor spaces to outdoor spaces to ensure continuity of care, adequate staffing and effective supervision.

Suitable arrangements were in place to ensure consistency and familiar adults at all times. The settings use of staff members from the school ensured continuity of care in the event of the absence of a nursery staff member. This contributed to ensuing children continued to feel safe and secure, through warm, positive and nurturing relationships.

## 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	4 - 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?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good
How good is our staff team?	4 - Good
4.3 Staff deployment	4 - Good



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