Lamlash Primary School Nursery Class
Day Care of Children

Arran High School
Lamlash
Isle of Arran
KA27 8NG

Telephone: 01770 600 527

Type of inspection:
Unannounced

Completed on:
6 November 2023

Service provided by:
North Ayrshire Council

Service provider number:
SP2003003327

Service no:
CS2007157267

About the service

Lamlash Primary Nursery Class is located on the Isle of Arran, North Ayrshire. It is situated within Arran High School, adjacent to Lamlash Primary School. The service is provided by North Ayrshire Council.

The service is registered to provide a daycare of children's service for a maximum of 24 children aged from three years old to not yet attending primary school.

Children have access to a large, bright playroom and an outdoor space. All children can freely move between indoors and outdoors throughout the day. The nursery class is located within walking distance of local shops, parks, the beach and amenities.

About the inspection

This was an unannounced inspection which took place on Thursday 2 November 2023 between 08:00 and 16:30. We gave feedback to the service using Microsoft Teams on 6 November 2023 at 10:30. 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 registration information, information submitted by the service, and intelligence gathered since the last inspection. In making our evaluations of the service we:

- observed and spoke with several children using the service
- sent out a family questionnaire and received seven responses
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children were having fun and enjoying the resources and experiences available for play and learning.
- Children benefited from a staff team that valued learning through play.
- Staff and the management team placed children, and their families, at the heart of their work, ensuring children were loved, secure and well-supported.
- Children and families experienced warm and caring approaches to support their overall wellbeing.
- Children could freely access the outdoors throughout the session.
- Staff had focused on a nurturing approach which supported positive outcomes for children.
- Staff worked well together and were confident in their roles to ensure the best outcomes 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?	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

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

Quality indicator 1.1: Nurturing care and support

Children experienced warmth and care from staff who knew them very well. We saw children being respected and praised throughout their day. As a result, we saw confident children enjoying the early years environment.

Children were cared for by staff who knew them well. Personal plans outlined information about children's needs and preferences and how these were supported to promote positive experiences and outcomes for children. For example, emphasis had been placed on mindfulness for all children. The service had accessed training and was using a visual aid to support children to be kind and caring.

Children enjoyed mealtimes. We saw children choosing when to eat snack, helping with the preparation of the fruit and setting the table for their snacks. Children ate snack from fine china tea sets and took delight in discussing these with us. Meals provided by the service were nutritious and met children's individual dietary requirements.

Management agreed to continue to develop and adapt the lunch time routine to ensure children had the same autonomy and self-regulation as they do at snack time. We discussed the benefits of this for all children to promote a sociable, learning opportunity and positive outcomes for all children. Children were able to stay hydrated throughout the day through readily available drinking water, with one child proudly showing us how they accessed the water.

Children's health needs were promoted through the safe storage and administration of medication. Staff were knowledgeable about children's health needs and allergies which helped to ensure the wellbeing of all children

Children were well-supported in the indoor and outdoor environment by staff who knew about nurturing principles and delivered them calmly and with warmth. Staff engagement with children was child-centred and this contributed to a settled environment. Care was taken by staff to ensure that they communicated with children in a respectful manner. We saw this reciprocated in child to staff and child to child interactions. This meant that children were respected, included and confident.

Where other agencies were involved in supporting children, staff worked effectively with them to ensure a shared understanding of how to meet children's individual needs.

Children and their families are central to the nursery. One parent told us, "The staff are friendly, welcoming and caring. The atmosphere is calm and inviting."

Accident and incident records were in place. These should be developed to ensure that they comply with up to date General Data Protection Regulation (GDPR) requirements. Parents should sign and date accident and incident forms to acknowledge they are aware of any potential impact on their child.

Quality indicator 1.3: Play and learning

Children had fun and enjoyed a mixture of planned and spontaneous activities. Staff planned activities around children's interests to provide stimulating activities such as dressing up and planet discussions. There was a balance of spontaneous and planned high quality experiences. This was supported by staff who scaffolded and used effective questioning to extend children's thinking, encouraged language development and supported children to consolidate their learning. There were many examples of this across the inspection visit. We could see that children felt safe and secure. As a result, children were progressing well and were happy and confident.

Children experienced many opportunities to develop numeracy and literacy skills. Mathematical concepts were embedded in the play spaces across the setting and staff encouraged numerical language. For example, counting as part of daily routines, and the use of vocabulary such as shapes, sizes and colour. Numbered resources supported recognition of printed numbers. An environment rich in print and written word encouraged children to mark make. Children enjoyed books and spontaneous stories and singing, which promoted language development. Staff used language, story boards and visual cues to support communication across the nursery, helping all children to be included.

