Murray Primary School Nursery Class
Day Care of Children

Napier Hill
East Kilbride
Glasgow
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Telephone: 01355 222 566

Type of inspection:
Unannounced

Completed on:
24 January 2023

Service provided by:
South Lanarkshire Council

Service provider number:
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Service no:
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About the service

Murray Primary School Nursery Class is a daycare of children service situated in East Kilbride, South Lanarkshire. It is close to public transport links, parks and shops. The service provides care for up to 64 children aged from three to those not yet attending Primary School.

The nursery playroom has direct access to an enclosed outdoor play area and can use other indoor and outdoor areas within the school. There are opportunities for children to access a nearby wooded area for additional outdoor play experiences.

About the inspection

This was an unannounced inspection which took place on 17 January 2023. The remainder of the inspection was carried out remotely with feedback to the service on 24 January 2023. 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 12 children using the service and eight of their families
- spoke with 11 staff and management
- observed practice and daily life
- reviewed documents
- spoke with two visiting professionals.

Key messages

- The service was welcoming and the majority of children were happy, settled and engaged in activities, both indoors and outdoors.
- Staff were kind and caring. Although there had been changes within the staff team, they knew the care and support needs of all children in their care. Plans were in place for further team-building, developing staff skills and knowledge to provide consistently high quality care and support for children.
- Further monitoring of indoor and outdoor play spaces, resources and practice would extend children's choices and offer more challenge in play and learning experiences.
- The management team had a clear vision and plans were in place to ensure quality assurance processes supported self-evaluation and improvement.

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?	4 - Good
How good is our staff team?	4 - 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 generally experienced kind and caring interactions from staff. Some children needed support at different points in the day and staff sensitively reassured and settled them. This included children who had just started at the service and over transition times, for example at lunchtime. These nurturing interactions contributed to children feeling happy, safe and secure.

Personal plans were in place for all children. Plans recorded children's personal information, their individual care and support needs, next steps and how these would be met in the service. We advised personal plans should be regularly monitored by management to ensure information and entries were complete and up-to-date for all children. Further information about activities, play and learning was shared within online learning journals. Parents told us, 'The learning journals are great. We get to see photos of what they have done throughout the day.' and 'I really like the 'child's voice' section. I know this is accurate as it's something my child would definitely say.'

Positive working relationships had been maintained with external professionals to support children who had additional care and support needs. Strategies and next steps were discussed and agreed with families and shared with staff. This provided consistency and continuity for children and supported their development in key areas. One visiting professional told us, 'Staff regularly ask for a few minutes of my time to ask for advice on specific situations and clearly feel comfortable in doing so. Staff take on board advice and are willing to implement action plans for children and will seek support when they unsure of what or how to do this or if things are not working as anticipated.'

We advised medication storage, procedures and associated documentation should be improved, as one child's medication was not readily accessible and different versions of administration of medication forms were being used. Improvements would contribute towards children's health, safety and wellbeing. (See Area for Improvement 1).

A rolling snack system was in place. This meant children could choose when to have their snack during the session. There were a variety of healthy options available including whole fruits and water which children could choose from, supported by staff at times. For safety, support and to ensure a relaxed, sociable experience, staff should always sit alongside children whenever they are eating.

The children had lunch in the school dining hall. However, this transition seating arrangements and routine offered challenges for some children. The management team and nursery staff had recognised this and were keen to review lunchtimes. They were aware of the Care Inspectorate's recent practice note, 'Keeping children safe: supporting positive mealtime experiences in early learning and childcare (ELC)' which would assist them with this development. Positive mealtime experiences support child development and provide opportunities for children to develop key social skills as well as healthy eating habits.

Staff were clear about their roles and responsibilities in keeping children safe. The majority of staff had completed child protection training relevant to their role and more recent members of staff had training planned later this month. Staff confidently told us about the procedures they would follow if they had any concerns. This contributed towards children's health, safety and wellbeing.

1.3: Play and learning

Children were actively involved in leading their own play and learning through a balance of free-play and planned activities and experiences, both indoors and outdoors. We observed children experimenting in the art area, where they could independently access and choose from various colours of paint and different sizes and types of paper stored at their level. One child asked us 'What colours make purple? I've tried blue and green. Look!' Another child was mark making on an outdoor writing panel with sticks, making patterns in the ice.

We highlighted some areas where there were less opportunities and available resources to support and extend children's choice, creativity and imagination. Examples included the home corner area, the indoor den, story corner and outdoor wooden house. Additional and more varied resources would create more opportunities for language, literacy and numeracy within more cosy, comfortable spaces. (See Area for Improvement 2).

We observed some good interactions between staff and children, where open questions were used to extend children's thinking, skills and knowledge. There were plans in place for all staff to undertake further training in observations and staff discussions to ensure high quality play and learning opportunities were consistently available to children within all areas. This would improve staff skills, knowledge and confidence, assisting them with planning, supporting and extending children's interests and their overall learning and development.

Areas for improvement

1. To support children's health, safety and wellbeing, the manager should review and update medication procedures. This should include, but is not limited to, consistent practice for the storage of children's medication, completion of the updated administration of medication forms and ensuring all staff are familiar with these procedures. Medication procedures are to be in line with current good practice guidance 'Management of medication in daycare of children and childminding services'.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11).

