Langlee Primary School Nursery
Day Care of Children

Langlee Primary School
Langlee Drive
Galashiels
TD1 2EB

Telephone: 01896 664 174

Type of inspection:
Unannounced

Completed on:
23 May 2023

Service provided by:
Scottish Borders Council

Service provider number:
SP2003001976

Service no:
CS2003016099

About the service

Langlee Primary School Nursery is registered with the Care Inspectorate to provide a service to a maximum of 100 children at any one time aged from 2 years to not yet attending primary school of whom no more than 26 children are under 3 years.

The nursery is an integrated part of Langlee Primary School in the town of Galashiels, Scottish Borders. The nursery premises consists of two play spaces with additional communal space for lunches, snacks and other group activities. Both play spaces have direct access to outdoor areas to facilitate free flow outdoor play.

About the inspection

This was an unannounced inspection which took place on 17 May 2023 between 09:00 and 16:00. 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 several children using the service and received comments from 2 parents
- spoke with staff and managers in the service and received 12 completed staff questionnaires
- observed staff practice and daily experiences for children
- reviewed documents
- spoke with visiting professionals.

Key messages

• Children were having fun and were well supported by staff.

• Some additional work was needed to ensure that strategies of support for some children were consistently recorded and used to maximise children's development and learning.

• Children were cared for in a comfortable and well arranged environment.

• Quality assurance processes had been developed to ensure continuous improvement.

• The deployment of staff around busier time of day should be assessed to ensure consistent support.

• Staff worked well together to create a positive and welcoming environment for children.

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?	5 - Very 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.

Quality indicator 1.1: Nurturing care and support

Staff understood the importance of nurture, attachment, and adverse childhood experiences (ACE's). They used their knowledge to build positive relationships with children and their families. Children were treated with warmth and kindness by staff and personal care routines were carried out sensitively and respectfully.

Staff worked closely with families before starting the service, this enabled them to develop meaningful personal plans which reflected children's individual needs and preferences. The personal plan had been reviewed regularly but staff needed to update some of the information to be held on the main form. For example, where a child had been prescribed long term medication, this had been recorded in the medical plan but not on the main registration sheet.

Children were well supported by staff who had methods for recording important information about children through chronologies. Support plans and strategies were in place for some individual children. We spoke to staff about developing this further to identify what the support was, and how this was impacting on the outcomes for the child. We made an area for improvement at our last visit. We have amended the wording of this to reflect progress made but work still to be carried out **(see area for improvement 1.)**

Children benefitted from snacks and meals which were well planned to provide opportunities for children to develop independence, choice, and social skills. We asked staff to assess the lunch experience for the 2-3 year olds. This was to ensure that children's food intake was accurately monitored, and the experience was not interrupted by excessive movement of staff and children before most children were finished their meal.

Children were being supported to develop an understanding of their emotions and how their behaviour impacted on others. Staff talked about feelings, used tools such as colour monsters, puppets and stories to help children begin to understand their emotions and begin to regulate them.

The health and wellbeing of children was well supported by good procedures for the administration of medication and recording of accidents and incidents. Children had sustained daily opportunities for outdoor play and were provided with healthy snacks and access to water at all times to ensure they remained well hydrated.

Quality indicator 1.3: Play and learning

Children's play and learning was promoted through a balance of spontaneous and planned experiences. The planning of play and learning had been a focus for development in the nursery. Further reference could be made of the many learning opportunities children had access to outdoors. Resources such as sand, water, paint, mark making, construction, role-play and loose parts play were available both indoors and outside. As a result, children were happy and active as they could make choices and engage in activities that interested them. Opportunities to make music and develop story telling and drama would further enhance play and learning.

Good opportunities for children to learn about number and language were provided. For example, children had been introduced to money in a number of real-life contexts and experiences to introduce weight, volume and measurement had taken place. Environmental print was used, as were books, magazines and opportunities for mark making and emergent writing.

Staff gathered a range of evidence to track a child's development. They used observations of children and tracking tools developed by the local authority. To ensure that all children's learning was tracked, a system of focussing on several children a week for in depth assessment had been developed. Learning information was regularly shared with parents through the learning journals and the digital platform Showbie. Staff could further develop the gathering of information if they consistently added a learning outcome to the observations in the learning journals.

There were many effective interactions between staff and children to extend knowledge through discussion and questions. Some staff were more skilled in this are that others and reflective discussion at the team meeting would help to create a consistent approach to supporting children's learning.

Areas for improvement

1. To ensure that children's care and support needs are met, the service should further develop a recording system to update information about children on the registration information sheet. This information should include strategies for support which are in place and the outcomes of that support.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'My personal plan (sometimes referred to as a care 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.)

