# Sacred Heart and Orbiston Nursery Class Day Care of Children

Liberty Road
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**Type of inspection:**
Unannounced

**Completed on:**
30 March 2023

**Service provided by:**
North Lanarkshire Council

**Service provider number:**
SP2003000237

**Service no:**
CS2003016818

HAPPY TO TRANSLATE

## About the service

Sacred Heart and Orbiston Nursery Class is registered to provide a care service to a maximum of 79 children not yet attending primary school at any one time. Of those 79 no more than 15 children are aged 2 years to under 3 years.

Care is provided from three playrooms in a self-contained wing in the primary school, which is located in Orbiston, Bellshill in North Lanarkshire. The service is situated close to shops, parks and other amenities. The primary school and nursery are both managed by the headteacher, who oversees the management, supervision and day to day running of the service. There are two Principal Leads and acting depute head teacher who also form part of the management team.

The service is provided by North Lanarkshire Council.

## About the inspection

This was an unannounced inspection which took place between 28 and 30 March 2023. One inspector carried out the inspection. To prepare for the inspection, we reviewed information about this service. This included previous inspection findings, registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:

- Spoke with many of the children attending the service and 14 of their family members.
- Spoke with staff and the management team.
- Spoke with one visiting professionals.
- Observed practice.
- Reviewed documents.

## Key messages

• Staff were kind, caring and nurturing in their interactions with children. They knew children very well and worked closely together to ensure their needs were being met effectively.

• Children were very well supported to lead their play and learning. They had access to a wide variety of exciting and stimulating play experiences.

• Staff worked closely with parents/carers and visiting professionals, to ensure that children's learning and development needs were being supported effectively.

• Staff were deployed in such a way that ensured continuity of care and effective supervision of children throughout the day.

• Some areas of the nursery environment would benefit from being upgraded and more robust cleaning.

• Further development of robust quality assurance systems would support the service with their improvement journey.

## 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 any areas for improvement.

1.1 Nurturing care and support.

Children were very happy, settled and confident in the setting. They confidently separated from their parents/carers and enthusiastically entered their nursery. They were greeted warmly by staff, whose kind and gentle manner helped them to feel safe and secure.

Children enjoyed their nursery experience and some special friendships had been formed. Many told us about what they liked to do, with playing outdoors with their friends being a particular favourite. Staff treated children respectfully and valued them as individuals. They warmly engaged with children at their level when supporting and interacting with them. Children sought and received reassurance and affection throughout the day. Staff's calm and caring manner helped create a warm, nurturing environment where children felt special and loved.

Children's key workers ensured children experienced a consistent, caring relationship, which helped them settle and feel safe and secure in the setting. All staff knew children very well and were involved in planning for their care and development. A parent/carer commented, "The difference in my son since he began nursery is unbelievable, the relationships he has with the teachers, especially his key worker, is amazing."

Children's personal plans contained important information about how their development needs were being supported. Online learning journals ensured children's progress and achievements were being recognised and celebrated with parents/carers. A parent/carer told us, "We regularly receive feedback on how my child is doing and what targets he is working towards. We love the learning story scrapbooks and feel these are very personal to my child, his achievements and are a lovely keepsake from his time at nursery. My child enjoys sharing his online learning journals with us at home and it helps up to see more about what he has been doing at nursery."

Children who required additional support were well supported in their development. Plans contained clear details of the support they required, with supportive strategies mostly implemented consistently throughout the day. We suggested it may be beneficial for some children to have access to visual supports, to help them communicate their needs and wishes and help their understanding of routines.

Staff worked very effectively with a range of agencies, to support children's development and identify next steps in their learning. A visiting professional told us about the positive partnership working with staff and how they were highly committed to ensuring that children received the support they required.

Parents/carers were meaningfully involved in planning for their child. Staff provided opportunities to engage in conversations when they arrived and departed the service. Stay and Play sessions and social events ensured parents/carers could attend the service and observe their child at play. This helped management and staff to develop and maintain positive relationships and work in partnership with them. Parents/carers spoke very highly about the communication methods used by the service.

Children benefitted from positive snack and mealtime experiences, which were enjoyable and unhurried. Thoughtful, homely touches made this a pleasant, sociable experience. Lunch was appetising, nutritious and healthy. Special dietary and cultural needs were well catered for and personal preferences were taken into account. For example, children were provided with an alternative, if a hot lunch was not desired. Children appeared to enjoy their lunch and ate well. Water was available throughout the day, ensuring children were kept hydrated. Staff made positive efforts to ensure children were encouraged and supported to develop the skills required to be independent and agreed to give this further consideration.

We found there was scope for medication to be managed more effectively. While medication was being administered safely, procedures could be further improved to reflect best practice guidance. The management team agreed to take this forward.

