Glenlee Primary School Nursery Class
Day Care of Children

Anderson Street
Burnbank
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Type of inspection:
Unannounced

Completed on:
1 February 2023

Service provided by:
South Lanarkshire Council

Service provider number:
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About the service

Glenlee Primary School Nursery Class is situated in a residential area of Burnbank, Hamilton, South Lanarkshire. It is on a shared campus with Hamilton School for the Deaf Nursery. The service provides care for a maximum of 74 children aged from three years to those not yet attending primary school.

The service is close to local primary schools, shops, parks and other amenities. Children are cared for in a dedicated playroom with toilets. Children have access to an enclosed outdoor garden.

About the inspection

This was an unannounced inspection which took place on 30 January 2023 between 09:15 and 16:30. We provided feedback to the service on 1 February 2023. 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 six children using the service and six of their family members
- spoke with six staff and management
- observed practice and daily life
- reviewed documents
- spoke with visiting professionals.

Key messages

- Staff were good at developing meaningful relationships with children and families.
- Staff knew children well and recognised their individual needs to help ensure these were met.
- Children would benefit from enhanced play experiences to extend their learning.
- Robust quality assurance systems were used effectively to identify gaps and improvements needed.

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?	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? 4 - Good

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

1.1 Nurturing care and support

Children experienced warm and nurturing interactions from staff, helping to ensure children felt safe and loved. Supportive language and responsive interactions contributed to meeting children's needs and them feeling valued. One parent commented "the staff are so kind and caring and helpful."

Staff were aware of the importance of nurturing approaches to support children. Home visits to families homes before children started, supported the transitions from home to nursery and developed positive relationships between staff, children and families. One parent commented positively about this and told us "one thing I thought was a great touch was we got a doorstep visit from the nursery manager and also one of his teachers with a little welcome pack."

Shared spaces with Hamilton School for the Deaf Nursery provided an inclusive ethos within the service. The sharing of strategies, for example British Sign Language (BSL), helped ensure all children's needs were consistently met.

Personal plans were in place for all children and contained information needed to help staff meet the needs of children. We agreed with management that personal plans should be improved. This included ensuring these were better organised for ease of use and to make sure children's needs were met.

Lunchtimes took place in the school dining hall. This was an unhurried and sociable experience where children chatted to their peers and adults. This helped to develop and strengthen their social skills and language development. Children were able to go back to the nursery when they had finished their lunch. We advised management to continue to review children's lunchtime taking account of good practice. This would ensure mealtimes were a more relaxed, homely experience.

1.3 Play and learning

Children had access to a variety of toys and materials throughout the nursery. For example, blocks, house corner and arts and crafts. Children could access these as they wished, supporting them to make their own choices. We discussed introducing more natural toys and materials to nurture children's natural curiosity. Parents told us they were happy with the play experiences and one parent commented that staff "make a great effort with different activities."

Children moved between indoors and outdoors with ease and the use of a 'boot room' provided space for children to access weather proof clothing. Outdoor experiences contributed to supporting children's physical play. For example, the use of bikes, climbing equipment and role play.

Tracking and monitoring of children's learning supported staff to identify where children needed challenge or further support. Planned experiences took account of best practice documents and children's interests. For example, the Curriculum for Excellence and Realising the Ambition. The use of online journals provided opportunities for learning to be shared between the service and home. One parent told us "I feel the staff communicate well through the app with updating us on what the children are doing throughout the day."

Staff provided opportunities for children to develop their literacy and numeracy skills throughout their play, for example, mark making and experimenting with playdough. Children were frequently engaged in these child-led activities for extended periods of time.

However, some experiences were more adult led and did not always reflect children's interests or needs. We discussed further enhancing play experiences for children to maximise and extend their learning.

How good is our setting? 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.

