Victoria Primary Nursery Class
Day Care of Children

79 Aitchison Street
Airdrie
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Telephone: 01236 632 066

Type of inspection:
Unannounced

Completed on:
20 January 2023

Service provided by:
North Lanarkshire Council

Service provider number:
SP2003000237

Service no:
CS2003015359

About the service

The provider of Victoria Primary Nursery Class is North Lanarkshire Council. The service is provided from a wing of Victoria Primary School in Airdrie, North Lanarkshire.

This service is registered to provide a care service to a maximum of 50 children aged from two years to those not yet attending primary school, of whom no more than 20 are under three years of age. At the time of the inspection the service was providing care for a maximum of 50 children, of which no more than 10 children would be under three years.

The nursery had designated play areas, one for children aged three to those not attending school, and another for children aged two to three years. Both areas had designated toilets, kitchen areas, and access to an outdoor space.

About the inspection

This was an unannounced inspection which took place on 18 and 20 January 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 a small number of children using the service
- gathered views from some of the children's parents
- spoke with majority of staff and management
- observed staff practice and children's experiences
- reviewed documents.

Key messages

- Children were confident, happy, and having fun playing with their friends.
- The staff were caring and kind and had formed positive relationships with the children and their families.
- The setting was warm and welcoming.
- Staff supported children's learning and development needs, and children were making good progress.
- The service had plans to further improve children's outdoor play experiences.
- Mealtimes should be re-evaluated to ensure they offer a calm, relaxed experience.
- Children's play experiences could be further enhanced by having increased access to open ended resources to inspire curiosity and creativity to extend their thinking and understanding.

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.

1.1 Nurturing care and support

Children were settled, confident and engaged in their play. The children were having fun and learning new skills, for example, by painting, retelling stories, climbing and completing assault courses. Children were able to make choices in their play and set their own boundaries and challenges. Staff supported their needs, for example, by giving assistance, support, and challenges, and meaningful praise and encouragement.

We found that children had good interactions with staff who responded positively to their needs. Children were comfortable around staff and their peers. Parents told us 'staff knew the children well and supported their needs.' Staff were working hard to ensure their interactions with children helped to enhance their experiences within the service.

Children received daily snacks and meals. Snack time was a relaxed time of day where children and staff sat together and shared stories. However, lunchtime could be re-evaluated to create a calmer, relaxed environment for children.

An effective induction procedure was in place for new children. Staff gathered meaningful information from families and other professionals which ensured they were well informed of children's needs, wishes, and choices. Each child's learning and development was monitored and shared with parents and carers. To further enhance how staff planned to meet children's needs, they should consider more of 'what matters to the child.' Children's personal plans could be more personalised by setting out the right care and support to meet their needs, and to include their wishes. Staff can find more information in the 'Guide for Providers on Personal Planning' which can be found on the Care Inspectorate Hub.

Parents were kept informed about children's experiences and needs by various methods. They liked the online learning journeys and daily updates used to share their children's progress. They said staff were approachable, friendly, and chatted to them daily.

1.3 Play and learning

Children were having fun learning and playing with their friends. They we able to self-select what they wanted to play throughout the day, within their designated time for outdoor and indoor play. Children were engaged in their play, they were confident finding out how things worked and creating challenges for themselves. However, by having access to a good balance of child and adult initiated play, their opportunities to direct their own learning could be further enhanced.

Children's early language, literacy, and numeracy skills were being supported through planned experiences. Staff understood child development and they provided learning experiences which added depth and breadth to their learning. Children were provided opportunities to develop these skills during play, for example, through mark making and story telling.

Children knew the daily routine and transitioned smoothly from play to task. The daily routine created several transitions that interrupted children's play, and getting ready to go out or come inside took some

time. The pace of the day could be further developed to be more fluid and so allow more time for children to play and learn.

The service had policies and procedures in place to keep children safe and free from harm. This included following good practice in administration of medication, safeguarding of children, and infection control procedures. We were satisfied that the service had appropriate infection control procedures in place.

How good is our setting? 4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

2.2 Children experience high quality facilities

The service was in a self-contained designated wing within Victoria primary school with a secure entrance. The setting was spacious, with two adjoining classrooms for the children aged three years and over, and a third classroom for the children aged two to three. The areas had designated kitchen, toilets and changing facilities. There are designated outdoor spaces for children to play outside.

