Honeywell Nursery Class
Day Care of Children

1 Honeywell Crescent
Chapelhall
Airdrie
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Type of inspection:
Unannounced

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Service provided by:
North Lanarkshire Council

Service provider number:
SP2003000237

Service no:
CS2006117933

About the service

Honeywell Nursery Class is registered to provide a care service to a maximum of 70 children aged three years to those not yet attending primary school. Care is provided from one large playroom in a self-contained wing in St. Aloysius' Primary School, which is located in Chapelhall in Airdrie, 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 Leads Practitioners 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 20 and 21 June 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 received feedback from 11 of their family members.
- spoke with staff and the management team.
- spoke with one visiting professional.
- observed practice.
- reviewed documents.

Key messages

• Children were happy, safe and content. They enjoyed their nursery experience.

• Children had a good balance of spontaneous and planned experiences which supported their learning in language, literacy and numeracy.

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

• Children could move freely between the indoor and outdoor environments which promoted choice and independence.

• 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 refreshed and cleaned.

• 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 happy, settled and secure in the setting. They were very confident in their interactions with staff and each other. Children enjoyed a positive nursery experience and were enthusiastic when telling us about how they liked to spend their time. A child told us, "I like to look for gems," another commented, "I like to use the flour and colours to make playdough." Children had formed some special friendships and were mostly able to choose when and where they spent time with them. A parent/carer told us, "My child is happy and feels safe and secure, cannot wait to get to nursery each day and enjoys every part of the nursery day."

Staff were kind and had a gentle, calm manner, which supported children to feel safe and secure. Staff interactions were nurturing, warm and responsive to children's needs and they were shown physical affection by caring staff. They ensured they were at children's levels when supporting and interacting with children and used positive ways to demonstrate that they were valued and respected as individuals. A parent/carer commented, "The staff are absolutely wonderful, the nursery is an amazing place."

Each child had a key worker who was responsible for their care and wellbeing. A stable staff team meant that there was consistency of care for children. This reliable, caring relationship helped children to settle and feel safe in the setting.

All staff knew children and their families very well. They shared how they gathered information about children's needs and how they planned for them as individuals. A parent/carer commented, "My child always talks about how much she loves the teachers at the nursery. They are so kind and caring, and genuinely have the best interests of the kids at heart."

Children's personal plans and online learning journals demonstrated staff had gathered important information about their health and wellbeing and how their development needs were to be met. The journals were a particularly good way of sharing children's progress and achievements with parents/carers. We highlighted ways in which children's plans could be further developed, for example, more clearly demonstrating how parents/carers are involved in planning for their child and ensuring plans are regularly reviewed. Management agreed to take this forward.

Children with additional support needs were supported well. Plans contained information about the support they required, with clear strategies which were generally 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 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 had meaningful opportunities to be involved in nursery life. Staff engaged in conversations

when they arrived and departed the service. Stay and Play sessions, forest walks and social events ensured parents/carers could attend the service and observe their child at play. This helped management and staff develop and maintain positive relationships and work in partnership with them. Parents/carers spoke very highly about the communication methods used by the service.

Snack and mealtimes were positive, nurturing experiences. Staff had worked hard to ensure mealtimes were relaxed and unhurried. The lunch area provided children with a quiet, calm space where they could enjoy their meal with their friends. The children's meal was appetising, nutritious and healthy. Most children appeared to enjoy this and ate well. Staff sat with children, chatting to them about their day and supporting as required. Special dietary and cultural needs had been carefully considered. Fresh water was available throughout the day to ensure children were kept hydrated. We highlighted some areas where snack and mealtimes could be improved, which management agreed to take forward. For example, ensuring meals provided meet the needs of all children and maximising opportunities for them to develop independence.

Although systems were in place to manage medication and staff understood children's health needs, we discussed areas which needed to be improved. For example, ensuring records were consistently completed. Management agreed to address these areas promptly to ensure medication is managed safely and effectively.

Children were safe and protected from harm with clear policies and procedures in place relating to child protection. Staff understood the role they played in this and all staff had undertaken annual refresher child protection training. The management team understood their responsibilities and the systems that were in place to report any concerns. We were confident any child protection matters would be responded to appropriately.

1.3 Play and learning.

Children had fun and engaged enthusiastically with their activities. They played happily together with their friends, while others were content playing on their own or alongside others.

Children had opportunities to engage in child-initiated activities both indoors and out. They could mostly independently choose where they wanted to play and engage in the activities they were interested in. A parent/carer told us, "My daughter has the opportunities to engage in lots of different activities, including outdoor play everyday."

Areas of the playroom were planned well to ensure children had access a range of learning opportunities that met their needs and stage of development. The block play area was very popular and provided opportunities for children to be creative. We encouraged the service to continue to ensure children have access to a wide range of quality toys, resources and real-life materials across all areas, to extend their play. A parent/carer commented, "Excellent learning environment with very patient and nurturing teachers."

Outdoor play experiences were particularly good and children could access the outdoor space independently in all weathers. Children had fun and we saw some children engaging in more risky and challenging play, for example climbing trees and balancing on the climbing wall.

Staff understood the importance of children leading their play. Staff played alongside children, interacting enthusiastically with them and supporting them during their play. Some staff used effective questioning well to extend and challenge children's learning. We encouraged management to continue to support staff to further develop their skills in supporting children's play.

Children's early literacy and numeracy skills were being 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 literacy programme supported language development and reading for enjoyment.

