St. Kevin's Primary School Nursery Class
Day Care of Children

Langmuir Road
Bargeddie
Glasgow
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Telephone: 01236 632146

Type of inspection:
Unannounced

Completed on:
21 February 2024

Service provided by:
North Lanarkshire Council

Service provider number:
SP2003000237

Service no:
CS2007164574

About the service

St. Kevin's Primary School Nursery Class is registered to provide a care service to a maximum of 64 children aged from three years to those not yet attending primary school, of those 64 none are aged under 2 years and no more than 5 are aged 2 years to under 3 years. At the time of the inspection there were no 2-year-olds attending the service.
Children are cared for across two spacious playrooms and have direct access to a secure outdoor play area. Children also have use of the gym hall and wider playground areas.

The service is located in a residential area of Bargeddie, North Lanarkshire and is situated close to shops, transport links and other amenities.

About the inspection

This was an unannounced inspection which took place on 20 February 2024 between 09:15 and 17:30. We provided feedback to the service on 21 February 2024. 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 and received feedback from 22 of their family members
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Staff were warm, caring and nurturing, which supported children to feel loved, safe and secure.
- Strong relationships had been established with families, which resulted in positive outcomes for children.
- Children participated in high quality play, which was supporting them to progress in their learning.
- Free flow access to the well resourced garden area provided children with rich opportunities for physical play, which supported their overall wellbeing.
- The nursery environment was safe, clean, homely and well-maintained.
- Staff were skilled, knowledgeable and committed to the continuous development of the service.
- Leaders established a culture of self-reflection and learning, which promoted high quality experiences for children and helped secure improvements for children and their families.

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?	6 - Excellent

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 how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality Indicator 1.1: Nurturing care and support

Children were happy, settled and confident exploring the setting. Children told us they enjoyed nursery and one commented, "we get to play with all our friends and the ladies make me laugh."

Staff were warm, caring and nurturing, which supported children to feel loved, safe and secure. Parents told us, "staff are all lovely and friendly. They always make my child feel welcome in the morning" and "the standard of care, compassion and focus on developing the children is exemplar." One child commented, "I do like playing, I love drawing, I love playing with cars and playing with big trucks. I love playing with [my friend]. I love the teachers".

Staff took time to get to know children and their families. As a result, they knew children well and provided responsive care, which promoted children's wellbeing. For example, staff noticed if children needed support and asked if they were ok, or if they needed help. This was done in a sensitive caring manner, which supported children to develop their confidence and resilience. Parents told us, "It's fun and friendly. My child feels like they can go to an adult for help. My child feels safe" and "every single member of staff are very attentive with my [child], they always feedback on what they get up to and all show a great interest in their development." A couple of parents commented they would like more information about their child's day and we shared this with the manager.

Personal plans were in place for all children, which gathered important information to meet their needs. One parent told us, "I'm very happy with both the care my [child] receives as well as the learning & play [they] are involved in every day." Staff liaised with external agencies when required, which helped ensure the right support was in place to meet children's needs. Children's progress was shared with families and together they identified next steps. One parent told us, "nursery staff are really good with all the children and attend to their every need and all the teachers make sure they have a bond with the kids." Leaders told us they planned to review the personal plan paperwork. We discussed that consideration could be given to improving how strategies were recorded to further support staff when reviewing children's progress.

Children experienced relaxing, unhurried and sociable mealtimes. Staff sat with children and engaged in meaningful conversations, which contributed to their language development and making sense of the world around them. Children could come for snack when they were ready, which supported their choices and wishes. The lunch experience had been improved and this provided opportunities for children to be more independent. For example, setting the tables and self-serving part of their meal. This helped create positive attitudes towards mealtimes. Staff continued to reflect on mealtimes and were considering further improvements. We agreed, that developing further opportunities for independence at lunch time would support children to develop life skills and promote their choices and preferences.

Systems were in place to help ensure the safe administration of medicines, if required. All medication was stored appropriately and reviewed regularly with families to ensure staff had the right information to meet children's health needs.

