

Kirkshaws Nursery Class

Day Care of Children

Old Monkland Road
Coatbridge
ML5 5EJ

Telephone: 01236 632054

Type of inspection:

Unannounced

Completed on:

10 March 2020

Service provided by:

North Lanarkshire Council

Service provider number:

SP2003000237

Service no:

CS2003016812

About the service

Kirkshaws Nursery Class was previously registered with the Care Commission, and transferred its registration to the Care Inspectorate when it was formed in April 2011. It is registered to provide a care service to a maximum of 50 children aged from three years to those not yet attending primary school. The provider of the service is North Lanarkshire Council.

The service is located within Kirkshaws Primary School, in Coatbridge, North Lanarkshire. It is close to local parks, shops, transport routes and other amenities.

Care is provided from two adjoining playrooms, which have direct access to a large enclosed garden. The children also occasionally access areas within the school, such as the games hall.

The service has a vision to be a safe, caring and relaxed environment where everyone is encouraged and supported to reach their full potential. The service aims to inspire children to learn in an engaging way, through leadership, enjoyment, achievement, respect and nurture.

We check services are meeting the principles of Getting it Right for Every Child (also known as 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. It supports them and their parent(s) to work with the services that can help them. There are eight wellbeing indicators at the heart of Getting it Right for Every Child: safe, healthy, achieving, nurtured, active, respected, responsible, included.

What people told us

Seven parents contributed their views as part of this inspection. All parents strongly agreed that they were overall happy, with the quality of care their children received at the service. Parents commented positively on the friendly and approachable staff team and told us that they appreciated the many opportunities available for them to discuss their child's needs.

We spoke to several children during our visit. They were settled, happy and keen to interact with us. They showed us their favourite things to play with. These included water toys, blocks and craft materials.

Self assessment

The service had not been asked to submit a self-assessment in advance of this inspection. Instead, we viewed the service improvement plan. This plan demonstrated priorities for improvement based on findings from self-evaluation against good practice guidance. The improvement plan highlighted a positive approach to continued development, and was contributing to positive outcomes for children and their families.

From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	4 - Good
Quality of staffing	5 - Very Good
Quality of management and leadership	5 - Very Good

Quality of care and support

Findings from the inspection

Children received very good care and support from staff who knew them well and placed them at the heart of their work.

Staff had established trusting relationships with families and worked in partnership with them to meet children's needs. Parents told us that they appreciated the many opportunities available for them to be involved in their child's care. For example, attending Bookbug sessions, stay and play sessions and informal meetings.

Staff used information gained from families to create individual plans to meet children's needs. Personal plans clearly reflected children's needs and the targets within them, supported children to progress their learning and wellbeing. The service were developing personal plans by placing a greater focus on the child's home life and strategies that would support children to achieve. We agreed that these ideas were positive and would strengthen opportunities to meet children's needs.

Children were having fun and were developing their ideas and learning during play. For example, children were washing cars outside, creating models using recyclable materials, building with blocks and drawing.

Children enjoyed a relaxed and sociable meal experience. They were developing positive attitudes to healthy eating as they tried nutritious foods. One child told us the pasta was 'yummy' and many children had second portions. Staff sat with children throughout their meal and sensitively supported them, encouraging independence. Children confidently poured their own drinks and scraped their plates, developing skills for life.

Wellbeing programmes supported children to feel safe, nurtured and respected. Children had lots of opportunities to talk through and recognise their emotions. They participated in calming experiences which included yoga, massage and relaxation.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of environment

Findings from the inspection

Since the last inspection, the service had worked hard to develop the indoor environment. Natural materials and the incorporation of cosy spaces helped create a calmer play-space.

The addition of natural and open-ended materials enhanced play, as children developed skills in investigation,

creativity and imagination. For example, children created a pretend house for animals using blocks, wood and tubing.

We asked the service to continue progressing the environment with a focus on what it sounds like for children. Some repeated loud noises such as shakers for tidy up time and loud music impacted on some children's ability to self-regulate their emotions.

Children accessed the garden every day for fresh air, exercise and play. The garden was well resourced to create a stimulating play space. Children played busily and had fun with natural materials and water. Some children were taking positive risks, which enhanced their quality of experience and helped to build their resilience. For example, balancing on crates and managing muddy puddles.

