Inverkip Nursery Class
Day Care of Children

Inverkip Primary School
Station Road
Inverkip
Greenock
PA16 0AY

Telephone: 01475 715 745

Type of inspection:
Unannounced

Completed on:
3 October 2023

Service provided by:
Inverclyde Council

Service provider number:
SP2003000212

Service no:
CS2007167488

About the service

This service registered with the Care Inspectorate on 1 April 2011.

Inverkip Nursery Class is located within the village of Inverkip. The nursery is within Inverkip Primary School and the head teacher manages the service and supervises the staff.

The service is provided by Inverclyde Council and operates during school term-time. The service is registered to care for a maximum of 30 children aged 3 years to those not yet at Primary School. The head teacher manages the service and supervises the staff.

About the inspection

This was an unannounced inspection which took place on 2 October 2023 between 09:30 and 17:00 and 3 October between 09:30 and 14:30. 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 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 eight people using the service and seven of their family representatives
- spoke with eight staff and management
- observed practice and daily life
- reviewed documents

Key messages

- Children were happy and having fun.
- Staff established positive relationships during home visits before children began the service.
- Children benefitted from a staff team that were respectful and kind.
- The manager of the service was passionate and committed to ensuring the best outcomes for children.
- Staff should continue to embed outdoor play experiences throughout the session.
- The manager should now formalise quality assurance systems and processes to ensure continuous improvement.

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?	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? 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

Children experienced care from warm, kind and caring adults who knew them very well. Staff spent time with children to chat to them about their pets, family and activities at the weekend. This made children feel safe, secure and loved.

Children had the opportunity to have snack during the day at a time that suited them. On the second day of inspection some children experienced snack outside which meant play was uninterrupted. The snack was healthy and nutritious, and children were confident in the routine.

Overall, the lunch time experience was calm and sociable. Children used the school dining hall to have their lunch. One child told us, 'You go out that door down there, and round the corner and that's where you get lunch.' Children were independent during lunchtime. For example, they served lunch themselves, poured their own drinks and cleared their plates. Adults' role modelled table manners and social skills by eating with the children and engaging in conversations. As a result, children were learning healthy eating habits.

Each child had a personal plan in place which highlighted likes, dislikes, and preferences. Information was used to create a 'what matters to me' sheet. This allowed staff to get to know children well. The service should now use this information to plan for children individually to meet individual needs and strategies highlighted. This would further ensure that children are well supported.

We audited the medication that was being stored on the premises and discussed with management the storage and recording of medication. For example, we found that some forms were incomplete, and one medication was past the use by date. Management addressed areas identified immediately. The service should continue to monitor and audit medication including the recording of information, using 'Management of Medication in Daycare of Children and Childminding Services,' as a guide. This will ensure children are kept safe and healthy.

Where children required support with nappy changing, this was done in line with infection, prevention, and control measures. We suggested moving children's personal items to the changing room. This was actioned immediately. As a result, children were treated with dignity and respect.

Quality Indicator 1.3: Play and learning

Children were meaningfully engaged in their play inside throughout most of the session. They were confident to move around the play spaces freely. This told us that they felt safe in the environment.

Staff were responsive to children and knew their interests. One child asked if she could dance and this was facilitated by one of the adults, who also joined in the dancing. As a result, children felt happy and confident in the setting.

Children had opportunities to develop play and learning through accessing the wider community and surrounding areas. For example, trips to the local beach and park. This was supporting children's curiosity and imagination while developing life skills.

Staff had a good understanding of child development, relevant theory and practice which was supporting children in play and learning experiences. Each fortnight staff linked their approaches to research or best practice guidance, for example, Maslow's hierarchy of needs and realising the ambition had recently been selected. This meant that children received care that was developmentally appropriate.

Children were able to make decisions on where they wanted to play. Staff were supporting children to develop their language, literacy, numeracy and wellbeing for example, block play, small world, home corner and mark making. As a result, children were progressing well.

Planning approaches tracked children's achievements across all curricular areas, including literacy, numeracy, and health and well-being. Large floor books were used to record experiences, and some included the child's voice. This was shared with parents via online learning journals. However, some posts were generic and were not individualised. One parent told us, 'Better use could me made of technology/apps to give personalised feedback.'

The manager and staff should now review and streamline their planning approaches to reflect children's individual interests and stages of development. This will ensure children are reaching their full potential.

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 areas for improvement.

Quality Indicator 2.2: Children experience high quality facilities

The nursery playroom was warm and welcoming to children. For example, pictures of the children's families were displayed in the nursery. The playroom had sufficient natural light, although the windows were too high for the children to see out of. There was plenty of fresh air and ventilation. This gave a message to the children that they matter.