Quality indicator 1.3: Play and learning

Children benefitted from lengthy periods of uninterrupted play, where they were involved in leading their own play and following their interests. For example, routines and pace of the day had been planned to ensure there were minimal disruptions to children's play. Many children told us the things they enjoyed about nursery. For example, "I like playing in the garden, I really like climbing up that [climbing box]", "I like building with the blocks, I'm making Spiderman's headquarters" and "I like playing in the house with my friends, we make tea and do the dishes."

Staff reflected together on how well play spaces were being used and made changes to support children's interests. Children were consulted and staff respected their views and ideas. For example, the block play area had recently been relocated to the other playroom, which offered better opportunities for children to engage in play and express their ideas. We observed children deeply engaged for long periods as they built buildings, bridges and models. Staff plan to enrich the environment further by adding more materials to support high quality play. We discussed that consideration could be given to enhancing some areas further to support choices. For example, the availability for sand and water indoors and increasing the amount of materials in the creative area.

Staff skilfully interacted with children during play, supporting their curiosities and extending their learning. They offered sensitive suggestions and asked questions that challenged children's thinking.

Free flow access to the well resourced garden area provided children with rich opportunities for physical play, which supported their overall wellbeing. The use of open-ended and natural resources supported children to use their imagination and contributed to literacy and numeracy development. For example, pebbles, sticks, tyres, tubes and guttering. Children skilfully moved play equipment to support their ideas. Lots of fun, chatter and laughing was heard as children explored the garden.

Planning approaches were child centred and focused on children's interests and needs. Staff were knowledgeable of best practice guidance, which they used to support planning for meeting children needs and interests. Opportunities for high quality play was at the heart of decision making. Staff participated in training to develop their skills in observing, interpreting and recording children's learning. This supported staff to reflect on current practice and identify what they could do better, which is included in improvement plans for the service. Moving forward this will help staff capture children's significant learning to share with parents and help plan to meet their needs.

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

Playrooms were homely, well ventilated and furnished to a high standard, providing a warm and comfortable environment for children. The inclusion of soft furnishings and natural materials ensured that children had spaces to relax and refresh, supporting their emotional wellbeing. One parent told us, "you get a very homely feel when you walk into the nursery, always very clean and the [children] love playing with all the toys they have."

Children chose from a variety of play spaces that supported their needs and interests. For example, a cosy book area, baking, playdough, block play and arts and crafts. One child told us "I made a cake today." Children shared with us what they liked the most at nursery. This included "playing with toys, baking, playing with smart board & story time."

Children had free flow access between indoors and outdoors and an additional playroom was accessible from the garden area. Spaces reflected children's interests and play materials were presented well, which supported play and learning. This promoted children's choices and enhanced emotional and physical wellbeing. One child told us, "I love having no shoes on. I love drawing cakes. I love this house".

Children were protected from harm through a variety of safety measures. For example, secure entry to the premises, secure outdoor area and well maintained premises. Parents commented positively about the quality of the setting and one comment included, "fantastic outdoor garden with loads of resources to keep all children busy. The nursery has a great homely feeling to it. Has a lot of toys and materials that some children may not have at home."

Accidents and incidents were recorded and audited regularly to support children's health and wellbeing. Accident forms were completed and appropriate first aid administered when needed. We discussed that more information could be included in audits to record if any actions were taken as a result of audits or emerging patterns of accident or incidents.

Infection control practices in place contributed towards a safe and clean environment for children. This included regular hand washing and general cleaning of surfaces and play spaces.

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 well led

Vision, values and aims were in place, which had been developed in consultation with families which reflected their needs. This included providing a safe, nurturing and loving environment, to help children reach their full potential. One parent told us, "putting my [child] in this nursery was by far the best decision I've ever made" and the setting was "structured to support and develop the children. A welcoming and nurturing environment."

Leaders were passionate and committed to their role to help ensure positive outcomes for children. All families that responded to our questionnaire told us they were confident that the setting was well managed. Comments included, "excellent leadership felt within the nursery. Always well organised and [my child] feels safe."

