Caledonia Primary Nursery Class
Day Care of Children

Campbell Avenue
Saltcoats
KA21 5AF

Telephone: 01294 472 092

Type of inspection:
Unannounced

Completed on:
12 October 2022

Service provided by:
North Ayrshire Council

Service provider number:
SP2003003327

Service no:
CS2003016036

About the service

Caledonia Primary Nursery Class is located in Saltcoats, North Ayrshire. The service is provided by North Ayrshire Council. It is registered as a daycare of children service to provide a care service to a maximum of 32 children aged 3 years and above.

The nursery class is close to local amenities, green spaces, parks, and transport links.
Children have access to a playroom, quiet room, enclosed outdoor play area, designated nursery toilets and use of a multi-purpose room.

About the inspection

This was an unannounced inspection which took place on 4 October 2022 between 0945 and 16.20. 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 to children using the service and considered the views of six parents
- spoke with staff and management using virtual methods
- observed practice and the environment
- reviewed documents.

Key messages

Children benefitted from playing and learning in a rich outdoor environment.

Children were confident, happy and having fun with their friends.

Staff were kind, caring and nurturing in their approaches with children.

Staff worked well together creating a welcoming environment for children and their families.

Leadership promoted a shared vision values and aims involving the wider community.

Quality assurance calendar should continue to be implemented.

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?	4 - 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 experienced warmth and nurture in how they were supported and cared for.
Each child had a personal plan to enable staff to provide personalised care to meet children's individual health safety and wellbeing needs. Staff used their observations developed over twenty-eight days alongside home to nursery transition information to plan for each child's individual needs. Children benefitted from receiving responsive care linking with home routines. Learning stories showed children's progress Further development of quality assurance systems will prevent any gaps we noted in the recording of the plans.

Interactions between staff and children were warm and caring. This helped create a caring, nurturing environment for children. Children presented confident in the care of staff knowing their individual needs would be met.

Where children required additional support, this was quickly identified. Staff worked proactively with children, families, and other professionals to identify next steps and strategies based on individual children's needs. When we asked parents view on the quality of care, play and learning for their child almost all parents felt this was of a high standard one parent commented:

"I am very happy with the quality of care, play and learning for my child. My son is very much at a stage where learning through play is very important to his abilities. Staff go at his pace and are very encouraging."

Children had opportunity to develop independence using a pictorial self-register and choosing to go outdoors. Children presented as happy, confident and settled in daily routines.

Lunchtime was a mostly positive experience. Staff sat and ate with the children which helped to create a positive social experience. Almost all children were confident in the routine, others were still becoming familiar. We observed some children chatting to one another and most ate their meal which was warm, healthy and nutritious. Children's dietary and cultural needs had been well considered. We asked the manager to review lunch time practice considering how children are involved for example identifying to staff they have finished their meal.

Systems and procedures were in place for children's specific health needs. Although staff we spoke to were clear in their practice there was potential risk to children as medication records were not maintained in line with current practice guidance "Management of Medication in Daycare and Childminding Services". In discussions the manager had advised this had been planned to be reviewed. We agreed this would be carried out as a priority included in the service quality assurance systems.

Quality Indicator 1.3 Play and Learning

Children chose their own play from the activities on offer. Experiences were planned using information from children's interests and personal plan targets. Targeted small group activities offered children the

opportunity to further develop literacy and numeracy skills.

Through play children were developing relationships. Staff joined in with children's play with a balance of child initiated and adult directed play. Although staff demonstrated a genuine interest in children's play there was not always a consistent approach providing children with the time for children to be creative and curious going at their own pace. As a result, we saw some missed opportunities for children to extend their play.

Planning approaches taken by staff were a good balance of intentional and responsive centred around individual needs of the children. However, staff should be mindful of interrupting children's play experiences by directing children in a way that has little meaning for them.

Outdoor play and learning was led by the children. Staff outdoors supported children to be challenged developing a sense of risk. Children had fun as they played in the puddles counting and measuring water into bottles engaged in creative and exploratory play within a natural environment. Staff helped to develop children's vocabulary by using specific language around pouring and measuring helping children to understand mathematical concepts in a meaningful way. Children enjoyed acting out 'We're going on a bear Hunt'. This helped them to make the connection between the story and role play.

How good is our setting? 5 - Very Good

We evaluated this key question as very good, where significant strengths supported positive outcomes for children.

Quality indicator 2.2 Children experience high quality facilities

Children experienced a welcoming and nurturing environment which was set up to provide children with a wide variety of play and learning experiences. A separate multi purpose room was used for lunch. Children could also access a quiet room off the playroom providing children with a homely space to play together in a small group or have specific one to one time. During the inspection one of the children confidently demonstrated to us how the quiet room could be accessed as they showed us some of the games they enjoyed.

