

St. Helen's Primary Nursery Class Day Care of Children

Lomond Drive
Condorrat
Cumbernauld
Glasgow
G67 4JL

Telephone: 01236 720 070

Type of inspection:
Unannounced

Completed on:
9 December 2022

Service provided by:
North Lanarkshire Council

Service provider number:
SP2003000237

Service no:
CS2003015414

About the service

The service is provided from within a designated wing of St Helen's Primary School in Condorrat, Cumbernauld. The service is provided by North Lanarkshire Council and is registered to provide care to a maximum of 50 children aged three years to those not yet attending primary school. At the time of the inspection the service was operating Monday to Friday between 08:45 and 14:45 during school term.

About the inspection

This was an unannounced inspection which took place on 06 and 07 December 2022. The service received the feedback from the inspection during a video call on 09 December 2022.

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 since the last inspection.

In making our evaluations of the service we:

- spoke with a small group of children using the service and some of their family members
- spoke with most of the staff and management
- observed practice and children's experiences
- reviewed documents.

Key messages

- Children were confident, happy and having fun playing with their friends.
- The staff were caring and kind and had formed positive relationships with the children and their families.
- The setting was warm and welcoming.
- Staff supported children's learning and development needs and children were making good progress.
- The service agreed to further improve the outdoor space to enhance children's experiences.
- The quality assurance processes around medication could be more robust to ensure good practice is maintained.
- Children's opportunities to direct their own learning could be further enhanced.
- Mealtimes could be further improved by offering a calmer, more relaxed experience.
- The provider needs to ensure they have a robust monitoring and tracking system to ensure all staff required are registered with appropriate professional bodies, such as the Scottish Social Service Council.

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?	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 found several strengths impacted positively on outcomes for children and they clearly outweighed areas for improvement, therefore we evaluated this key question as good.

1.1 Nurturing care and support

Children were confident, familiar with nursery routines and had fun playing with friends. There was a strong ethos of care and nurture throughout the service. Children and staff had formed positive relationships, we witnessed children showing staff affection and being comforted by staff. Parents told us that the children really liked the staff, one parent when asked, said they provide an awesome service.

The service had worked hard to create a homely environment for families. Parents and carers were encouraged to get involved through regular communications, information evenings and invited to play days. The service should consider the benefits for children in welcoming parents and carers into the service at the start and end of each session. Parents, when asked, said they would like to enter the building more regularly.

Children's personal preferences were supported by staff that knew them well. As a result, staff provided the right care and support to meet their needs.

Children's voices could be reflected more within the planning process, this would create a better balance of child and adult initiated experiences being offered. For example, when planning, staff should start with what matters to the child.

Personal plans did take account of families requests on how the service could support children's needs. To further enhance children's opportunities to reach their potential, wellbeing indicators should be at the heart of these plans. Staff knowledge of the children should be used consistently to ensure plans reflect children's needs, wishes and choices. Staff worked well with other agencies to support children's needs. Staff can find more information in the Guide for Providers on Personal Planning, which can be found on the Care Inspectorate Hub.

Children were familiar with the lunch time routine which created a sociable time for children and staff to share stories. Children had lunch in the school gym hall, during this time school children also used the gym hall for activities. This created lots of noise. Children had some opportunities to learn life skills, however these could be further enhanced by them being able to pour their own drinks and be more involved in setting tables. The service agreed to review the mealtimes, more information can be found in practice notes Keeping children safe: supporting positive mealtime experiences in early learning and childcare (ELC) on the Care Inspectorate Hub.

Administration of medication procedures were in place. However, some records were not fully completed. As a result, information was missing which meant the service did not have accurate information to safely administer some medications. Improvement is needed to ensure safe medication procedures are followed (see area for improvement one).

1.3 Play and learning

The daily routine was mostly free flow, where children could self-select what they wanted to play. The outdoor areas were open most of the session and children independently moved between the indoor and outdoor play areas. When lunch and snack time came, children knew the routine and transitioned smoothly from play to task. The daily routine had a good balance, meeting children needs.

Children's early language, literacy and numeracy skills were being supported through planned experiences. Staff understood child development and they provided learning experiences which added depth and breadth to their learning. Children would benefit from more time to pursue their own learning, for example using open ended resources to promote creativity and curiosity. To do this, staff could make better use of observations, considering what children already know and what might interest them.

The service had identified the need to further develop the planning cycle. By having a good balance between responsive and intentional learning will help them achieve this. More information on putting child centred pedagogy into practice can be found in Realising the ambition: Being me document.

Areas for improvement

1. The provider should ensure children's medication is administered following the good practice guidance. This includes, but is not limited to, accurate information being recorded on type, dosage and timings of medication for the staff to follow.

This is to ensure the quality of the management is consistent with the Health and Social Care Standards, which states that: 'Any treatment or intervention that I experience is safe and effective' (HCSC 1.24).

How good is our setting?

4 - Good

We found several strengths impacted positively on outcomes for children and they clearly outweighed areas for improvement, therefore, we evaluated this key question as good.

