Craighead Nursery Class
Day Care of Children

Craighead Primary School
Craighead Road
Milton of Campsie
Glasgow
G66 8DL

Telephone: 01419 552 271

Type of inspection:
Unannounced

Completed on:
3 May 2023

Service provided by:
East Dunbartonshire Council

Service provider number:
SP2003003380

Service no:
CS2003014684

About the service

Craighead Nursery Class is located within Craighead Primary School. The service is provided by East Dunbartonshire Council and is located in a residential area of Milton of Campsie.

The service is registered to provide a care service to a maximum of 53 children aged 2 years to those not yet attending primary school. The service has one large open plan playroom with direct access to an outdoor play area.

About the inspection

This was an unannounced inspection which took place on 23 April 2023 between 9.00 and 15.00. 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 8 people using the service and 24 of their family
- spoke with 8 staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- The management and staff team had created a welcoming, inclusive, nurturing, safe and caring environment for children.
- Staff worked effectively as a team to meet children's individual needs.
- Children of all ages and abilities were developing their curiosity, imagination and problem solving skills through good quality play experiences.
- The manager was passionate about and committed to delivering positive outcomes for children.
- Management and staff were making good progress with using self-evaluation processes to plan improvements.
- Management should continue to progress plans for further development of the outdoor play area.

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?	4 - Good
How good is our leadership?	4 - 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 people, therefore we evaluated this key question as very good.

1.1 Nurturing Care and Support

Children experienced warm and nurturing care to support their wellbeing. They were cared for by kind and caring staff who knew them very well. Staff demonstrated a genuine interest when interacting with children. They engaged effectively with children to extend discussion and facilitate learning. They supported children to lead their learning and shared information with each other to promote consistency and continuity of care. Children told us that they enjoyed coming to nursery and playing with their friends.

Staff had gathered lots of information about children which was contained in personal care plans. There were strong relationships with families, and staff worked closely with them to obtain key information about their children. Care plans were reviewed regularly to ensure they reflected children's individual preferences, likes and dislikes.

Children's Learning Journals were informative and demonstrated next steps for learning. The leadership team had introduced a new planning system to improve efficiency in tracking children's learning and development. We discussed how parents and children could be involved in evaluation of this.

Staff worked very hard to develop and implement strategies to support children with additional support needs by including additional information in their care plans and engaging with other agencies. One staff member had a leadership role in supporting families in the centre. Transitions and enhanced transitions were carefully managed to support children and parents and help them to be ready for school.

Staff had recently introduced a new lunchtime experience for children to ensure that children enjoyed a relaxed, unhurried lunch. Lunch areas were homely and welcoming and staff sat alongside children to ensure that they enjoyed a calm, sociable experience. Children were developing their independence by pouring their own drinks and clearing away their plates after lunch. During the inspection visit, lunch took a bit longer to serve and some children waited for their food. However, staff observed and acknowledged this issue and discussed action to be taken to avoid this happening in future.

Staff had a good understanding of children's health needs. Several staff were trained in first aid should children require medical assistance. Medication was very well organised and documented and was safely stored.

Parents commented:

"My child loves coming to nursery and I think the playroom setting is great as is the outdoor area. All of the staff are very attentive and I am confident my child is well cared for".
"We're very happy with all aspects of our son's experience at nursery, and really appreciate the obvious care and attention the staff provide".
"I think the links with the primary school are great, and will really help my son's transition".

1.3 Play and Learning

Children were well supported to learn and develop through their play and learning. Planning approaches to play and learning were child centred. The learning environment provided opportunities that promoted curiosity, experimentation, imagination, and challenge. For example, we saw children having lots of fun building structures in the construction area, using a large measuring stick to measure distance jumped from a raised platform and creating greetings cards. Children were actively leading their play. They were encouraged to make choices and be independent; important skills to support a confident transition from nursery to primary school.

Staff responded to children's interests in a meaningful and engaging way. We observed staff using effective questioning to scaffold and extend children's thinking and learning. We saw children shaping and designing their own play outdoors, this led to imaginative play and problem-solving.

Children had access to lots of play experiences and stimulating and challenging resources to help them to develop their skills in language, literacy, and numeracy. For example, children were very engaged and actively listening to a story in the book corner. There were plans for children to learn life skills, planting, and growing vegetables. We discussed how this development could provide children with opportunities to lead a learning group, build confidence and social skills.
There was a focus on children's rights, promoting the safety and protection of children. These initiatives supported children to be happy, confident individuals who were making progress in their learning and development.

We were satisfied that the service had appropriate infection control procedures in place to support a safe environment for children and staff. We saw strict handwashing routines for both staff and children before enjoying snack and lunch.

Outdoor play and learning was embedded in the service. Children enjoyed free flow access to the outdoor area where they enjoyed loose parts, open ended play. They also regularly accessed forest school in their woodland area where they learned about nature, risk and safety. This allows children to develop self confidence, independence and self esteem.