How good is our setting? 5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality indicator 2.2: Children experience high quality facilities

Children experienced a nursery environment that was clean, inviting, and welcoming. Work had been carried out by managers and staff to develop the environment into two nursery age groups as this was assessed to better meet the needs of children. This had worked well, and children benefitted from well-designed play environments suitable for their developmental and support needs.

The outdoor spaces were used to enable children the choice to play indoors or outdoors for the whole session. Children told us they had wellies and jackets to wear if it was raining, one child told us they liked playing outside in the wind. The outdoor spaces provided a wide variety of interesting and open-ended resources. As a result, children were engaged and active in their play.

Furniture and resources were of a high standard and organised to promote free flow play. Children had ample space to move around the playrooms freely and made good use of the indoor and outdoor areas. Staff shared that they had been developing the environment to promote a homely play space with real-life and open-ended resources. As a result, children experienced an environment tailored to develop their natural curiosities and provided a calm and relaxed play space.

Spaces reflected children's current interests and curiosities. The use of attractive displays to promote discussion and exploration and the displaying of children's own work, encouraged children to re-visit their learning experiences.

Infection prevention control measures were in place to ensure consistent approaches to health and safety across the nursery. Staff positively reinforced the need for good hygiene with children by offering words of encouragement and role modelling good handwashing practice. Children's safety was promoted by a range of risk assessments for indoors and outdoors and maintenance procedures were in place. These procedures helped to ensure children's safety and security when in nursery.

How good is our leadership? 5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality indicator 3.1: Quality assurance and improvement are led well

The leadership and staff team all worked together to ensure a positive ethos within the nursery. The shared vision, aim and values of the service were evident in the interactions between staff, children, and parents throughout our visit.

An improvement plan was in place with identified priorities to support the service's improvement agenda. Self-evaluation was effective with formal and informal monitoring taking place. Staff contributed effectively to the ongoing improvements within the nursery, as they were encouraged to critically review their own practice, identifying strengths and next steps. This demonstrated a reflective and considered approach to the development of the service.

The senior early years officer held a very good overview of staff skills and training needs. Senior staff were responsible for carrying out professional development reviews. These linked to training records and the need for staff to meet the training requirements of the Scottish Social Services Council (SSSC). Training opportunities were well tracked and their impact on practice assessed. In addition, staff used the regular team meetings to participate in training, discuss and reflect on their practice and plan for children's experiences. As a result, children experienced support and learning opportunities that met their needs.

Opportunities for parents' to be included in the life of the nursery had been provided through the flexible settling in process, stay and play sessions, sharing of learning journals, parents consultations and information provided on Showbie and in the newsletter. Staff from the nursery worked with the Early Years Centre to support parents and develop positive relationships with them. This helped develop good communication with many parents which helped support children and the wider family.

Discussion with staff evidenced that children were at the heart of what they did. There was a good understanding of the need to support children in the nursery, through listening to them and building experiences round their interests and choices. To increase the opportunities for children to have their views, feelings and needs heard, staff had included the child's voice as part of their improvement plan for the coming year.

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.

Quality indicator 4.3: Staff deployment

Staff were enthusiastic about their roles and spoke positively about their work. They valued the positive relationships that had developed within their team and felt supported. Staff worked well together to create a positive and welcoming environment for children and families. Parents commented on the friendly and professional staff group.

Staff teams had been developed to provide children with consistency and continuity of care. There was a good balance of skills and expertise in each of the staff teams. Less experienced staff were provided with good mentoring and role modelling from the more experienced staff members and leadership team.

Staff roles and responsibilities were well defined throughout the day to ensure the smooth running of the nursery. Staff ensured that colleagues knew if they had to leave their designated role to attend to something else. We asked the leadership team to assess the deployment of staff at busy times such as before lunch, as at this time there were an increased number of minor accidents and incidents.

At the time of our visit children were cared for by an appropriate number of staff. The layout of the environment and the needs of some children present in the nursery, required an enhanced adult to child ratio. This had been acknowledged by the local authority. We have asked the leadership team to assess further the use of additional staff to ensure that they are effectively deployed to support children and the staff team as a whole.

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

To ensure that children's care and support needs are met the service should further develop a recording system to hold information about children in one place. This information should include strategies for support which are in place and the outcomes of that support. Information held in personal plans should be updated at least once every six months to ensure it is accurate and relevant.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'My personal plan (sometimes referred to as a care 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 14 May 2019.

Action taken since then

Personal plans were in place to support children. They had been regularly reviewed. Some more work was needed to ensure that registration forms were updated at the time of review and that individual support strategies were made clear and their impact assessed.

We have reworded this area for improvement and made it again in this report.

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?	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?	4 - Good
4.3 Staff deployment	4 - Good

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànain eile ma nithear iarrtas.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.