The setting was warm, welcoming and well maintained. The play spaces were designed to promote different areas of learning, such as early language, literacy and numeracy skills. Outdoor resources encouraged children to challenge themselves and take part in risky play. Some areas could be further developed to include more resources to spark curiosity and exploration, for example, sand and water and messy play.

Children's artwork was displayed, which recognised children's achievements and importance of their work, however, displays could be more accessible to children. To further enhance the use of displays, staff should consider reflecting on the types of displays used and what audience they are aimed at.

Children had a sense of ownership within the setting and had the opportunity to play on their own, in small groups, or in larger groups. Staff responded to children's requests and worked well to ensure all areas were staffed appropriately to meet their needs. The staff should consider how the play spaces are being used to continue to enhance children's opportunities to lead their own play and learning, and make choices. For example, can children choose to play inside or outside, and do they have the right balance between adult and child led play.

We found good infection control measures were in place. Children and staff followed good hand hygiene through out the day. Children were keen to show us how good they were at washing their hands.

Children were supported to be independent, self-serve and learn new skills at snack time, this should be replicated more at lunchtime. Lunches were currently being provided in the school dinning hall, the service were monitoring the children's experiences and were aware of areas that needed to be improved. We discussed reducing the noise levels and increasing children's involvement in preparation or serving of main meals. Plans should be put into action to ensure mealtimes meet the needs of all the children. For example, do they reflect the youngest children's needs and children's personal preferences. More information can be found in practice notes 'Keeping children safe: supporting positive mealtime experiences in early learning and childcare (ELC)' on the Care Inspectorate Hub.

How good is our leadership? 5 - Very Good

We made an evaluation of very good for this key question, as we found significant strengths that had positive outcomes for children.

3.1 Quality assurance and improvement are led well
Leaders promoted a shared vision for the setting that reflects the aspirations of children, families, partners, and the wider community. There was a strong ethos of children's rights throughout the service.

The service recognised that all those involved in the setting needed to be included in making decisions in how it is delivered. The leaders within the setting were working hard to create a shared approach to self-evaluation and continuous improvement.

Staff worked well together to share their skills and experiences. They recognised strengths and where further improvements could be made. Staff reflected and evaluated on their practice and children's experiences to ensure they were providing the right care and support.

Children and families' views were sought and used to inform the service delivery. They recognised the need to welcome parents and families into the service. They had taken positive steps, for example, parents had been welcomed to attend stay and play days. They should continue to develop parents access, moving towards returning to welcome parents in at the start and end of sessions.

Quality assurance systems were in place to monitor how well the service is doing. The service knew their strengths and areas for improvement. The service has an ethos that promotes continuous improvement to deliver high quality care and support tailored towards children's and families' needs and choices.

How good is our staff team? 5 - Very Good

We made an evaluation of very good for this key question, as we found significant strengths that had positive outcomes for children.

4.3 Staff deployment
Eight staff were employed within the service to deliver direct care and support to the children. They were supported by the senior management team within Victoria Primary School and other Local Authority staff.

The staff team provided a wide range of skills and experience to the service. They worked well as a team. They told us they were happy in their roles and worked together to ensure they met the needs of the children and families.

Staff met regularly to reflect on what works well and discussed where positive changes could be made. Staff were committed to providing the right care and support. They attended various further development events and courses. They shared new thinking and approaches, and together, made improvements to the service delivery. Staff should be supported to continue to make positive changes and continue to be encouraged to take on board responsibilities and address any areas for improvements they identify.

The service had ample staff to meet the recommended adult to child ratio. The ratio had been adapted to meet the needs of the children, for example, for children with higher dependency levels. Staff were positioned well throughout the service and were able to appropriately respond to children's needs and provide high quality care and support. The staff communicated well to ensure their daily tasks were undertaken without interrupting the children's play.

Staff were caring, kind, and respected children's rights. They encouraged children to feel valued and that they were important.

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 provider should ensure that before the identified access to the outdoor area for the older children is used, the railings should be repaired.
National Care Standards for early education and childcare up to age 16 - Standard 2: A safe environment.

This area for improvement was made on 31 July 2017.

Action taken since then
Railings had been repaired, no issues were identified at this inspection. This area for improvement had been 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
4.1 Staff skills, knowledge and values	5 - Very Good

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