2.2 Children experience high quality facilities

The service was in a self contained designated wing within St Helen's primary school. There was a secure internal entrance for staff and external entrance for parents. The setting is spacious, with two adjoining classrooms with designated kitchen, toilets and changing facilities. There was a designated outdoor space where children could play outside and children had access to additional out door space in the school playground.

The setting was warm, welcoming and well maintained. The effective use of lamps created a homely, cosy atmosphere. The play areas were designed to promote different areas of learning, such as early language, literacy and numeracy skills. Areas could be further improved to promote more opportunities for children to be creative, curious and extend their learning.

Children's artwork was displayed, which recognised children's achievements and importance of their work however, displays could be more accessible to children. To further enhance the use of displays, staff should consider reflecting on the types of displays used and what audience they are aimed at.

Children had a sense of ownership within the setting and had the opportunity to play on their own, in small groups or in larger groups. The children moved freely between the indoor and outdoor spaces. Staff responded to children's requests and worked well to ensure all areas were staffed appropriately to meet their needs.

We discussed some areas for improvement in the outdoor play area. This included additional safety measures being implemented for when children accessed the school playground. The service had a plan in place to further develop the setting's outdoor play areas. More information can be found in practice note Keeping children safe: supporting curiosity and exploration in early learning and childcare (ELC) (see area for improvement one).

We found good infection control measures were in place with children and staff following good hand hygiene. However, the monitoring of the bins used to dispose of paper towels could be improved and the toilets and nappy changing should not be used as additional storage areas. These areas were addressed before the end of the inspection.

The setting provided children with a friendly, welcoming space, which belonged to them where they could come, play and learn, with the support of caring and kind staff.

Areas for improvement

1. The provider should ensure effective safety measures are in place to minimise the risk to children when they are accessing the school playground.

This is to ensure the quality of care and support is consistent with the Health and Social Care Standards, which states that: 'my environment is secure and safe' (HSCS 5.19).

How good is our leadership?

4 - Good

We found several strengths impacted positively on outcomes for children and they clearly outweighed areas for improvement, therefore, we evaluated this key question as good.

3.1 Quality assurance and improvement are led well

The service had reviewed their visions and values, all those involved in the service had been consulted. As a result, they had a shared vision on the type of service they wanted to provide. This included providing a home from home environment and a place where children's curiosity and imagination can flourish. This provided a good basis for the service to self-evaluate and measure impacts of future changes.

The service recognised that all those involved in the setting, needed to be included in making decisions in how it is delivered. The leaders within the setting were working hard to create a shared approach to self-evaluation and continuous improvement.

Staff worked well together to share their skills and experiences. They recognised strengths and where further improvements could be made. Some staff were unsure of who's role it is to make changes. Leaders should consult with staff to ensure they are aware of how they can get involved in implementing change.

Children and families' views were sought and used to inform the service delivery. They recognised the need to welcome parents and families into the service. They had taken positive steps, for example parents had been welcomed to attend come and play days. They should continue to develop parents access, moving towards returning to welcome parents in at the start and end of sessions.

Quality assurance systems were in place to monitor how well the service is doing. We identified areas where these could be improved, this included not all staff were registered with the Scottish Social Service Council and administration of medication records not being accurately completed. The provider needs to ensure robust systems are in place to monitor and track staff registration(see area for improvement 1).

Areas for improvement

1. To ensure children receive high quality care and support the provider should ensure the service has robust quality assurance systems. This should include, but not be limited to:

- monitoring of medication records and systems to ensure following best practice guidance
- monitoring of accidents and incidents to identify any commonalities and take actions when needed
- submit notification to care inspectorate such as for planned refurbishments
- good practice guidance is being followed
- monitoring and tracking of staff professional body registrations to ensure those required are registered.

This is to ensure the quality of care and support is consistent with the Health and Social Care Standards, which state that: 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19) and 'I experience high quality care and support because people have the necessary information and resources' (HCSC 4.27).

How good is our staff team?

4 - Good

We found several strengths impacted positively on outcomes for children and they clearly outweighed areas for improvement, therefore, we evaluated this key question as good.

4.3 Staff deployment

10 staff were employed within the service to deliver direct care and support to the children. They were supported by the senior management team within St Helen's Primary School and other Local Authority staff.

The staff team provided a wide range of skills and experience to the service. They worked well as a team. They told us they were happy in their roles and worked together to ensure they meet the needs of the children and families. However, staff absences had some impact on service delivery. The provider should ensure minimal disruption by having robust systems to cover the roles and responsibilities of staff when absent.

Staff met regularly to reflect on what works well and discuss where positive changes could be made. Staff were committed to providing the right care and support. They attended various further development events and courses. They shared new thinking and approaches and together, made improvements to the service delivery. Staff should continue to be supported to make positive changes, staff should be encouraged to take on board responsibilities and address any areas for improvements they identify.

The service had ample staff to meet the recommended adult to child ratio. The ratio had been adapted to meet the needs of the children, for example, for children with higher dependency levels. Staff were positioned well throughout the service and were able to appropriately respond to children's needs and provide high quality care and support. The staff communicated well to ensure daily tasks were undertaken without interrupting the children's play.

Staff were caring, kind and respected children's rights. They encouraged children to feel valued and that they were important.

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?	4 - Good
1.1 Nurturing care and support	4 - 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?	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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Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

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