

# Our Lady of Peace Early Learning and Childcare Class Day Care of Children

Our Lady of Peace Primary School  
Erskinefauld Road  
Linwood  
PA3 3PR

Telephone: 03003 000 173

**Type of inspection:**  
Unannounced

**Completed on:**  
30 September 2022

**Service provided by:**  
Renfrewshire Council

**Service provider number:**  
SP2003003388

**Service no:**  
CS2008173283

## About the service

Our Lady of Peace Nursery Class is a childcare service provided by Renfrewshire Council. The service is based within Our Lady of Peace Primary School in Linwood. The service is registered to provide early learning and childcare to a maximum of 58 children aged from three years to those not yet attending primary school. The nursery consists of a large playroom and children can also access the gym hall and the outdoor playground.

## About the inspection

This was an unannounced inspection which took place on 27 September 2022 between 09:30 and 14:45. The inspection was carried out by three inspectors 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 three people using the service and nine parents. We spoke with five staff. We observed practice and daily life and reviewed documents. We completed observations of the care provided and assessed relevant documents that were requested during this inspection. We spoke to management and staff virtually using Teams technology. Feedback was given to the service on 30 September 2022.

## Key messages

- Management promoted and sustained a shared vision for the setting that reflected the aspirations of children and families.
- Effective information sharing between staff, visiting professionals and families supported children in receiving care that was right for them.
- Children were given ownership in risk assessing their own play and learning.
- Management recognised the need for high levels of interaction and support to promote wellbeing and safety.

## 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 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.

### 1.1 - Nurturing care and support

Staff were warm and nurturing in their approach. Staff effectively responded to children's individual needs, for example offering cuddles and comfort if children wished. This supported children to feel valued, safe and secure.

Effective information sharing between staff, visiting professionals and families supported children in receiving care that was right for them. For example, staff worked collaboratively with other agencies to ensure support was easily accessible for any children and families who required it. This supported staff to promote positive outcomes for children and families.

Where children require support with personal care, interactions throughout were warm, caring and nurtured children's security and confidence. We saw lovely examples of the positive relationships staff and children had developed throughout our visit. This supported children's emotional health and wellbeing.

It was clear staff knew children very well. Staff had gathered a range of information which helped them to support children. Children's personal plans took account of the SHANARRI wellbeing indicators. Whilst staff could discuss strategies used to support individual children we found that these were not consistently recorded in detail within children's personal plans. Staff should ensure strategies are recorded within children's personal plans which details how they plan to support individual children, (see area for improvement 1).

To keep children safe, robust processes were in place to support staff in safely administering medication to children who required it. Accidents and incidents were recorded appropriately and shared timeously with parents.

Lunch time was a calm and unhurried experience. Staff and children sat together and engaged in quality conversations. Some children were able to self serve, however this was not consistent. Staff should continue to provide opportunities for all children to be independent during these key times. This will support children to develop important life skills.

### 1.3 - Play and learning

Children were meaningfully and actively involved in leading their play and learning. Staff facilitated this through a balance of spontaneous and planned high quality experiences which engaged children and sparked their curiosity. During our visit, children spent time in the sand area, where staff and children took part in an experience about currant buns. Children sang their currant bun song and made their own currant buns, from sand, ramekins and cherries. This impacted positively on children's development and fostered a sense of achievement.

Planning approaches were child centred and responsive to children's interests. Experiences focussed on developing children's skills in language, literacy and numeracy. This was evident during our visit and children confidently extended their own play and learning experiences with the support of staff. For example, children took part in an experience about their favourite book. This led to children creating their own pictures, writing and identifying the names of the characters and measuring and comparing the sizes of their drawings. This supported children to lead their own play and learning.

Parents told us that children regularly visited their local supermarkets and other shops within their area to purchase some things for snacks. Children also visited the local gym where they took part in dance classes. One parent told us, "My child also enjoys visiting Tesco, the park, the library and more recently the local gym to do an obstacle course! The community links are great." This provided children with opportunities to develop strong connections to their own community.

Children were happy and staff took time to listen to children. The use of effective questioning supported staff to promote children's learning and extend their thinking. For example, children were supported to manage their own risk during outdoor play experiences, with staff asking questions which promoted children to problem solve and be responsible in their play and learning.

### Areas for improvement

1. To ensure children's individual health and wellbeing needs are met, the manager and staff should further develop children's personal plans. This should include but not be limited to, documenting strategies that identify how they will plan to meet children's individual needs.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that: 'My personal plan is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15).

## How good is our setting?

5 - Very Good

### 2.2 - Children experience high quality facilities

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.