Children were safe and protected from harm, with clear protection policies and procedures in place. Management and staff understood their responsibilities and the systems that were in place to report any concerns. All staff had undertaken annual refresher child protection training. We were confident any child protection matters would be responded to appropriately.

1.3 Play and Learning

Children had very good opportunities to engage in child-initiated activities both indoors and out. The range of activities on offer were exciting, interesting and challenging, providing children with opportunities to be creative and curious during play. Children were highly engaged in their play for extended periods of time. Many played happily together with their friends and staff, while others were content playing on their own or alongside others. A parent/carer told us, "I love the fact that Twitter is used to share the activities going on within the nursery. It's so important for me to be able to see my daughter participating in these and also to know that she is enjoying herself with all the different fun and educational things they do."

The planning approaches used by staff were child centred and responsive to children's interests and experiences. The learning environment had been carefully considered to ensure all children were benefitting from play experiences that met their needs and stage of development. Children were able to lead their own play, which was well supported by skilled interactions from staff.

Children's early literacy and numeracy skills were well supported through opportunities to lead their own play and through a balance of well-planned and spontaneous play experiences. Programmes, such as The Three Read Approach, supported literacy and language development and promoted reading for enjoyment. Importance was placed on sensory activities and resources to inspire children to discover, explore and investigate things for themselves.

Children were keen to learn and experiment with different materials. They had access to a wide variety of quality resources and real-life materials to extend their play. For example, children used real vegetables in their play, which created a rich sensory experience and knives were used for chopping, which helped them develop a sense of responsibility. Water play presented the opportunity to problem solve, work with others and learn mathematical concepts. We observed staff praising and celebrating children's achievements throughout the day.

Staff understood the importance of outdoor play to children's health, wellbeing and development. Children benefitted from accessing the outdoor space throughout the day and in all weathers. This is where most children chose to spend their time during our visit. We observed children engaging in risky, challenging play where they could explore their limits and experience a variety of emotions. This contributed positively to

children developing confidence, resilience and positive self-esteem. A parent/carer commented, "The nursery has a huge playground and plenty of space for kids activities. Orbiston Nursery plans for outings, cycling which is good for kids."

## 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 any areas for improvement.

The service is provided from a self-contained unit within Sacred Heart Primary School. Effective security arrangements were in place, which were managed well by staff and management. Staff ensured children were always accounted for and effective systems were in place to monitor their whereabouts.

The setting was warm, inviting and comfortable. Homely touches, such as displays, photographs and soft furnishings and furniture helped create a welcoming environment for children and their families.

Displays and materials in neutral colours were used to help create a calm, nurturing space for children. Large windows provided the playroom with plenty of natural light and ventilation. A parent/carer commented, "From my visits to the nursery I have observed that it is very well looked after and maintained. The additions of the hut and other things in the garden has been great as it gives the children more things they can play with and learn from/with. My child always talks about how she has to wash her hands frequently so it's good to hear that they practice good hygiene with her."

Play areas had been well considered and took account of children's interests and development, with consideration given to children being able to access toys and resources independently.

Playrooms were well ventilated and toys and furniture were clean. We saw that good hand hygiene practices were being carried out by children, and that children were supported to do this well.

While playrooms were furnished to a suitable standard, we found some areas of the nursery to be tired and in need of some attention. We acknowledged the positive action taken by the management team following our visit and the commitment to take forward the improvements that were required. (See area for improvement one)

Areas were spacious, providing children with opportunities to play on their own and in small or larger groups with ample space to extend their activities. Children had access to a wide range of good quality, unique resources to support their play. The service should continue to evaluate the quality of play spaces, to ensure children's experiences are maximised.

Cosy spaces provided quiet, calm spaces for children who wished to spend some time alone or those who wished to relax and rest. Soft furnishings and resources provided comfort and reassurance for children who needed it. Management agreed to further develop spaces to enable children to rest, refresh, self regulate.

Children had direct access to a spacious, high quality outdoor learning space. This was an interesting, exciting space with different surfaces for children to practise key skills.

Accidents and incidents were recorded and shared with parents/carers. The management team have agreed to further develop auditing procedures. This may prevent further accidents/incidents occurring and will contribute to keeping children safe.

### Areas for improvement

1. To ensure children's safety, health and wellbeing, the provider, management team and staff should ensure all areas of the setting are safe, well maintained and cleaned to a high standard.

This should include, but not limited to ensuring:

- all areas used by children are clean.
- toilet facilities are of a suitable standard.
- playrooms are free from odours.
- robust infection prevention and control measures are in place.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishings and equipment' (HSCS 5.24).