Planning approaches were responsive to children's interests which helped ensure play experiences supported and extended learning. Floorbooks were used well to capture and record children's participation in activities and experiences.

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 setting was warm, inviting and comfortable. Homely touches, such as displays, soft furnishings and furniture helped create a welcoming environment for children and their families. A parent/carer commented, "Nursery seems to have everything a child needs and a wide range of areas are on offer."

Suitable security arrangements were in place to ensure children's safety. Staff ensured children were always accounted for and systems were in place to monitor their whereabouts.

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.

While playrooms were furnished to a suitable standard, we found some areas of the nursery required attention, including a higher standard of cleanliness. We acknowledged the positive action taken by the management team following our visit and the commitment to take forward the improvements that were required to ensure a safe and hygienic environment for children (see area for improvement one.) We saw that good hand hygiene practices were carried out by children and staff. Children were supported to do this well.

Play areas had been generally well considered and took account of children's interests and development. Children had access to a good range of play resources to support their play. We asked management to ensure that consideration is given to children being able to access toys and resources independently.

While staff had given consideration to developing quiet, cosy spaces, we suggested this was an area which could be further developed. This would ensure children have space to rest, refresh and self-regulate when needed.

Children had direct access to a stimulating outdoor learning space. This was an interesting space with different surfaces and resources to support children to develop and practise key skills. For example, children had opportunities to develop physical skills and manage risk when climbing trees and using a climbing wall for balance. Children also benefited from exploring the small natural space, where we observed them learning about bugs. In addition, children had timetabled use of a large natural space within the school grounds. This provided children with further opportunities to engage with nature.

Management and staff should continue to evaluate the quality of play spaces, to ensure they offer children stimulation and challenge. We highlighted some areas during this inspection where further development could be considered.

Accidents and incidents were recorded and mostly shared with parents/carers. Management have agreed to ensure audits are more robust, which may prevent further accidents and incidents occurring and will contribute to keeping children safe.

Areas for improvement

1. To ensure children's safety, health and wellbeing, the provider, manager 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.
- ensuring toilet facilities are of a suitable standard.
- ensuring robust infection prevention and control measures are in place across the setting.

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.

There had been recent changes to the senior management team, however senior nursery staff remained consistent throughout. The management team had a clear vision for the service which had been created with staff, parents/carers and children.

Children's wellbeing and right to play was at the heart of their work. Management demonstrated positive leadership and were committed to ensuring staff were motivated and supported to carry out their role effectively. They were very proud of the staff team. A parent/carer commented, "the head teacher and deputy head are great, I always feel well informed."

Management had a good understanding 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 which reflected some key areas for improvement. The local authority Quality Officer provided advice and supported the service with their improvement journey.

We recommended that management continue to further develop robust quality assurance processes to help them monitor and identify improvements that are needed across the service. We discussed this in depth with then management team and highlighted the improvement programme on the Care Inspectorate HUB.

We found that a member of staff who supported children 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. We were satisfied with the provider's response and were confident that only staff who were registered were involved in children's care.

We discussed with the manager and quality officer about the importance of submitting notifications to the Care Inspectorate about significant events for example, changes to management arrangements. We signposted them to guidance relating to this.

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. The service recognised that this approach could be strengthened further.

The service used effective methods to communicate with parents/carers. This helped keep them up to date and be involved in the life of the service. For example, stay and play sessions, coffee events, forest walks, newsletters and social media was used well to share and gather information. A parent/carer commented, "The nursery is very organised and well run, staff appear very knowledgeable and up to date with policies and procedures. Communication is provided via email, sway, twitter and monthly newsletter and daily by staff."

Parents/carers had some meaningful opportunities to share their suggestions on how the service could be improved, which was welcomed by management and staff. The service should continue to develop effective ways to consult with children and parents/carers to ensure the service continues to meet their expectations.

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 enthusiastic about their role and spoke very positively about their work. They worked well together to create a caring, welcoming environment for children and their families. A parent/carer commented, "Staff team are amazing, my child is happy and confident with each team member and speaks about every member of staff in the nursery."

Staff wanted the very best for the children and families who attend the service. They were gentle, respectful and nurturing in their interactions with the children. They understood that continuity in children's care was important.

The service was well staffed to meet children's needs. Staff worked well together, communicating with each other effectively throughout the day. They were a professional, courteous and supportive team. A parent/carer commented, "all staff go above and beyond and really know all of the children well and their families. They are a credit to the nursery."

Staff breaks were managed well, for example key workers had their break when their children had their lunch. This meant they were accessible on the children's return to the playrooms. Staff breaks were managed in such a way that it caused minimal disruption to children's play. Throughout the session staff had time to listen, respond, and care for children, which helped them feel safe, secure and valued.

Regular meetings provided staff 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.

There were a good balance of skills and experience across the staff team. Their experience, knowledge and

skills were used well to ensure children experienced a positive nursery experience and their needs were consistently met. Leaders were also visible and played a key role in promoting good practice.

Staff were well experienced and had engaged in a variety of training and professional reading to develop and refresh their knowledge and skills. While there was a professional review and development programme in place to support staff, recent changes had impacted on this. The manager recognised this and agreed that it would be highly beneficial to staff to resume these opportunities.

A parent/carer commented, "The staff are brilliant, so caring and loving. I can tell they really enjoy seeing the kids develop, which is lovely as a parent. I couldn't be more grateful for all the staff, my child always talks about how much she loves the teachers."

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?	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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