The children were cared for in a bright and spacious playroom with a separate cloakroom. The playroom was furnished with quality furniture for children with homely touches, decoration and child led displays. This helped children to feel welcomed and included.

The entrance area provided opportunities for home linking experiences with a lending library and offered an extension of experiences from the playroom for families to explore. This supported parents to feel included in their child's play and learning.

Staff made very good use of facilities within the school, for example the gym hall. This supported children to learn in new environments and promoted positive transitions for children who would move into the primary school.

To support children in leading their own play and learning, resources were easily accessible to children and were linked to children's current interests. The children enjoyed exploring the story of Jack and the Beanstalk, this then progressed onto the children visiting a local supermarket to buy beans and then growing their own 'magic beans'. This enabled children to take ownership in their learning and feel valued and respected.

A rich outdoor play environment had been created in consultation with children and families. Children had daily free flow access to the outdoor area and were supported to help staff develop and maintain this area. Most parents felt the outdoor area was a huge strength in the nursery environment. One parent told us, "The garden is amazing and was one of the deciding factors when choosing a new nursery for my child when I was moving her. I love how the children are out every day and it is such a great space."

Appropriate risk assessments were in place to identify and remove risks to children both indoors and outdoors. Children were given ownership in risk assessing their own play and learning and risk assessed the outdoor area daily. Children had made their own risk assessment for the nursery pet rabbit. This enabled children to feel and stay safe within the learning environment.

## How good is our leadership?

5 - Very Good

### 3.1 - Quality Assurance and improvement are led well

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.

Management promoted and sustained a shared vision for the setting that reflected the aspirations of children and families. The manager told us that staff, children and parents had worked together to design a shared vision for the service. Quality learning through play was at the heart of improvement planning and the school improvement plan had been tailored to suit the specific needs of the nursery.

Staff took on specific leadership roles within the service and worked together with their colleagues to share responsibility for the process. Staff told us they felt supported and that management created conditions where staff felt confident to initiate well-informed change.

Improvement of the service was a priority for staff and management. The service had developed strong working relationships with children and families and used a variety of ways to gather parents' views, for example questionnaires. This helped to inform the development and improvement of the service and supported parents to feel involved in their child's care, play and learning.

Children benefitted from a culture of continuous improvement. Robust self-evaluation processes enabled management and staff to deliver high quality care and support tailored towards children's and families particular needs and choices.

## How good is our staff team?

5 - Very Good

### 4.3 - Staff deployment

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.

Staff were appropriately deployed throughout the day which meant that children's individual needs were being met consistently. Management recognised the need for high levels of interaction and support to promote wellbeing and safety. Staff breaks were planned to minimise impact on the children during key times, for example sufficient staffing levels during lunch time. This supported quality interactions between staff and children.

Children were prepared in advance for their key workers absence, wherever possible. Families and children were kept informed and are introduced to any temporary staff in the team who may be caring for their children. The manager told us staffing updates were regularly shared with parents and a list of staffing was available in the nursery welcome packs. This supported children's emotional wellbeing.

Staff communicated very well with their colleagues when a task took them away from their responsibilities. For example we saw staff alerting each other if they had to leave their zones. This supported staff in ensuring children were kept safe and their wellbeing needs continued to be met.

## What the service has done to meet any requirements we made at or since the last inspection

### Requirements

#### Requirement 1

In order to ensure that staff required to register with the Scottish Social Services Council complete registration within six months of commencing in post. The provider and management must ensure that staff make an application to do so as soon as possible following appointment, so that they are registered by the required date of registration. This is to ensure that care and support is consistent with the health and Social Care Standards which state that: 'I am confident that people who support and care for me have been appropriately recruited' (HSCS 4.24) and in order to comply with Regulation: Fitness of employees of the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011.

**This requirement was made on 17 December 2019.**

#### Action taken on previous requirement

All staff were registered with the SSSC within the appropriate timescales.

**Met - within timescales**

## 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 management team should systematically review the service procedures for safe storage and administration of medication with a focus on updating the recording and auditing systems to ensure they reflects best practice guidance, 'Management of medication in day care of children and childminding services'.

**This area for improvement was made on 17 December 2019.**

#### Action taken since then

Medication forms are in place. Medication is stored in individual, labelled and sealed bags in a locked cupboard out with the reach of children.

#### Previous area for improvement 2

The management team should develop risk assessments for all areas of the service which children have access to including outdoors. Risk assessments should identify all potential hazards and the safety measures the service plan to implement to minimise risks.

**This area for improvement was made on 17 December 2019.**

#### Action taken since then

Risk assessments are in place and reviewed regularly.

### 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?	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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