Lourdes Primary School Nursery Class
Day Care of Children

150 Berryknowes Road
Glasgow
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Type of inspection:
Unannounced

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Service provided by:
Glasgow City Council

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Service no:
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About the service

Lourdes Primary School Nursery Class is registered as a day care of children service. The service is provided by Glasgow City Council to provide a care service to a maximum of 40 children not yet attending primary school.

The service is based in a self-contained area within Lourdes Primary School. There are two main playrooms and direct access to an enclosed garden area. The children can play indoors and outdoors throughout the session. Children access the dining hall for lunch. They also have a space they can use as a library within the lunch hall at quiet times, and access to the school gym hall. The entrance to the school is off a busy main road and the area is a no drive zone at the beginning and end of the day.

About the inspection

This was an unannounced inspection which took place on 13 and 14 June 2023 between 09:00 and 16:00. Two inspectors carried out the inspection.

To prepare for the inspection, we reviewed information about the service. This included registration information, information submitted by the service and intelligence gathered since the service was registered.

To inform our evaluation of the service we:

- observed practice and daily life
- spoke with 30 children using the service
- gathered the views of five parents
- reviewed documents
- spoke with the head teacher, team leader, lead practitioner for attainment and the staff team.

Key messages

- The children were confident and happy. They were playing and having lots of fun.
- Staff were kind, caring and nurturing. They worked well as a team to ensure positive outcomes for children.
- The children will benefit from further opportunities to free flow to the outdoor area.
- The planned improvements for the lunchtime experience will give children a more positive and relaxed experience similar to the snack experience provided within the playroom.
- Changing facilities for supporting children with personal care should be improved to ensure children's privacy and dignity.

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?	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? 4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children and young people's experiences.

Quality indicator 1.1: Nurturing care and support

Children were happy and confident and had made strong friendships with their peers. Staff were nurturing and warm in their approach with children. Staff knew the children's individual needs well and this contributed to positive outcomes for children. Personal plans were used effectively and took account of wellbeing indicators. They were regularly updated and showed communication with families and other agencies to support children's wellbeing and development. There was an opportunity to include children and parents in the plans more, for example, a what we can do at home section. Partnership working enabled children to be well supported using strategies targeted to their individual needs. The service's involvement and engagement with other professionals in multi-agency meetings meant that information was shared with the right people at the right time. This supported children's confidence, and supported them to achieve and develop.

The rolling snack experience for children within the playroom was a positive unhurried experience where children were encouraged to be independent. Staff engaged in conversation with them and let them choose what they would like to eat and drink. This gave children a sense of choice and independence. There was an opportunity to extend literacy skills, encouraging children to find their own names and record what they had for snack.

Management and staff were planning on improving the lunch experience for children. The busy lunch hall did not lend itself well for the children to have a positive lunch experience. A quieter space, where children and staff can engage in conversation in small groups choosing food, would make this a more inclusive and positive experience. Plans were in place to take this forward in the new term.

Parents were invited into the playrooms for stay and play sessions in small groups. Parents shared with us that this was a positive way to connect with their child's play and learning. At the beginning and end of the sessions, parents were greeted at the door by staff. We asked the head teacher to consider further opportunities to welcome parents into the service. This will support children's transitions and further develop secure relationships.

Management and staff had a clear understanding about how they safeguarded and protected children. Staff knew who the child protection co-ordinator was and what their responsibilities were to keep children safe. There were records in place to ensure the safety and wellbeing of children. All of this contributed to children being safe and protected.

Medication was stored in line with best practice guidance. The service used the local authority medication forms in relation to consent for medication. They should identify clearly, using the form, where a child has had the first dose of any new medication and what they would do if a child spits out or refuses medication. This will ensure they have more robust consent for medication in line with their own policy.

