Mayfield Primary School Nursery Class
Day Care of Children

Mayfield Primary School
Kenilworth Drive
Saltcoats
KA21 6HS

Telephone: 01294 465 576

Type of inspection:
Unannounced

Completed on:
20 September 2022

Service provided by:
North Ayrshire Council

Service provider number:
SP2003003327

Service no:
CS2003016037

About the service

Mayfield Primary School Nursery Class is registered to provide a care service to a maximum of 30 children aged 3 years and over. The early years class is located within Mayfield Primary School in Saltcoats, North Ayrshire. Children are accommodated within a main playroom with access to a multipurpose/lunchroom, own entry and cloakroom. There is a large outdoor play space adjacent to the class with further access to a woodland type area within the school grounds.

About the inspection

This was an unannounced inspection which took place on 13 September between 9.30 and 14. 15hrs. 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
- received feedback by email from two parents/carers
- spoke with four staff and the deputy head teacher
- observed practice and the environment
- reviewed documents.

Key messages

- Children were happy, confident and motivated to play and learn
- Children experienced kind, compassionate and nurturing care
- Staff work effectively as a team to meet children's individual needs
- The management team have successfully led staff to have a strong shared vision, values and aims
- A strong culture of reflection and self-evaluation is used to plan for improvement
- Improvement plan progress could be further shared with families using the nursery class.

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?	5 - Very Good
How good is our setting?	5 - Very 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? 5 - Very Good

1.1 Nurturing care and support

Children experienced nurturing care from a staff team who respected each child as an individual. Staff offered appropriate affection to children in a respectful and playful manner supporting children to feel loved and cared for. Children benefitted from sensitive caring relationships with staff. Interactions between staff and children were warm, responsive and engaging to support children in their learning.

Personal plans had been created beginning with home to nursery transition information. Staff included the voice of the family engaging with parents as equal partners to plan children's individual care, play and learning needs. This ensured children received continuity of care linking with home routines. Parents reviewed plans and were given regular updates on children's progress considering health and well-being.

One parent told us:

"We see her folders regularly and always feel at ease to highlight any concerns."

We asked the manager to consider how staff are sharing information, including personal plans for children who have a blended placement accessing other early learning services.

Staff were proactive in seeking any additional support for children working in partnership with relevant professionals. We discussed recording children's life events to further help monitor and plan for any possible interventions to support children's individual needs.

Children experienced a positive lunch experience. Staff sat the table with the children to offer support and respond to any safety concerns such as choking. To further enhance this experience, we asked if the management team could discuss with the local authority about providing lunch for staff, to allow them to eat with the children, acting as role models to encourage children to try new foods. This will help children to develop a positive relationship with eating at mealtimes.

Children had some opportunity to be independent pouring their own water at both morning and afternoon lunch. Staff described how they had organised the lunchroom differently before settling on an arrangement that worked best keeping children safe when hot food is being served. We discussed with the management team this could be further risk assessed when smaller numbers of children are having lunch to maximise opportunity for children to develop more independence.

1.3 Play and learning

Children were meaningfully and actively involved in leading their play. We observed children having fun, confidently taking ownership in their play and learning.

Staff implemented creative approaches which successfully engaged children's imaginations and enriched their play and learning. They were attuned to children's individual learning styles with a very good knowledge of child development. Skilful approaches such as introducing words to extend children's creative play as they played imaginatively, going on the train, helped to develop vocabulary relating to real life experiences.

Staff demonstrated a genuine interest in children's play knowing when to join in or step back. We saw how the discovery of a spider in the playroom was used to stimulate children's interests in insects. Children were allowed to explore and discover going at their own pace. This included voting on their favourite book, independently accessing instructions in how to make playdoh independently. Each experience incorporated opportunity for numeracy and literacy development.

Planning approaches taken by staff were a good balance of intentional and responsive centred around individual needs of the children. Children's natural curiosity and creativity was supported to develop.

Staff were able to discuss learning and development of children formally and informally on a regular basis ensuring children's individual needs were being met and practice did not present any missed opportunities. This ensured each child was supported in their play and learning to reach their full potential.

How good is our setting? 5 - Very Good

2.2 Children experience high quality facilities

Children were cared for in a bright and spacious playroom. The playroom was furnished with good quality furniture suitable for children's developmental stage. Homely touches, decoration and child led displays helped children to feel welcomed and included.