Parents commented:

"I think the nursery makes very good use of the small outdoor space they have. It's lovely to see all the children out playing with different activities".

How good is our setting? 4 - Good

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

2.2 Children experience high-quality facilities

The setting was well planned, comfortable and welcoming. Children had lots of space to freely move around indoors and outdoors. Staff had created a homely environment with space for children to relax. There was lots of natural light and ventilation with playroom doors always open to the outdoor area. Play spaces reflected children's interests and provided a range of opportunities for active play and learning. Resources were of good quality and were accessible to children. We asked the leadership team to review resources for younger children aged 2 years to ensure that children were well supported in their play.

We saw staff helping children to use resources in their own way to develop their play and match their own interests and intentions. Children were shaping and designing their own play outdoors, supporting imaginative play and problem-solving. Children were settled and confident within their environments, accessing and taking part in the experiences on offer.

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

Children had forest school opportunities in a nearby wooded area. Staff had created safe and secure natural spaces with challenge for children and fun experiences. Children enjoyed learning about the natural world, risk and safe play and were carrying out risk assessments with help from staff.

There were playroom quality assurance checklists and risk assessments in place to monitor areas and ensure safety and security for children. Staff worked well together to identify and minimise risk to children within the setting, both indoors and outdoors. This meant that children's activities were not compromised and they were supported to enjoy challenging, fun experiences.

Accidents and incidents records were completed and shared with parents. Monthly audits were carefully completed 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. Children's personal information was safe and protected. The premises and resources and equipment were well maintained.

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.

3.1 Quality Assurance and improvement are led well

The service had recently consulted with parents to create a clear vision for the service. There was a range of quality assurance processes in place to ensure that children experienced good outcomes. These involved children and families and included moderation of planning, children's voice and parent questionnaires to obtain feedback.

Self evaluation and improvement plans facilitated continuous improvement and supported improved outcomes for children and families. Staff regularly engaged with children and parents to encourage them to contribute to learning journeys, share in their child's learning and inform planning and development of the service. We saw parents /carers being warmly welcomed at the end of the day and staff sharing information about the child's day.

Staff spoke confidently and passionately to us about their champion roles in the service, for example, outdoor learning, forest school, supporting families. They had responsibility for developing areas within the nursery and confidently used national guidance to inform their practice.

A new planning system had recently been introduced to ensure that gaps in children's learning were easily identified. Staff were involved in evaluating this. The leadership team should support staff with

opportunities to further develop their skills in self-reflection and evaluation to improve outcomes for children.

The service was well led by a strong, approachable manager. Within the leadership team she provided good direction to staff who were committed to providing children and families with positive experiences. We could see, and staff told us, that there was a strong sense of teamwork and an open and honest ethos in the service. There was good staff morale which impacted positively on children's experiences. Staff told us they would benefit from more involvement in service development and the opportunity to use all of their skills. They would also welcome increased time for collegiate working, regular professional development opportunities and more frequent staff meetings.

Parents' comments included;

"I have only ever had positive experiences with the staff and my child knows them all by name and appears very comfortable with them".

How good is our staff team? 5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for people, therefore we evaluated this key question as very good.

4.3 Staff Deployment

Staffing levels supported delivery of very good care. A full complement of staff each day meant that children received one-to-one care when needed. Children benefitted from having a consistent staff team who almost all worked the same hours in the service each day. This helped to promote continuity of care for children with staff sharing information and observations of children with other staff.

Staff were well deployed based on expertise and experience to ensure that their differing experience, knowledge and skills were well used to support children. Effective staff deployment also ensured very good supervision of children, for example, staff communicated when a task took them away from their responsibilities, ensuring children were safe.

Staff told us that they were well supported by the leadership team. This helped to build positive working relationships. Staff were generally 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.

Arrangements were in place to promote continuity of care across the day and ensure positive transitions and communication with families. Keyworkers were available to chat and exchange information with parents. Parents could contribute to children's learning journals and easily follow play and learning activities.

There was a very respectful ethos in the service with staff treating children as individuals. Staff communicated well with each other and worked together to ensure effective supervision and quality engagement with children across the day.

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.

Staff who completed questionnaires commented:

"Staff are friendly and children are happy in the environment. Senior and management listen and are very supportive".
"Staff know all of the children very well. There is a very nurturing approach".
"As I am part time I find communication sometimes an issue".
"Our outdoor area is in the process of being developed, we are working with families to assist us in developing our garden area and hopefully maintain it".

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

Continue to develop effective approaches to self-evaluation to improve the consistency of learning, teaching and assessment across the nursery and primary stages.

This area for improvement was made on 14 March 2019.

Action taken since then
The service is making good progress with this area for improvement.

Previous area for improvement 2

Improve attainment in literacy and numeracy, and across the wider curriculum.

This area for improvement was made on 14 March 2019.

Action taken since then
The service is making good progress with this area for improvement.

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?	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?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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