Hareleeshill Primary School Nursery Class
Day Care of Children

Myrtle Lane
Larkhall
ML9 2RQ

Telephone: 01698 883 155

Type of inspection:
Unannounced

Completed on:
22 August 2023

Service provided by:
South Lanarkshire Council

Service provider number:
SP2003003481

Service no:
CS2003015299

About the service

Hareleeshill Primary School Nursery Class is registered to provide care for 54 children aged 3 years to not yet attending primary school and is situated within the school. The service is located in a residential area of Larkhall, South Lanarkshire.

Children are cared for in a designated playroom with access to toilets and an enclosed outdoor garden. The service is close to local shops, transport links and community gardens.

About the inspection

This was an unannounced inspection which took place on 21 and 22 August 2023 between 08:30 and 17:00. 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 children using the service and seven of their family members
- spoke with staff and management
- observed practice and daily life
- reviewed documents

Key messages

- Children were happy, settled and confident in the setting.
- Staff interactions were kind, warm and nurturing, helping children feel safe and loved.
- Staff knew children well and were responsive to their cues and requests, helping to meet individual needs.
- Children experienced relaxed and unhurried mealtimes, supporting positive relationships with food.
- Children had fun during their play and could choose from toys and materials to support their learning. We suggested continuing to develop materials to maximise children's opportunities to extend their creativity and natural curiosity.
- Effective quality assurance systems helped identify gaps in practice and actions needed to make improvements.
- Staff worked well together to help ensure children experienced high quality care.

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

Quality Indicator 1.1: Nurturing care and support

Children were happy and settled in the setting. They were confident in the care of staff and approached them for support when needed. Staff interactions were kind, warm and nurturing, helping children feel safe and loved. For example, staff commented 'I am so proud of you' when children shared their successes. Parents commented positively and one told us 'my child is shown lots of love, attention and care daily.'

Management and staff were committed to supporting families and their individual needs. This included developing positive relationships, having daily informal chats and community links. In addition, the service provided spaces that families could access and collect items that they may need. For example, food and clothing.

Children experienced consistent and sensitive care when having their personal care needs met. For example, nappy changing and using the toilet. Staff were knowledgeable on strategies needed to support children during these times, helping to ensure their needs were met and their dignity and privacy were respected.

Each child had a personal plan in place. These contained important information to help staff meet children's individual needs. These were created in partnership with parents and helped to ensure children experienced consistent care between home and nursery. Close working with colleagues in the wider school and external agencies meant that professional dialogue and the sharing of practice helped ensure staff were confident in their role.

Children experienced relaxed and unhurried mealtimes. They could choose and serve their own snack choices and drinks, helping to develop their independence skills. We suggested children could be involved in the preparation of snack to help further develop their skills and feel included in the snack experience. Lunchtime took place in the school dinning hall and children were confident in this routine. Staff supported them when collecting their meal and they sat together, engaging in natural conversation, promoting a positive sociable experience.

Medication systems were in place to support the safe administration of medication. We suggested some minor adjustments to help ensure all information was clearly recorded.

Quality Indicator 1.3: Play and learning

Children explored their play space with ease and were able to choose where to play supporting their choices and wishes. For example, moving between indoors and outdoors. They had fun during their play and responded positively to staff involvement to extend their learning.

There were opportunities for children to make decisions about their play and extend their thinking with materials available to them. For example, one child commented 'I think that's enough flour on mine' when accessing materials at the playdough space and another child commented 'I am making a pizza' when taking the playdough to the role play area.

We discussed with management continuing to develop play spaces could help further aid children's creativity and natural curiosity. This included further enhancing children's choice of creative materials. For example, arts and craft items. Staff and management were responsive to this and had began to make further developments during the inspection.

Children's literacy development was supported through a range of opportunities. For example, mark making tools, stories, songs and playdough to help build the strength in their hands. One child commented 'look, I am squishing this'. A lending library was available to encourage families to be involved in stories with their children at home. Plans were in place to further develop this to increase parent and child involvement.

Floor books were used to record planning for children's experiences, providing opportunities for adults and children to record their ideas, comments and evaluations. This helped children feel included and offered opportunities for them to reflect on their learning.

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.

Quality Indicator 2.2: High quality facilities

Children benefitted from an environment that had plenty of light and ventilation. The atmosphere was welcoming, warm and inviting. Children were able to choose their own coat pegs to store their jackets and bags, helping to support a sense of belonging and identity.

