St Peter's Early Learning and Childcare Class Day Care of Children

St Peter's Primary School
Braehead Road
Paisley
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Telephone: 03003 000 188

Type of inspection:
Unannounced

Completed on:
12 September 2022

Service provided by:
Renfrewshire Council

Service provider number:
SP2003003388

Service no:
CS2003014769

About the service

This service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011.

St Peter's Early Learning and Childcare Class is a daycare of children service located within St Peters Primary School, in a residential area in the town of Paisley, Renfrewshire. The service is provided by Renfrewshire Council.

Staff provide early learning and childcare for up to 42 children. This includes 10 children aged from two years to three years and 32 children from three years to those not yet attending primary school. The service operates a morning session, afternoon session and full day placements for a number of children.

About the inspection

This was an unannounced inspection which took place on 5 September 2022 between 09:20am :and 15:00pm. 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 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 four people using the service and thirteen parents. We spoke with five staff and the head teacher. 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 12 September 2022.

Key messages

Children experienced warm, caring and nurturing approaches to support their overall wellbeing.

Planning approaches were child centred, as a result children were happy and progressing well.

Infection prevention and control and food safety practice provided high levels of safety for children.

Management created conditions where staff felt confident to initiate well informed changes.

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 evaluated this key question as good as several strengths, taken together, clearly outweighed areas for improvement.

1.1 - Nurturing care and support.

Children experienced warm, caring and nurturing approaches from staff. Staff supported all children during times of key transitions. For example, new children settling. We saw a lovely interaction between staff and a child who had recently joined the nursery. Staff were skilled in supporting and comforting the child during this period of transition. Staff recognised daily routines as a rich opportunity to form close attachments and strengthen nurturing relationships, For example, supporting children to wash their hands and assisting children to change their clothes after time in the garden. This supported children's overall wellbeing.

Practice by staff reflected families personal preferences and promoted children's independence, privacy and dignity. It was evident from staff practice that all staff valued children's rights and incorporated rights based practice into their everyday routine. For example, we observed staff ask children "can I wipe your nose?" and "would you like a cuddle?" This supported children to feel respected and valued.

Lunch time was a calm and relaxed experience. Staff sat with children during mealtimes and engaged in meaningful conversations. Some staff ate with children, this supported children to develop their social skills. Food choices were nutritious and reflected current guidance. Allergen information was on display and available for staff. Across the service there were some opportunities for children to be independent during mealtimes, however this was not always consistent. Staff should consider how they promote independence during mealtimes. This will support children to develop life skills.

Staff were knowledgeable about the potential impact on children of adverse childhood experiences. We saw very good examples where staff had implemented different levels of support, through multi-agency working. This supported children and families in receiving the right support and promoted positive outcome for children and their families.

Staff supported the emotional resilience of children through holistic and nurturing approaches. For example, staff used the Promoting Alternative Thinking Strategies (PATHS) and the 'Colour Monster' story to help children develop an understanding of their emotions. During our visit, we saw staff and children discuss the different colours of the emotions they were feeling at times throughout their day. This supported children in understanding the emotions of themselves and others.

Staff had gathered and recorded important information about children, however children's personal plans did not reflect how staff planned to meet children's induvial needs. To support children's overall wellbeing, staff should ensure strategies are recorded that detail how they will meet the individual needs of children. (See area for improvement 1)

1.3 - Play and learning.

Children were actively involved in leading their play and learning. Staff provided some responsive experiences that promoted children's choice and independence. For example, children were able to choose

materials to use during painting and playdough experiences.

There were some opportunities for children's play and learning to be enhanced through their own and school community. For example, whilst outdoors in the garden area, we saw siblings and some neighbours of some of the children coming over to chat during their school break time.

Planning approaches were mostly child centred , as a result children were progressing well and happy. However, we identified some gaps in planning for children. We discussed with the management team that planning approaches should be consistent and improved to reflect all children's interest and life experiences. This will support staff to provide meaningful and engaging experiences for all children. (See area for improvement 2).

Staff had a good understanding of child development theory and practice and used this to support them in facilitating learning experiences for children. For example, the Senior Early Learning and Childcare Officer supported the staff team, including the graduate, to engage in Froebel professional learning opportunities. This supported staff to begin to develop and implement these principles and promote positive outcomes for children.

Good observations and skilled interactions promoted children's creativity and curiosity. For example, in the outdoor we observed some staff use effective questioning to extend and scaffold children's thinking and learning through play.

Strategies to record progress and achievements were in the early stages of development. We would encourage staff to further embed these to develop a broad range of life learning skills. This will support staff in ensuring children continue to positively progress over time.

Areas for improvement

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

2. To ensure children's learning is reflective of their current needs and interests, staff should continue to develop effective planning processes. This should include, but not be limited to consulting with children and using their views to shape play and learning experiences.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'As a child I can direct my own play and activities in the way that I choose and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity'. (HSCS 2.27)

How good is our setting? 4 - Good

2.2 - Children experience high quality facilities.

We evaluated this key question as good as several strengths, taken together, clearly outweighed areas for improvement.

The setting was comfortable and furnished to a good standard. Playrooms were welcoming with plenty of natural light and ventilation. Cosy spaces were available for children to rest and relax if they wished.