Leaders and staff valued the importance of building relationships and partnership working with families. They engaged regularly to help gather feedback to support evaluation of the service, which contributed to influencing positive changes. As a result, almost all families felt they were involved in a meaningful way to help develop the setting. One parent told us, "the leadership in the nursery really is second to none. This is driven from the top by {the headteacher] who you see frequently in the nursery and knows all the kids by name. There is a great culture been created within the nursery, where you feel you can approach any member of the team and feel confident that your kid was their number one priority."

Views of children were actively sought to inform developments of the service. This included gathering their thoughts and ideas about how to develop play spaces. This supported children to feel valued and ensured their voices were heard. Staff were eager to introduce more ways to consult with children in all matters affecting them and improve ways of evidencing this.

Quality assurance across the service had identified key strengths and areas for improvement. Leaders were committed to developing staff confidence and skills, empowering them to reflect on practice. Staff told us, "overall we are a strong supportive team, who work continuously to best support and care for the children in our setting. We are regularly reflecting on practice and are led by the children" and "nurture and care is a key strength and adapted into the nursery ethos, we offer a welcoming environment for all stakeholders. Children are at the heart of our establishment and ensure that children's voices are listened to and acted upon."

Improvement plans were in place to support positive changes within the nursery. This included increasing parental involvement, learning for sustainability and developing staff interactions to support children to be challenged through play. Staff told us they are exploring further ways to enhance communication within the team, to help ensure this remains a priority to provide consistency and continuity for children.

How good is our staff team? 6 - Excellent

We evaluated this key question as excellent where performance was sector leading with outstandingly high outcomes for children.

Quality Indicator: 4.3 Staff deployment

Staff worked extremely well together to create a positive, caring and welcoming environment. The team were nurturing, friendly and caring. They valued relationships at the heart of their work and they were passionate about ensuring excellent outcomes for all children to help meet their full potential. For example, leaders supported staff and were meaningfully involved in supporting care and play experiences for children.

Staff were highly motivated, compassionate and caring. They were knowledgeable about child development and undertook training relevant to their role to help develop their practice. This supported them to drive positive changes forward as detailed throughout the report.

Staff understood that continuity of care was important for children and communicated well with each other when tasks took them away from their responsibilities. For example, children needs were considered when planning room rotas, daily routines and transitions during busier periods, such as mealtimes. There was flexibility for staff to move with children across play spaces to support meeting their needs. Staff breaks were planned to meet the needs of children, which meant staff could rest and be refreshed, whilst having minimal impact on children. As a result, children were highly supported across the day.

Staff were aspirational and had an enabling attitude which supported children reach their potential. They had an extensive and varied range of skills and experience, which supported their practice. Leaders recognised and valued individual strengths, skills and knowledge and these were meaningfully applied to support the needs of children. For example, staff made very good use of professional development opportunities that linked directly to enhancing outcomes for children.

Staff had individual leadership roles, which supported them to feel valued and motivated. These included, literacy, sustainability and STEM (science, technology, engineering and maths). One staff member commented, "everyone shares their knowledge and experiences with the team." Children benefited from play and learning experiences influenced by these roles. For example, numeracy and mathematical thinking opportunities were embedded across play spaces, which were supported by the use of natural and open-ended resources and opportunities to learn about nature on visits to local woodland areas.

Leaders recognised the importance of ensuring the service was appropriately staffed to provide high quality care for children to support their wellbeing. Staff rotas had been well-planned to ensure staff were available throughout the day to welcome children and families. Leaders were also available to ensure additional support could be offered to families if needed. To help ensure children were not impacted by varied work patterns of staff, relationships were strengthened by the keyworker 'buddy' systems. This meant staff worked closely together with other colleagues helping to ensure continuity in children's care and children knew who was caring for them which supported them to feel safe and secure.

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?	6 - Excellent
4.3 Staff deployment	6 - Excellent

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