## 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 any areas for improvement.

The service had undergone significant changes since the last inspection, which included the merging of both Sacred Heart Nursery Class and Orbiston Nursery School. Management, staff and families spoke very positively about this journey.

The service's values and aims were in the process of being reviewed at the time of our visit, which involved participation from staff, children and their families. The service placed great importance of children's wellbeing and right to play being at the heart of their work. A parent/carer commented, "The service is great. I have nothing but praise and admiration for their dedication and support with my child. This is what I like most about the service, you can tell that they care and they put their heart and soul into each and every child to ensure their independence is promoted and ensure they are ready to take the next leap in life onto school."
The management team welcomed change and demonstrated positive leadership. They valued staff and were committed to ensuring they were motivated and well supported to carry out their role effectively. They were very proud of the staff team and their achievements, particularly their involvement in the merging of the two services.

A positive culture of continuous improvement had been created and all staff, children and parents/carers were involved in self-evaluation activities. This ensured their views influenced the service. The management team had a good understanding of the service's strengths and the improvements that were still needed to improve the overall quality of the service.

Some effective quality assurance processes were in place that were impacting positively on outcomes for children and families. This included the service's development plan and quality calendar, which reflected the key areas for improvement being taken forward. The local authority Quality Officer supported the service to improve through regular communications and visits.

We found that a member of staff was not registered with the Scottish Social Services Council (SSSC). The SSSC is the regulator for the social service workforce in Scotland and all staff working in the sector must be

registered with them. We acknowledged the circumstances surrounding this situation and the immediate action taken by the provider. While there were systems in place to monitor SSSC registrations, there was scope for these to be more robust. (See area for improvement one)

Staff worked very well together. Regular meetings provided them with opportunities to receive updates on the service, discuss individual children and share ideas on what was working well in the playrooms and what could be improved.

The service used effective methods to communicate with parents/carers. This helped keep them up to date and helped them be involved in the life of the service. For example, family stay and play sessions, social events, newsletters and social media was used well to share and gather information.

Parents/carers had meaningful opportunities to share their suggestions on how the service could be improved, which was welcomed by management and staff.

There was a commitment to using staff's strengths, interests and skills to lead on specific areas of practice. Staff members had undertaken champion roles within the setting, which enabled them to develop leadership skills and strengthen their knowledge of best practice guidance.

Staff benefitted from engaging in a very supportive professional review and development programme, which supported them to develop in their role. Management were committed to using meaningful and supportive ways to develop staff individually and as a team.

### Areas for improvement

1. To improve outcomes for children and their families, the management team should strengthen the service's quality assurance processes, using best practice guidance.

This should include, but not be limited to ensuring systems are in place to effectively monitor;

- staff's registration with relevant professional body.
- all aspects of playroom practice.
- the standard of the premises.

This is to ensure that care and support is consistent with the Health and Social Care Standards, which state: 'I use a service and organisation that are well led and managed' (HSCS: 4.23)

## 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 any areas for improvement.

Staff were very enthusiastic and passionate about their role and spoke positively about their work. They worked very well together to create a positive, welcoming environment for children and their families.

Staff were kind, caring and nurturing in their interactions with the children. They were respectful and affectionate towards the children. They respected children's rights and it was clear they valued them and wanted the very best for them and their families. A parent/carer told us, "I wholeheartedly love Orbiston Nursery for my daughter and she has been thriving being there every day. The staff are just all so lovely and

I know my daughter is well looked after and nurtured. I just feel that they always try to give their best for my daughter and encourage her to learn and grow."

The service was well staffed to meet children's needs. Staff communicated well with each other and were deployed very effectively throughout the day. Staff had time to listen, respond, and care for children, which helped them feel safe, secure and valued. Deployment of staff was managed very well at busy times, for example, home time and mealtimes. Staff shifts and breaks were managed seamlessly, which minimised interruption to children's play.

There were a good balance of skills and experience across the team, with more recent staff being supported well in their role. Staff experience, knowledge and skills were used effectively to ensure children's experiences were positive throughout the session.

Staff had engaged in a variety of training and professional reading to develop their knowledge and skills including, mandatory training, the Solihill Approach, infant mental health, and trauma informed practice. They confidently described the impact on their practice from recent training that they had attended.

A parent/carer told us, "I only have good things to say about this nursery and I'm so glad my daughter has attended there for almost 2 years. She has grown up so much and learned so much and I know this has a lot to do with Orbiston Nursery and the staff that impact her life when she is there. I feel like they genuinely care about the kids and want the best for them. Orbiston Nursery staff have certainly set my daughter up well for starting school this summer and I can't thank them enough for all they have done for her and all the time they have invested in her."

## 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 | 5 - Very 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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