The indoor and outdoor environments were structured and took account of children's stages of development and learning. To ensure spaces reflect children's current interest and curiosities, staff should continue to consult with children and use their views to inform changes. For example, staff told us about a recent garden renovation however, we were unable to see any evidence that staff had consulted with children. This will support children to be involved and direct their own play and learning.

We found that good progress had been made in improving the outdoor space. Older children were engaged and staff had provided a range of open ended resources which promoted children to explore and problem solve. We discussed with the management that children in the younger age group did not appear to have the same opportunities outdoors. The service should continue with their plans to further develop their outdoor area, particularly for children aged two - three years.

Risk assessments were in place and staff worked together to identify and remove risks within the setting, both indoors and outdoors. Children had some opportunities to manage risk in their play however, this could be further developed. This will support children in understanding and assessing their own risk.

How good is our leadership? 4 - Good

3.1 - Quality assurance and improvements are led well.

We evaluated this key question as good as several strengths, taken together, clearly outweighed areas for improvement.

Management created conditions where staff felt confident to initiate well informed change. Some staff had recently taken part in Froebel training and elements of Froebel's principles were evident within the setting. For example, staff had developed the snack area using larger tables and chairs and real crockery. This provided children with the opportunity to develop important life skills and experience a more homely snack time.

Management and staff told us they had regular informal discussions about what the felt they would like to improve within the setting. We saw some evidence of formal self evaluation processes however, these were in the early stages of being developed. To support continued improvements within the setting, self evaluation process should continue to be developed and embedded. (See area for improvement 1).

Children and families views were actively sought following planned events. For example, parents were asked for feedback following stay and play sessions and other larger events at the setting. This supported staff in using parents views to shape further improvements and celebrate success.

Through the effective use of social media, children's success and achievements were shared with families and the service. For example, parents were encouraged to share children's likes and dislikes prior to children settling in the nursery. This supported parent's to be included in their child's learning. Staff told us parents were able to share children achievements out with the setting. For example, dancing awards and sharing well liked recipes. This supported children to feel valued.

Staff are supported to reflect together during daily meetings. We saw some evidence within staff's individual planning that these reflections and peer discussions influenced planned learning experiences for children. This supported staff in ensuring that children's individual needs were met and their interests taken account of.

Areas for improvement

1. To support continued improvements within the setting, staff should continue to develop and embed self evaluation processes. This should include, but not be limited to, formalising and documenting discussions and reflections of what the service does well and how the service can improve.

This is to ensure 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).

How good is our staff team? 4 - Good

4.3 - Staff deployment

We evaluated this key question as good as several strengths, taken together, clearly outweighed areas for improvement.

Staff ensured children were accounted for at all times and the environment was safe and secure. Staff communicated well with colleagues when a task may take them away from their responsibilities. For example, changing a child or bathroom breaks. In doing so, children's activities were not compromised and they were supported to enjoy fun play experiences.

Arrangements were in place to support continuity of care across the day and ensure positive transitions internally and externally. Staff breaks were mostly planned to minimise the impact on children. However, on two occasions, we found that in the younger age group, the support worker, who provided care for the children, was not supervised by a qualified Early Learning and Childcare Officer. To support staff to continue to care for children safely, management should review the deployment of staff to ensure there are sufficient qualified numbers of staff at key times when children may require personal care. (See area for improvement 1).

A culture of mutual respect and peer support was evident. Staff spoke positively of the support they had received from the senior early learning and childcare officer and the team as a whole. Staff told they felt their emotional wellbeing was prioritised. This supported staff to feel respected and valued.

Areas for improvement

1. To support staff to continue to care for children safely, management should review the deployment of staff. This should include, but not be limited to ensuring there are sufficient qualified numbers of staff at key times when children may require personal care.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that: 'My needs are met by the right number of people'. (HSCS 3.15).

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

Management should ensure individual personal plans are consistently in place for all children, reflecting children's individual health, welfare and safety needs and reviewed with parents in line with legislation.

This area for improvement was made on 10 December 2018.

Action taken since then
A written personal plan was in place for all children within the service.

Previous area for improvement 2

Snack and mealtime experiences should be reviewed and developed to support children's wellbeing. Children should experience a well-balanced diet through healthy and nutritious snacks and meals. The service should plan snacks to ensure that nutritional requirements are met, in line with best practice guidance. The benefits of providing healthy lunches and snacks for children's health and wellbeing should be shared regularly with parents, particularly parents providing packed lunches. Information on foods provided and allergenic ingredients used in foods should be provided to parents.

This area for improvement was made on 10 December 2018.

Action taken since then
The snack menu was reviewed in line with the current 'Setting the Table' guidance. Parents were provided with information about the services policy of helathy snacks and lunches.

Previous area for improvement 3

Staff should recognise that some children have a preference for learning outdoors and should minimise the barriers for them accessing the outdoor space. Management should review the outdoor provision and include planning for outdoor learning within the planning cycle. Children should have routine daily access to a stimulating outdoor play area.

This area for improvement was made on 10 December 2018.

Action taken since then
The outdoor provision has been developed to provide most children the opportunity to engage in quality outdoor play and learning experiences.

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	5 - Very 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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