Quality indicator 1.3: Play and learning

Children were leading their own play and learning through a balance of planned play experiences and spontaneous play opportunities. Children were playing and having fun and were well-supported in their play and learning by the staff team. Playrooms were well-resourced with high quality challenging experiences. Children's play opportunities were open-ended and this promoted curiosity, imagination and creativity. Children were playing indoors and outdoors. Staff were working towards developing a free flowing indoor/ outdoor experience throughout the day to benefit children. Outside children were making dens. They had a range of open ended resources and they were adapting and using the equipment available to them to build and create, using lifelong skills they were developing in engineering and creativity. Further consideration should be given to making sure that there are less interruptions to children's play by having more extended opportunities to play outdoors.

Children had very good opportunities to develop language, literacy and numeracy skills throughout play spaces and during familiar daily routines, such as snack, transitions and choosing and selecting resources. Children's interests and next steps were clearly reflected in the play experiences available in each of the playrooms. As a result, children took the lead in their play and learning. Children enjoyed sharing their paper learning journals with us and sharing their work and achievements. Seesaw, a digital platform that was shared with children and families, showcased children's learning journeys and recorded their ideas, thoughts, plans and outcomes. This was alongside the paper journals that children were contributing to. Having sampled children's learning journals, we could see how staff shared children's learning and development with families and how they had the opportunity to contribute and make comment about their child's learning and planned learning experiences. Parents shared with us that they felt involved in their children's experiences and their ideas and suggestions were welcomed by staff.

How good is our setting? 4 - Good

We evaluated this key question as good, where there were important strengths with some areas for improvement.

Quality indicator 2.2: Children experience high quality facilities

Playrooms were welcoming, comfortable, clean and well-maintained, with plenty of natural light and ventilation. The areas available to children were well-resourced to offer an exciting and challenging environment for children to play and learn. There was good space for children to move around and the layout presented itself well for challenging play opportunities. Children benefited from direct access to an enclosed outdoor play area. Children would benefit further from more regular free flow access between the indoor and outdoor environment. This will allow less interruptions to children's play and allow for extended depth of play and learning. The provider should ensure that as they extend free flow opportunities for children, they have a clear risk assessment in place for the exterior wall, the exterior wall was internal to the playground.

Play spaces took account of children's stages of development and care needs. Spaces used by the children contained an extensive variety of high-quality resources that enriched children's play and reflected their interests and curiosities. As a result, all children were having fun.

Children were protected from harm through various safety measures. Risk assessments were in place and a secure door entry with staff monitoring the doors was in place to ensure the wellbeing of children. Handwashing sinks were available, and we saw effective handwashing was in place for children and staff.

Nappy changing facilities were not available within the nursery. Where children needed support with their personal care, staff could take them to a designated area within the school. Staff mostly used a toilet cubicle and were considerate of children's privacy and dignity. This space did not meet the criteria for a suitable changing space that supported children's personal care. We have signposted the provider to best practice guidance in relation to nappy changing facilities. We have made an area for improvement in relation to this (see area for improvement 1).

Children's information was stored safely and securely and complied with best practice guidance. Electronic information was protected through appropriate systems and met general data protection guidance.

Areas for improvement

1. The provider should ensure that there are suitable changing facilities available for children. Changing facilities for children over two years should promote privacy and dignity and be easily accessible for staff.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "If I require intimate personal care, there is a suitable area for this, including a sink if needed" (HSCS 5.4).

How good is our leadership? 5 - Very Good

We evaluated this key question as very good, where there were major strengths that were impacting positively on outcomes for children.

Quality indicator 3.1: Quality assurance and improvement are led well

Staff were committed to providing the best care and play experiences for all children, this was evident in the quality of interactions we saw throughout our visit. The management team was committed to ensuring very good links with staff. The head teacher and nursery team leader had close working relationships to support the overall quality of the nursery and ensure strong links with the whole school and learning community. There were established links across the early level of the school and this contributed to strong partnership working and effective transitions.