Staff monitored children's engagement within play areas and made changes when necessary. For example, when children stopped using the story area it was improved by adding new books, soft furnishings and puppets to make it more appealing. As a result, children were more interested in reading and using the area again.

Regular outings within the local community provided hands on interactive experiences for children to build on their learning. For example, children were growing in confidence as they socialised with residents at local sheltered housing.

The overall cleanliness within the service was good. Handwashing was promoted, however, we asked staff to be vigilant in checking that children who accessed the toilet independently were supported to wash their hands. This would further reduce the spread of infection.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 - good

Quality of staffing

Findings from the inspection

Children felt loved by staff who were kind, caring and responsive to their needs. Cuddles, laughter, chatter and praise were plentiful strengthening relationships between staff and children.

Staff were trained, competent and skilled. They used what they learned to impact on positive outcomes for children. For example, Froebel training was the motivation behind the development of a very good block play area. We observed children progressing skills in counting, problem solving, imagination and communication during block play.

Staff regularly made time to read good practice guidance. They made changes to practice as a result of new information gained. This ensured children were receiving high quality care.

Staff valued opportunities to reflect on their own practice. They used frameworks such as 'how good is our early learning and childcare' to challenge their thinking and support continuous improvement.

Many staff had visited other services to benchmark practice and gain new ideas. One particularly positive impact of these visits was the development of the mindfulness programme which was described under the care and support theme of this report.

Children received continuity in their care because staff worked well together and communicated effectively. Minutes of team meetings reflected detailed discussions about how children's needs would be met.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of management and leadership

Findings from the inspection

Staff working in the service were well supported to carry out their roles by approachable and visible leaders.

The enthusiastic and motivated staff team were empowered to lead aspects of practice. They each developed projects which contributed to very good experiences for children. For example, literacy programmes, outings in the community and development of personal plans.

Staff had regular opportunities to discuss their performance and were supported to seek training to develop their interests or any gaps in knowledge.

We discussed with the service how observations of staff practice could be a useful tool to feed into performance reviews. This would further strengthen staff reflection and development.

Communication with families was strong and encouraged participation in their child's care. A number of communication methods were in use, including social media pages and a nursery app.

The service showed an overall commitment to continuous improvement. All recommendations from the last inspection were met, and a detailed improvement plan ensured the service continued to move forward.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 – very good

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

Recommendation 1

The staff should review their practice regarding the prevention, the spread of infection and where necessary make improvements. This includes;

- All resources stored in sealed containers or closed units
- Not to be used for storage
- Regular cleaning of the changing unit
- Door to be kept closed

National Care Standards early education and childcare up to the age of 16 –
Standard 2 A safe environment.

This recommendation was made on 19 February 2016.

Action taken on previous recommendation

Appropriate measures had been taken since the last inspection, to prevent the spread of infection. We found the changing room to be clean and organised.

Therefore, this recommendation is met.

Recommendation 2

The staff need to ensure that they have a system in place, to ensure children's safety whilst accessing the toilets. They should know how many children are in this area and who they are. To achieve this they need to improve the monitoring and supervision of children going to and from the toilets.

National Care Standards early education and childcare up to the age of 16 -
Standard 2. A safe environment.
Standard 3 health and wellbeing

This recommendation was made on 19 February 2016.

Action taken on previous recommendation

Since the last inspection, procedures had been developed to ensure children's safety. Children were encouraged to ask to go to the toilet and staff were supervising and carrying out regular bathroom checks.

Therefore, this recommendation is met.

Complaints

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

Enforcement

No enforcement action has been taken against this care service since the last inspection.

Inspection and grading history

Date	Type	Gradings
7 Mar 2019	Unannounced	<div>Care and support</div> <div>4 - Good</div> <div>Environment</div> <div>3 - Adequate</div> <div>Staffing</div> <div>Not assessed</div> <div>Management and leadership</div> <div>4 - Good</div>
19 Feb 2016	Unannounced	<div>Care and support</div> <div>4 - Good</div> <div>Environment</div> <div>4 - Good</div> <div>Staffing</div> <div>4 - Good</div> <div>Management and leadership</div> <div>4 - Good</div>

Date	Type	Gradings	
14 Feb 2013	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good 4 - Good 4 - Good 4 - Good
25 Feb 2009	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good 4 - Good 4 - Good 4 - Good

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