Children were confident moving around the playroom and between the indoor and outdoor spaces. We observed children having ownership of the environment. Children told us they liked to play outdoors and build with the bricks.

The accommodation was well-maintained and furnished with good quality furniture. Lots of windows provided natural light and natural ventilation. Homely touches, decoration and child led displays helped children to feel welcomed and included.

Children had access to well maintained appropriate resources which meant the environment and activities were inclusive of all children. Specific numeracy and literacy bags had been developed by staff for small group work or use on the playroom led by the children's interests.

The outdoor environment could be safely accessed by children proving a rich natural area to play and learn. Suitable resources including a mud garden provided children with stimulation to develop creative and exploratory play.

Children benefitted from a safe and secure setting with a range of measures in place to ensure children's safety. Staff worked together to identify and remove risks to children within the setting both indoors and outdoors. Effective systems to record where children played and communication between staff ensured staff knew where children were at all times

Suitable measures were in place to reduce the potential risk of infection being transmitted, with appropriate handwashing facilities for staff and children. Staff encouraged children to wash their hands at key points and throughout the day. We reminded staff to ensure children are following the twenty second rule to ensure consistent effective handwashing.

Children could access the toilets and changing area of the main playroom. We discussed with management the need for children's privacy and dignity to be protected by ensuring the door is closed should children require to be changed.

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.

Quality indicator 3.1 Quality assurance and improvement are led well

The leadership team had successfully promoted a shared vision, values and aims of the service. The head teacher advised of the plan for this to be further developed with additional involvement of children, families, partners, and the wider community.

The staff team were enthusiastic about their individual roles to support children's learning and the important contributions they make to the service. Staff described sharing learning from each other valuing the benefit of continuous professional development. They demonstrated a commitment to ensuring children and their families received the best possible experience by placing them at the centre.

Quality assurance linked to the improvement plan should continue to be carried out ensuring an audit of medication is included. Observations to monitor practice and the environment had been recorded and shared with staff. We discussed with the senior management team recording of observations could be improved to consider how well a child has learned to inform any changes to be made to interactions, experiences and spaces to support and extend children's learning.

Staff reflected individually and together to evaluate children's experiences used to plan next steps in learning. Informal self-evaluation carried out by staff enabled them to respond to any immediate changes for improvement. For further professional development, staff should continue with their plan to familiarise themselves with 'A Quality framework for daycare of children, childminding and school aged childcare as an additional self-evaluation tool linked to the Health and Social Care Standards. This will help to build capacity for self-evaluation.

Building positive relationships with families was important and valued by management and staff. A learning week and parent meetings had taken place offering parents the opportunity to contribute on what they would like to be included in their early learning and childcare experience and provided information on what they could expect from the setting. Almost all parents who responded to our questionnaires told us they

had opportunity to provide feedback on the quality of the service and make suggestions to improve the service. Involving children and their families is supportive to securing positive outcomes for children.

How good is our staff team? 5 - Very Good

We evaluated this key question as very good, where significant strengths supported positive outcomes for children.

Quality indicator 4.3 Staff deployment

A positive ethos was evident within the staff team. The deployment of staff within the service during our visit was well managed and effective to meet children's needs. Staff worked well together as a team and were supported by the wider management team. Both the head teacher and the manager were visible in the service. We observed how children warmly greeted them in the playroom. Staff had created a caring ethos promoting a climate of respect. They used praise effectively with children to promote positive attitudes to play and learning. Children presented confident in the care of staff.

Staff communicated well with each other when carrying out necessary tasks or leaving the playroom. This helped to ensure children's needs were being met. Together, staff role modelled positive relationships between each other by being respectful and flexible in their approaches. This contributed positively to children and their families overall experience. One parent commented:

"All staff are very friendly, approachable, nurturing and very responsive to all my son's needs. They take the time to listen each morning and give feedback at the end of each session".

Staff breaks had been organised to ensure no impact on children whilst proving staff the opportunity to refresh. The model of provision to provide early learning and childcare meant staff worked a range of shift patterns. This created challenges for the whole staff team to meet regularly. The manager had taken a solution focused approach to this by recently introducing staff groups of three to meet together every fortnight. Consideration had been given to staff absence with each keyworker group having two staff responsible meaning staff could provide children with consistent care. Procedures in place for unplanned absence should include who will be responsible for ensuring children information is shared with any temporary staff.

Approaches led by the lead practitioner had been introduced to support and develop staff skills and knowledge. This provided opportunity for staff to further develop skills to support children to experience high quality care play and learning experiences.

Staff valued the support provided by the management team detailing how this support had enabled them to develop as a professional. Staff were motivated and keen to learn.

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?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good

How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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