Self-evaluation was underpinned by current best practice and supported the delivery of high-quality care. Regular opportunities for staff to meet and engage in professional dialogue supported responsive and inclusive care that met the wellbeing needs of all children. Children were confident, engaged and benefited from a staff team who were skilled in their approach. Staff took lead roles across areas of the service and confidently shared the impact these had on children's experiences. Parents also shared that the children experienced quality care from staff.

The Seesaw app was a positive way of sharing and collaborating with staff. The improvement journey in relation to providing rich engaging literacy experiences that sparked children's interests was evident through children's development and progress. This was shared with parents using Seesaw. Parents were encouraged to attend stay and play sessions where they could engage with their child's play and learning. The service was continuing to plan for improvements including further development of the outdoor area and being more sustainable. There had also been professional dialogue on the way they could improve the lunch time experience for children to bring it in line with the quality snack experience provided within the playroom for children. All of this showed that the management, staff and stakeholders were working together to improve outcomes for children.

Staff were valued and supported by the management team. This meant that children benefited from a staff team who were motivated and responsive to meeting their needs. Leadership opportunities, training and development and mentoring opportunities for staff in areas such as Eco drama, sustainability, literacy and numeracy had developed staff confidence. Staff were continuing to assess and develop the experiences provided for children and worked together as a strong team to provide a quality experience for families. The positive ethos meant they were proactive in adapting to change and taking forward the improvement agenda. Staff worked well at carrying out small tests of change that meant everyone was on board with the improvement journey and they were successfully implementing improvements.

How good is our staff team? 5 - Very Good

We graded this quality indicator as very good, where there were major strengths that were impacting positively on outcomes for children.

Quality indicator 4.3: Staff deployment

Staff worked well as a team to ensure children and families were well-supported across the service. There was enough staff in place to meet the staff to child ratios. There was good collaboration between the head teacher and the staff. This ensured good open channels of communication that helped to form flexible working relationships that supported the health and wellbeing of children. The deployment of staff across the service was effective in meeting the individual needs of children. Staff brought a range of skills and experience to the team, and they all worked well to their strengths. There was continuity across the staff team, and they had made adaptations to resources and deployment of staff to ensure that children felt safe and secure within a familiar staff team; this was a key priority within the service. As a staff team they had worked together well to ensure that where there were staff changes, continuity for children was key. The lead practitioner for attainment, who worked across two settings, was deployed to the service only to meet the needs of children and offer continuity. This showed that the service had been responsive to the individual needs of children.

As a nursery class setting, the team leader worked closely with staff within the playrooms. This was an effective model of distributed leadership and ensured that staff resources were used effectively across the sessions. Staff made good use of the time available to them, regular meetings at the beginning and end of sessions were a good opportunity for staff to discuss children and their individual needs. This ensured that staff were consistent with children in meeting their needs, even when supporting children across different key groups. Staff showed good resilience to ensuring that children were supported when there were points of staff changes. There were policies and procedures in place to support staff and maximise attendance.

Staff shared that the team was supportive and adaptable to meet the needs of people. As the new term progresses, with planned staff changes, staff should continue to work flexibly together to offer continuity of care to children.

Staff were available to greet families and send them off at the main door, this gave daily opportunities for them to link together. They had plans in place to offer more opportunities for parents to be further welcomed into the nursery playrooms. The service rotated the staff available at the door to ensure that parents had the opportunity to link with key workers. Parents were also kept informed using Seesaw and staff made links at stay and play days. This meant that important information was shared, and this supported positive transitions between home and nursery.

Staff engagement with children provided positive and challenging play experiences that children were engaged with. Staff were motivated and committed to providing a high-quality play and learning environment where they offered a varied programme of activities for children. They had taken account of the children's interests and what they could offer to stimulate children's imagination and play. The playroom and outdoor area were well set out to offer free flow experiences. Staff could further risk assess this to offer more opportunities throughout the session for children to freely access the space. Further training on using outdoor spaces effectively could develop staff confidence and skill in the outdoors.

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	5 - Very Good

How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - 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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