Health and wellbeing was promoted through outdoor play experiences. A rich outdoor play environment had been created. Shelter was provided meaning children could access in all weathers after being risk assessed by staff. A range of resources indoors and outdoors linked to children's interests could be easily accessed by the children helping to promote choice. Outdoor resources provided open ended opportunity for children to explore and be creative. A wide range of additional resources had been organised and labelled allowing staff to easily and quickly respond to children's interests and help extend their play.

In addition to the outdoor play area children made very good use of the 'woodland area' within the school grounds. The woodland area provided a range of spaces for the development of physical skills and exploration. Opportunities for risky play were provided with children assessing their own risks. For example, children put up hammocks and checked the area before use. Due to the layout of the accommodation children could not free flow to outdoors, only able to access by going in groups. However, children made good use of outdoor play and were confident when using all areas of the outdoor space.

Children benefitted from a safe and secure setting with a range of measures in place to ensure children's safety. Staff worked well together to identify and remove risks to children within the setting both indoors and outdoors. This included secure entry systems, clear boundary fencing, regular headcounts and communication between staff. We reminded staff to ensure the notice board used to record children's whereabouts is regularly updated during the sessions.

We discussed with the management team the benefit of staff revisiting the Care Inspectorate's 'Keeping Children Safe - Look, Think, Act' campaign.

How good is our leadership? 5 - Very Good

3.1 Quality assurance and improvement are well led

Leaders had successfully led staff in having a shared vision and aims. Staff were committed to ensuring children and their families have the best possible experience. We observed a motivated and enthusiastic staff team using reflection to positively inform their practice. Change was welcomed within the staff team and self-evaluation was at the centre of their approach.

Effective teamwork supported staff to identify professional development opportunities. Any new ideas were used to share ideas and improve practice. Staff trained on forest school positively led the team by cascading down good practice. They discussed their plans for further development of the woodland area proactive in their approaches.

Self-evaluation and reflection were underpinned by strong consultative relationships between the staff team and management, led by the depute head teacher. Respectful professional communication enabled staff to identify priorities for improvement. Daily informal reflection enabled staff to respond immediately to children's thoughts and ideas. For further professional development this session, staff had planned to familiarise themselves with 'A quality framework for daycare of children, childminding and school age childcare (2022), available on the care inspectorate hub, as an additional self-evaluation tool linked to the Health and Social Care Standards.

Children and their families views were important to the service. A coffee morning had been organised for parents to meet staff and other parents, one parent who attended told us they were encouraged to make suggestions. A culture of reflection and evaluation was evident within the whole school used to develop the whole school improvement plan leading to continuous improvements. We suggested this could be shared more with families using the early learning class to show progress and provide further opportunity for families to be involved.

How good is our staff team? 5 - Very Good

4.3 Staff deployment

The model of provision within the early years class currently offered children either a morning or afternoon session. This meant staff worked set shifts resulting in shared breaks which allowed them to refresh and supported development of the team. Staff end of day working hours coincided with children's finishing afternoon session times. We discussed with the management team if operating to capacity to plan how this would be managed to ensure this is not impacting on children's entitlement of funded hours and quality of experience.

We observed a confident and knowledgeable staff team. They were respectful & supportive of each other flexible in their approaches. Children experienced positive role modelling between staff helping them to understand and develop positive relationships. Staff worked as a team to ensure every family is welcomed and valued. This contributed to creating a caring ethos with a strong sense of community and family within the setting. This is resulted in children feeling happy, safe and secure enabling them to be successful and confident individuals.

Staff communicated well together for example if moving away from their area or leaving the playroom. This ensured staffing levels were maintained to supervise children and staff were able to engage with children to meet their needs.

There is a clear emphasis on staff wellbeing with regular 'time to talk' meetings and a strong presence from the depute head teacher. Appropriate policies and procedures are in place to maximise staff attendance. Staff told us they felt fully supported by the management team confident to contribute knowing they would be listened to. This supported a positive ethos of attendance within the staff team.

Procedures are in place for any unplanned absence of staff with bank staff deployed from the local authority. The senior early years practitioner should continue to develop operational guidance for bank staff to ensure they are provided with guidance to meet children individual health welfare and safety needs.

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

Management and staff should build on existing practice in ensuring that personal plans for each of the children clearly set out how the plan will meet each child's health, welfare and safety needs. The Personal Plans should show progression. This is to ensure care and support is consistent with the Health and Social Care Standards which state 'My Personal Plan is right for me because it sets out how my needs will be met, as well as my wishes and choices.' (HSCS 1.15).

This area for improvement was made on 27 September 2019.

Action taken since then

Personal plans sampled had clear targets set and reviewed showing children's progression.

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?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very Good

How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very 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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