Children benefited from skilled interactions to encourage their thinking and problem solving. Staff used natural approaches to encourage children to find solutions and extend their learning. For example, we saw timers being used effectively to encourage children to turn take. Explanations were simple but effective and supported children to understand the concept of sharing and turn taking. As a result, we saw children respecting themselves, the environment and their friends.

Children's progression was supported through observations of their learning and achievements. These were shared with parents using online learning journals (Seesaw), which parents could contribute to.

How good is our setting? 5 - Very Good

We found significant strengths in aspects of the care provided and 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 safe, comfortable and welcoming environment where they could play and learn. The environment had recently been developed to further support staff to deliver good quality personal care in a dignified and caring manner. The well-maintained, open plan playroom was furnished to a high standard with lots of natural light and ventilation. Some quiet areas in the rooms had been considered to offer children space to rest and relax during the day. We asked the service to continue to develop homely, comfy places to encourage children to self-regulate, sleep or relax during the day.

Children were confident moving around the spaces available, both indoors and in the enclosed outdoor spaces. One child told us, "I like nursery, I like it a lot." Another said, "I like going outside, we can go outside when we want." This supported children to lead their own play and have fun with their friends.

The setting and equipment were safe and well-maintained. Children's safety was promoted by the secure surroundings. Staff were safety conscious and supervised children at all times. This helped to promote a safe and secure environment for children to play in.

Children were involved in assessing and managing reasonable risks. For example, they were standing on boxes to enable them to reach higher. Children's personal information was stored securely in a locked filing cabinet and digital information was password protected. This ensured families privacy and confidentiality.

How good is our leadership? 5 - Very Good

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

Quality indicator 3.1: Quality assurance and improvements are led well

The service had been reconfigured, since the previous inspection visit, to afford better access and toileting facilities. This had been done sensitively and effectively. The management team had been involved in all decision-making for the expansion. Risk analysis had been well-considered, and for a short period during the heavy construction the service had relocated children to another early years facility. This had ensured that the continuity of a high quality service had continued throughout the renovations.

The vision, values and aims for the setting were clear and focused on improvement. The management team promoted a setting that reflected the aspirations children, families, partners and the wider community on the Isle of Arran. This ensured positive outcomes for all. Staff had adopted a rights-based approach which respected children's individuality, promoting an environment where all children felt valued and welcome

Strong leadership supported staff to feel confident. The headteacher, depute headteacher and the nursery senior practitioner worked well together to ensure there were rich learning experiences for children. These learning experiences were being shared, through 'learning walks' with the primary school and high school teachers to ensure they were aware of the quality of the early years learning.

The service had created an improvement plan based on priorities identified by the management and staff team. Children and their families had been meaningfully involved in the improvement planning process. Effective policies, procedures and quality assurance processes were in place, and also supported the development of the service. Self-evaluation had been identified as an area of development on the service improvement plan. Management should continue to meet regularly to discuss progress and continue to consider how children's voices can be heard in the evaluation process. Staff recognised the important part they each played in meeting the needs of children and families.

How good is our staff team? 5 - Very Good

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

Quality indicator 4.3: Staff deployment

Staff knew children and their families very well. Secure relationships between them were evident in the kind and compassionate interactions we observed. Parents told us that staff were supportive, approachable, professional and loving. They also told us that the keyworker system helped to ensure that children's needs were well-known to staff and gave families a point of contact. This meant that children felt safe, secure and happy in a service where a caring staff team nurtured and supported them.

Effective use was made of staff knowledge and skills to ensure children's experiences were positive. Staff communicated very well with each other and worked together to keep children safe and engaged in quality experiences. This meant that key tasks and responsibilities could be carried out whilst ensuring continued positive outcomes for children.

Continuity of care for children was promoted through the positive management of staff absences and breaks. Staff demonstrated a flexible approach, and breaks avoided busy times such as lunch, when children were likely to need adult support.

Children benefited from a positive ethos which was reflected in the actions of the staff team. We saw staff working as a team to identify common goals and aspirations for the service. This contributed to the nurturing, supportive environment for children.

Staff wellbeing was a priority for the management team. An open door policy, one-to-one meetings and annual appraisals meant staff felt valued, supported and listened to. As a result, we met happy staff, working well together.

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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