Improvements had been made to the overall environment with repairs to the floor, attention to work tops and the quality of furnishings. This had a positive impact on the overall décor, helping to ensure children felt they mattered.

Storage in the boot room had improved meaning that children could safely move between indoors and outdoors without risk of items falling. The use of the boot room offered children opportunities to be independent when putting on their outdoor clothing.

Cosy spaces provided opportunities for children to play, relax and rest as they wished. This contributed to supporting their emotional development. We provided some suggestions on developments in spaces to maximise the environment and to help provide rich experiences to further enhance children's play and choices. For example, the art area and increasing some toys and materials.

Children benefitted from the enclosed rear garden. There were opportunities for children to experience some risky play, water play and imaginative play, supporting children to problem solve and make sense of the world around them. Management had plans in place to further develop the outdoor space to create a more enabling outdoor environment. We agreed further developments would be beneficial to children's play, learning and development.

Children could easily access toilets directly from the playroom that were clean and well maintained. However, these were open plan. We signposted the service to Environmental Health to help ensure this was reflective of current guidance.

To help ensure a safe environment for children, systems were in place to record accidents and incidents. We discussed with management enhancing auditing systems to help identify any patterns of accidents and measures needed to reduce accidents.

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.

Quality Indicator 3.1: Quality assurance and improvements are led well

Management and staff were responsive during the inspection and welcomed suggestions from inspectors to make improvements to help ensure positive outcomes for children and their families. A shared vision was in place to provide a welcoming and nurturing environment for children to help them feel safe and loved.

Effective monitoring systems were in place to observe practice and identify where action was needed to address any gaps, helping to ensure children experience high quality care. Visits to other services enabled staff to engage in sharing professional practice, new concepts and professional dialogue. Children were included in these visits, contributing to opportunities for them to share their ideas and develop connections in their wider community.

Management were committed to their role and played an important part in supporting staff with continuous improvement. For example, regular observation and monitoring of practice took place. Feedback was provided to staff which helped them feel empowered and motivated within their role.

Self-evaluation helped the service to provide high quality care for children, families and individual needs. Children and families were consulted to help inform experiences and changes needed within the service. Parents commented positively on this and one parent commented the service 'gives us a chance to have an input.'

Staff appraisals were regularly carried out to reflect staff successes and where supports were needed. These influenced ongoing plans to develop leadership roles, helping to further enhance staff skills and knowledge.

Regular staff meetings helped provide opportunities for important information to be shared amongst the team, helping to meet children's needs. Staff reflected on best practice documents and engaged in professional dialogue to identify strengths and areas for improvement within the setting.

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.

Quality Indicator 4.3: Staff deployment

There were enough staff to meet the needs of children. They used gentle, warm and encouraging tones, helping children feel safe and loved. Parents commented positively and one commented they felt the staff were 'very supportive. My child struggled when they first started but staff provided lots of support and they could phone at anytime.'

Staff were flexible in their position and moved around both indoor and outdoor spaces based on children's choices of where to play and their individual needs. Staff communicated well together and asked for support where needed.

Staff communicated regularly with parents through a variety of ways. This included informally at drop off and collection times and through online learning journals. Parents were welcomed back into the service and were greeted warmly when arriving to drop off and collect their children. Parents commented positively and commented 'staff are always willing to help' and 'everything is communicated well and in plenty time.'

At busier times of the day, staff were deployed in a way that supported children's safety, social and emotional development. For example, staff sat with children during mealtimes and staff had good supervision at drop off and collection times. To help ensure staff had opportunities to rest and recharge, breaks were organised in a way that limited disruption to children's play and care.

Staff wellbeing was supported through an open door policy and a supportive culture, helping staff to feel safe and comfortable sharing any issues that arose. To further support wellbeing, management had created well-being events throughout the year for staff to participate in. This contributed to staff feeling positive and supported in their role, caring 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

To support children's natural curiosity, choices and wishes, management should review and develop the environment to offer rich opportunities for children. This should include, but not limited to, ensuring toys and materials are available to support spontaneous play and ensure furnishings are of a good quality.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:
'I am able to access a range of good quality equipment and furnishings to meet my needs, wishes and choices' (HSCS 5.21) and 'I experience an environment that is well looked after with clean, tidy and well-maintained premises, furnishings and equipment' (HSCS 5.22).

This area for improvement was made on 16 August 2022.

Action taken since then

Recent refurbishment work had taken place to replace flooring. Cleaning and maintenance had been carried out to help ensure items and furnishings were well maintained and of good quality. Therefore, this 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?	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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