Loch Primary School Nursery Class
Day Care of Children

Lochaber Drive
Springhall
Rutherglen
Glasgow
G73 5HU

Telephone: 0141 634 7217

Type of inspection:
Unannounced

Completed on:
20 November 2019

Service provided by:
South Lanarkshire Council

Service provider number:
SP2003003481

Service no:
CS2003015310

About the service

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website at www.careinspectorate.com

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

We check services are meeting the principles of Getting It Right For Every Child (also known as 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. It supports them and their parent(s) to work with the services that can help them. There are eight wellbeing indicators at the heart of Getting It Right For Every Child. They are: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, and Included. They are often referred to as the SHANARRI indicators. We use these indicators at inspection, to assess how services are making a positive difference for children.

Loch Primary School Nursery Class is a childcare service operated by South Lanarkshire Council. The service is based within Loch Primary School in the Springhall area of Rutherglen. The service is registered to provide a daycare of children service to a maximum of 64 children aged from 3 years old to not yet attending primary school.

The nursery has its own entrance with children accessing a large playroom spread over three separate areas, separate toilets, cloakroom and enclosed outdoor area.

Through viewing the aims and objectives of the service it was noted that the nursery aimed to provide a "welcoming, inclusive environment for all children, parents, support agencies and visitors."

We compiled the report following an unannounced inspection, which took place over two days, between the hours of 08:45 and 16:30 on the 15 November 2019 and 14:00 and 18:00 on 20 November 2019.

What people told us

During our inspection visit, approximately, 30 children were present each day. We could see children had formed relationships with staff and were happy within the nursery's playroom. Some children talked to us about their time in the nursery and we learnt that they like dressing up and playing outside.

We provided the service with 10 Care Standards Questionnaires (CSQs) to be distributed to parents/carers before the inspection. We received eight completed questionnaires before the inspection visit. From the responses we found that all parents agreed that staff encouraged the children to form positive relationships with other children and that staff regularly share information about children's learning and development.

Self assessment

The service has not been asked to complete a self-assessment in advance of the inspection. We looked at the service improvement plan for 2019/20 which demonstrated their priorities for development.

From this inspection we graded this service as:

Quality of care and support	4 - Good
Quality of environment	not assessed
Quality of staffing	5 - Very Good
Quality of management and leadership	not assessed

What the service does well

The staff that were present on the day of our visit engaged positively with the inspection process and used our visit as an opportunity to ask questions and share with us their own knowledge and experience. The staff we met were enthusiastic about their roles and told us about areas of practice they would like to further develop. Staff showed a commitment to ensuring children benefited from a team that is trained, competent and skilled, and who can reflect on their practice.
We found the nursery to be welcoming and staff to be warm and friendly. Children experienced kindness from staff that used physical affection, for example high fives and cuddles. This resulted in children who were secure within their environment because interactions with staff were warm and nurturing.
The newly renovated premises had been adapted, equipped and furnished to meet children's learning needs. Children were having fun as they developed skills in understanding, thinking, investigating and problem solving because the staff had successfully created a diverse learning environment which offered a variety of play experiences. For example, we observed children using quiet areas to relax while others were busy in areas that had been designed to encourage children to be experimental with creative resources.

The children directed their own play with staff skilfully initiating activities that sparked children's interests and natural curiosity. For example, we observed enriching imaginative play being extended by a staff member who offer some ideas and suggestions but who ultimately let the children lead.

All children were encouraged to be active and had daily access to the nursery garden. The garden provided opportunities to be creative, physical, social and imaginative. For example, it had digging pits, climbing frames and loose parts had been introduced so children could create and manipulate their own structures. We encourage the setting to continue to develop methods that support children's ability to choose when they go out and for how long.

Children were consulted about their learning and care experiences and parents were utilising the opportunities provided for them to give feedback. This meant that children's care and support was stable and consistent because staff and families worked well together. It was also evident that the setting was working in partnership with other services to help meet children's wellbeing needs.

Every child had a personal plan in place. The senior leadership team had identified improvement areas within the plans. For example, more clearly outlining how staff intend to meet each child's health, welfare and safety needs. We discussed the planned improvements with the senior leadership team and were satisfied the setting had identified actions with allocated improvement responsibilities for staff in place.

What the service could do better

Snack was a pleasant experience with children having a meaningful opportunity to prepare and take responsibilities; however, the service should review and further develop the current lunch time experience. We found children waited for extended periods of time and some expectations for the younger children were not developmentally appropriate. See recommendation 1.

Following a recent refurbishment of the premises children's nappies were being changed in the main toilet area. This was because the previously used 'accessible toilet' had been removed. The new toilet cubicles did not provide enough space for staff to change children within them. This was, at times, impacting children's right to dignity and privacy. Staff were trying to protect this right for children; however, this resulted in staff's availability in the main playroom being reduced. The provider should ensure that children requiring nappies have access to appropriate facilities. The facilities should provide children with a suitable, safe and clean environment to have their intimate personal care needs meet. This is to support both staff and children's wellbeing. See recommendation 2.

To ensure new staff are supported in their role and have the right skills and knowledge to care for children we encouraged the setting to further develop their approach to inductions. A link to best practice supporting guidance has been provided below.
https://hub.careinspectorate.com/media/3528/early-learning-and-childcare-national-induction-resource.pdf

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 2

1. To maximise children's wider food experience the service should evaluate and further develop snack and lunch times in line with best practice guidance. Consideration should be given to the following;

- How best to support children to develop new skills,
- Ensure that children's responsibilities are developmentally appropriate,
- Children's choices,
- Communicating with children at meal and snack times - including engaging children in conversations about eating well,
- Food experiences and the opportunity they provide for learning,
- How the environment and atmosphere affects children's overall experience.

This is to ensure care and support is consistent with the Health and Social Care Standards which states that: As a child I can enjoy unhurried snack and meal times in as relaxed an atmosphere as possible (HSCS 1.35) and I am confident that people are encouraged to be innovative in the way they support and care for me (HSCS 4.25).

2. The provider should further develop the service policy and procedure for nappy changing and ensure that areas used to provide personal care are suitable and in line with best practice guidance. The provider should consider:

- How is the privacy and dignity of children respected?
- How does area look and feels to a child? Is it warm, comfortable and pleasant?
- Is there enough space for adults and children to move around?
- What facilities and practice is in place to support good infection control procedure?
- What measures have been taken to ensure the changing area is consistent with best practice guidance?

This is to ensure care and support is consistent with the Health and Social Care Standards which states that: As a child if I require intimate personal care there is a suitable area for this, including a sink if needed (HSCS 5.4) and if I require personal care, this is carried out in a dignified way, with my privacy and personal preferences respected (HSCS 1.4).

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	
21 Apr 2016	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good
30 Apr 2013	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 4 - Good 5 - Very good 5 - Very good
17 Jun 2010	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 4 - Good 5 - Very good 5 - Very good

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