2.2 Children experience high quality facilities

The environment was bright, clean and well maintained, providing a safe space for children to attend. Recent changes to the environment meant children had more space to move and could choose where to play. Changes had been made following consultation with children. This was still a work in progress with plans for further development in place.

Outside play spaces offered children a variety of experiences. For example, bikes, trikes, pallets for risky play, tyre swing and climbing frames. A variety of different surfaces supported children's play and provided opportunities for further learning. For example, digging in the mud. Plans were in place to further develop the outdoor space which would maximise learning opportunities for children.

Records of accidents and incidents were in place and monthly audits were undertaken to help identify and reduce patterns of these. Overall, parents commented positively on the management of accidents and incidents, however, some parents told us this could be improved. We discussed this with management, who agreed to take this forward and ensure communication with parents was improved.

An effective reporting system for broken equipment or facilities was in place. Monitoring of the environment and reporting on issues were consistently implemented. This helped ensure the environment was safe and supportive of children's care. Parents commented positively about safety and one parent told us they felt their children were "absolutely safe and well looked after in the nursery."

Effective infection prevention and control measures were in place to help reduce the potential spread of infection. For example, regular hand washing and the use of personal protective equipment (PPE) was used when carrying out personal care for children.

How good is our leadership? 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.

3.1 Quality assurance and improvements are led well

Recent changes to the management structure of the service had a positive impact on the service. New and improved ways of working had been implemented and staff spoke positively about these. For example, the introduction of the nursery improvement plan. Management from both schools on the campus worked closely together, helping to create an inclusive ethos.

Quality assurance systems were in place to help identify gaps in the service and actions had been taken to address these. For example, the improvements needed in personal plans and the need for staff appraisals.

The management team were mindful of supporting staff wellbeing and 'Wellbeing Wednesdays' had been implemented with external agencies to provide optional support for staff should they choose to access this. This had a positive impact on staff and their wellbeing at work.

Weekly staff meetings had a particular focus. This included opportunities for staff to discuss children's individual needs. This contributed to effective communication between staff and a consistent approach to caring for children.

Management were committed and keen to introduce and support distributed leadership in the service, to upskill staff and build their knowledge. For example, champion roles, peer reviews of floor books. This was still a work in progress but had a positive impact on staff developing professionally.

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 children, therefore we evaluated this key question as very good.

4.3 Staff deployment

Staff were responsive to children and were mindful to be at children's level when interacting or when invited into their play. External agencies commented positively on staff positioning when caring for children and commented "I have noticed staff joining in with children's play at appropriate times and encouraging valuable learning experiences, but also taking a step back and allowing the children to learn independently too."

In playrooms, staff were deployed in an effective manner and were mindful of supervision. At busier times of the day, for example, just before lunchtime, staff tended to become more task focused for short periods. This should be reviewed to ensure children's needs were prioritised.

During outdoor play, staff were interacting with children and moved around the space where they were needed. Although we had no concerns during our visit, staff should be mindful of where they are situated in the garden to ensure children's safety at all times. This was an area which had been highlighted by management, due to the shape of the large outdoor area.

Staff had recently completed their appraisals and champion roles had been assigned based on their knowledge and interests. Staff spoke passionately about these and the plans they had to support and share information with their colleagues. Continuing with these roles and developing further, will contribute to high quality care for children.

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 service should make best use of all space available to them, this includes indoors and outdoor space. To achieve this they need to further develop the outdoor space to be as much of a learning environment as the indoors and for children to have more opportunity to choose when they want to play outside. As a result the service would be providing children with the opportunity to the benefits of being outdoors.

National care standards for early education and childcare up to the age of 16,
Standard 3 Heath and wellbeing
Standard 5 Quality of experience

This area for improvement was made on 2 May 2018.

Action taken since then
The outdoor spaces offered children a variety of play spaces and experience, which children enjoyed. Children were able to free flow between indoors and outdoors, supporting their choices and wishes. Therefore, this recommendation/area for improvement is met.

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?	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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