St Constantine's Nursery Class
Day Care of Children

45 Drumoyne Road
Govan
Glasgow
G51 4AX

Telephone: 0141 445 6875

Type of inspection:
Unannounced

Completed on:
30 August 2019

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Service no:
CS2003014802

About the service

St Constantine's Nursery Class registered with the Care Inspectorate in April 2011. The service is provided by Glasgow City Council and is located within St Constantine's Primary School in Govan. The nursery class is registered to provide care to a maximum of 30 children aged three years to those not yet attending Primary School. The accommodation includes a main playroom, an outdoor area, toilets and nappy changing facilities, laundry and kitchen. The nursery aims to: "provide a safe, welcoming environment. Learning experiences will be stimulating and tailored to the developmental needs and interests of the children in our care. Provision will be based on national and local guidelines, which begin to formal and spirit as well as letter."

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure they have the best start in life, are ready to succeed and live longer, healthier lives. We check services are meeting the principles of Getting it right for every child (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. GIRFEC supports children and their parents to work with the services that can help them. There are eight wellbeing indicators at the heart of GIRFEC: safe, healthy, achieving, nurtured, active, respected, responsible and included.

What people told us

Children attending on the day of inspection were observed as happy, busy and engaged. Positive, nurturing relationships had developed between staff and the children as well as with the children themselves. We found the whole staff team were very kind and caring with respectful approaches observed.

We found staff responded in a sensitive and supportive manner to the children during play, for example, as they: engaged in rhythmic sound making with various percussion instruments including tambourines and shakers; developed their understanding of the properties of water when experimenting with bubbles during water play; designed and built a range of constructions using cones and crates; engaged in imaginative role play in a large wooden house; planned and navigated different routes using a variety of wheeled toys outdoors.

We issued 25 questionnaires for parents and carers, 13 were completed and returned before the inspection. During the inspection we spoke with an additional four parents. Feedback from parents and carers was very positive. All 'strongly agreed' or 'agreed' that they were happy with the overall service provided by staff and management. Comments included the following:

"Me and my child are very happy with this nursery. It's such a positive place to play and learn. It's always super clean as all nursery staff are amazing. I have a hundred per cent trust in them looking after my child."

"My child likes playing outside with his friends. He talked positively about staff. He is very happy in their company and wants to come each day. We can see his progress in his profile and the staff share a good amount of information."

"It's great. It has supported my child's evolution. The main selling point is the friendliness of the staff."

"I am extremely happy with how the staff have treated my daughter and I would a hundred percent recommend this nursery to friends or family."

"I am very happy with the nursery. My child has now talking lots. It's great - no complaints from me. I like the times it runs and that the staff are friendly and approachable. My child likes going to the gym, games hall, painting and going for walks in the park."

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their own improvement plan and quality assurance paperwork. These demonstrated their priorities for development and how they were monitoring the quality of provision within the service.

From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	not assessed
Quality of staffing	not assessed
Quality of management and leadership	5 - Very Good

What the service does well

The service's planning approaches for children's care, learning and development ensured they experienced positive outcomes. Throughout the various indoor and outdoor play sessions we observed it was clear that children experienced sensitive, responsive and respectful caregiving. Staff were aware of what learning was taking place for children and followed an effective system for recording this. Staff encouraged genuine partnerships that respected parents' knowledge of the children and used conversations with, and observations of, children to implement support and plan for their needs. Children were given opportunities to make sensible choices about their learning by being involved in making decisions about what could be provided. Overall the approaches we observed supported children to develop close, positive relationships with staff and provided continuity in their care and learning.

Staff demonstrated a comprehensive understanding of the policies and procedures in place to ensure care and welfare of children including children protection. All staff received regular professional learning in safeguarding and told us they were confident in dealing with child protection concerns. The head teacher had undertaken enhanced child protection training to support her role as child protection co-ordinator, ensuring continued safeguarding of children within the nursery.

Staff were given opportunities to become part of action groups and take on leadership roles in areas of the curriculum in which they had identified a particular interest or strength. These covered a broad range of areas such as: social and emotional learning skills; phonological awareness; numeracy; bikeability cycle training; monitoring and tracking of learning and development; outdoor learning; science, technology, engineering and maths (STEM); building a communication friendly nursery. The distributive management style contributed to positive outcomes by increasing the range of approaches available to meet children's individual needs.

All staff contributed to the service's improvement plan that set out the service priorities and expectations for improvement. The collaborative approach to self-evaluation ensured staff engaged in regular discussion of the impacts of recent improvements and changes within the nursery class. These approaches supported everyone involved within the family centre to develop a shared understanding of its vision, values, strengths and improvement needs.

What the service could do better

We had discussions with staff about the pace of children's learning through play and the frequency of their entries within individual learning profiles setting out next steps for children. We found some individual learning profiles could be used more effectively to document the flexibility displayed by staff in their responsive support for children's play. Staff agreed, that their observation and recording approaches could be adapted to capture more of the depth and richness of the learning children experienced through play.

We discussed with staff big book planning and observation approaches that could help children to reflect on and evaluate shared play experiences that they found particularly engaging and challenging. We discussed with staff how this would enhance the systems already in place for recognising children's achievements as well as promote children's sense of ownership and leadership of play.

We highlighted other planning approaches that focus on capturing and responding to the play interest of a child or group children in the present moment. Staff agreed that this more responsive approach to play area planning could enhance the flexibility of the systems that were followed. It will increase opportunities for staff to reflect on when children display deep level engagement in their play and support them to provide greater autonomy and choice as to how this will be taken forward.

We discussed with the management team how leadership roles for staff could be extended using indicators from national quality assurance tools, such as 'How good is our early learning and childcare?' This will enhance the robust systems already in place for engaging parents and carers in their children's early learning and development.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Complaints

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

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

There are no outstanding recommendations.

Inspection and grading history

Date	Type	Gradings	
19 May 2016	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 4 - Good
28 May 2015	Unannounced	Care and support Environment Staffing Management and leadership	3 - Adequate 5 - Very good 4 - Good 3 - Adequate
22 Sep 2014	Unannounced	Care and support Environment Staffing Management and leadership	3 - Adequate 3 - Adequate 3 - Adequate 3 - Adequate
7 Mar 2012	Unannounced	Care and support Environment Staffing	4 - Good Not assessed 4 - Good

Date	Type	Gradings	
		Management and leadership	Not assessed
20 Feb 2009	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good 4 - Good 4 - Good 4 - Good

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