2. To support and enrich children's play, learning and development, the manager should ensure there are a wide range and sufficient number of resources and play experiences available to children, both indoors and outdoors throughout the day.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'As a child, I can direct my own play and activities in the way that I choose and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity' (HSCS 2.27).

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.

2.2: Children experience high quality facilities

Indoor and outdoor spaces had been extended to ensure there were sufficient space for children to play. Natural light from large windows, direct access to the outdoors and ventilation ensured areas were bright, safe and welcoming for children. As the current numbers of registered children were below full capacity, there was ample space for children to play.

A planned review of all indoor and outdoor areas would ensure resources were clearly accessible to children and all areas were developmentally appropriate spaces being used to their full potential. This would offer children more exciting and stimulating play opportunities.

Toilets and hand washing facilities were easily accessible to children and staff. Immediate action was taken over the course of the inspection to ensure the children's toilets and storage of relevant resources were in line with good infection prevention and control guidance and paper towels for drying hands were now more accessible to children in all areas. Although hand washing was encouraged and promoted by staff at relevant points in the day, more adult supervision of this would ensure hand hygiene was effectively carried out by children.

Maintenance records and risk assessments were in place to ensure all areas were safe, secure and well-maintained. We advised where information should be expanded or followed up. This would ensure all staff were aware of the purpose of risk assessments, recording potential safety issues or their decision-making more accurately. Staff should have an awareness of timescales and actions to be taken for any known or outstanding maintenance issues within the nursery.

Children's information was stored securely in line with good practice. Appropriate systems were in place to manage electronic information in line with general data protection. There was a secure entry system in place with closed circuit television (CCTV) in place. This ensured staff were aware of all visitors to the service. Staff used fobs to access all other areas within the premises which again contributed to children's safety.

How good is our leadership? 4 - Good

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

3.1 Quality assurance and improvement are led well

There were several ways families views were sought and included in the service. Examples were daily conversations, children's online learning journals, apps and emails. Parents told us, 'We are always asked our views and feel included in everything. We know what events are happening and what our children are learning about. All staff know our children so well, not just their keyworker. Everything is great and managed so well.'

An improvement plan with clear priorities, timetable of actions to be taken and required resources was in place. This included building on the skills and confidence of the staff team to ensure a consistency of approach and the delivery of high quality learning experiences for children.

Several areas were in the process of being re-established. Examples included increasing parental involvement and community networking. We advised that a plan for parents to routinely return into the premises should be prioritised. This would mean parents could come inside to drop off and collect their children each day as well as re-establishing regular 'stay and play' sessions, both in the nursery and at the nearby woods. Plans to re-establish the 'forest school' initiative had been discussed with the staff team.

Self-evaluation and monitoring systems were in place. We signposted the manager to good practice guidance and information on the Care Inspectorate website to assist with developments. Examples included using relevant sections of the 'Quality framework for daycare, childminding and school-aged childcare' document with staff and viewing bitesize video sessions which would assist with the improvement of key areas.

Regular staff meetings ensured all staff were informed and included. There were opportunities to share information on children's interests, learning and progress, as well as staff reporting on training events they had attended. Recent staff appraisals had identified staff strengths, training needs, areas of interest and areas for development. This has led to the re-establishment of staff leadership roles. Plans to consider how children's learning could be further captured, for example in floor books or a learning wall were discussed at feedback.

Through our observations, discussions and immediate actions taken over the inspection, it was clear the service had a focus on improvement and demonstrated the capacity to improve.

How good is our staff team? 4 - Good

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

4.3 Staff deployment

Although there had been some staff absences and changes in staffing, the headteacher had effectively deployed staff from the school to ensure the service was appropriately staffed. This met the number and individual care and support needs of children and offered support and role-modelling for the staff team. This decision had contributed to ensuring children had positive experiences throughout the day.

All staff were pleasant in their interactions with children and keen to share their views with us. One member of staff told us, 'I've had lots of experience working with children and can transfer my skills and knowledge, strategies and ideas. I love my job and I love the children. I've learned so much about child-led planning and activities and finding out more about the importance of 'in the moment' planning.'

We observed some examples of staff using their initiative in decision-making to meet the needs of individual children, for example just before and over lunchtime when a few children were unsettled. There were plans in place to promote team-building taking into account the skills-mix, personalities and confidence of individual staff members.

This would support staff in working more closely together, increase their confidence in communicating more readily with colleagues, for example when a task might take them away from their responsibilities. Working more closely as a team would maintain positive outcomes for children across the day.

One visiting professional shared their views, 'I always feel very welcomed and am very much treated as part of the team. Staff regularly ask for a few minutes of my time to ask for advice on specific situations and clearly feel comfortable in doing so. Staff take on board advice and are willing to implement action plans for children and will seek support when they are unsure of what or how to do this or if things are not working as anticipated. More recently, staff are getting the chance to extend their knowledge and understanding of some processes and procedures which, until now, were dealt with by management. Although staff have found this challenging, they have embraced it and are seeking advice on how to further develop their skills.'

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	4 - Good

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

How good is our leadership?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good

How good is our staff team?	4 - Good
4.3 Staff deployment	4 - Good

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