Children had access to a good range of resources that were clean, well-organised and encouraged exploration and fun. Staff have developed the indoor and outdoor play spaces recently to offer a variety open-ended and natural resources. For example, children spent prolonged periods in the house corner filling and emptying the rice and oats and some children engaged in play with bolts and hinges. As a result, children explored opportunities that promoted and challenged their curiosity and imagination.

However, on the first day, some areas looked sparse and lacked resources to stimulate children's creativity. The management and staff team should continue to develop the play spaces and build their resources. This will further ensure that children continue to benefit from an environment with rich learning opportunities.

Children have access to an enclosed outdoor play space. Due to the layout of the building children can not access this space independently. We observed staff offer children the opportunity to play outdoors during our visit. The staff team should continue to ensure children have extended daily access to outdoor play throughout the session. This will enhance children's opportunities to develop their social, physical and independence skills.

Effective infection prevention and control practices were well embedded across the service. Children and staff were seen regularly washing their hands, in line with good practice. They were confident and familiar with these routines. As a result, children were being kept safe and healthy.

Effective arrangements were in place to monitor and maintain the setting and the equipment used. For example, staff carried out safety checks of the outdoor play space before children arrived in the morning. This ensured children felt safe and comfortable

Staff were aware of risks that can arise during play. However, we have asked the leadership team to review and update, with the team, the risk assessments and mitigation measures in the nursery. This will further ensure that children are kept safe.

The storage of children's personal information complied with relevant best practice as it was securely stored. There were locked file cabinets to keep sensitive documents safe. This meant that children's personal information was protected.

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 areas for improvement.

Quality Indicator 3.1: Quality assurance and improvement are led well

The manager was open and honest throughout the inspection and promoted a shared vision along with staff in delivering a quality service to all children and families. The nursery recently, in connection to the school, revised the vision which included the views of children, staff, parents, and the wider community. As result the children benefited from strong connections to their setting.

Since the last inspection, there have been a number of staffing changes within the senior leadership team. The current manager, depute, and staff worked well together creating a culture of shared responsibility. One member of staff told us how she takes the lead on implementing the 'Word Aware' programme. This is an approach that supports the development of vocabulary. We could see that there were strong foundations in the newly formed team and are confident that the setting will continue to grow and move forward.

The newly formed management team were approachable and motivating. Staff said they felt very well supported and were empowered to suggest and drive changes within the setting. As a result, a culture of continuous improvement was emerging.

Staff knew the service well and were building on their confidence to discuss what they do well, how they know and what they could improve. There was a manageable and focussed improvement plan in place. The service planned to continue to find ways to gather the views of families. This will further ensure that improvements are targeted and lead to improved outcomes for children.

Quality assurance, including monitoring and self-evaluation now needs to be more firmly embedded into the process of evaluating and improving the nursery as a whole. For example, monitoring of staff practice and audits of medication procedures. This would further support improving outcomes for children by continually monitoring systems, processes and practice.

How good is our staff team? 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 4.3 Staff deployment

Staff worked well together, and they were respectful in their interactions with each other, creating a positive ethos within the service. Good working relationships had been established which meant that the children and families experienced a warm, caring atmosphere.

Children benefitted from having opportunities to develop positive relationships with all staff in the service. This began with home visits before the children started at the service. Staff interacted positively with the children and were kind, nurturing and caring towards them. One parent told us, "All I can say is fantastic. Always made me feel like they are part of the family and look after my daughter very well". This showed us children benefitted from a passionate and caring team.

Staff meetings were held regularly to discuss planning, supporting children, what was working well within the nursery and areas that needed to improve. Reflections included links to research and good practice documents. As a result, children were being cared for by knowledgeable and passionate staff.

Staff breaks are taken at a time that suits the needs of the children. For example, all staff are available to support the lunch time experience. As a result, children were kept safe and had opportunities for meaningful engagement throughout the day.

There was a range of opportunities for staff training. Staff spoke to us about their recent training, including trauma led practice. They were able to tell us about the impact this had on their practice and on outcomes for children. This meant staff were building on their confidence to provide high quality care for all the children and developing their practice.

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

Staff should establish systems to better support and encourage children to be independent and to take charge of their own decision making.

National Care Standards for early education and childcare up to the age of 16 - Standard 5: Quality of experience.

This area for improvement was made on 11 October 2017.

Action taken since then
Children were encouraged to be independent throughout the session. They were able to choose where to play and lunch time also allowed opportunities to develop their independence.

This area for improvement has been met.

Previous area for improvement 2

Staff should review both their daily routine and deployment responsibilities to allow children the necessary time required to learn through free play.

National Care Standards for early education and childcare up to the age of 16 - Standard 5: Quality of experience.

This area for improvement was made on 11 October 2017.

Action taken since then
Overall, the pace of the day matched the needs of individual children. They had periods of free play, supported by adults, to allow play and learning to be meaningful.

This area for improvement has been met.

Previous area for improvement 3

Staff should create a more flexible outdoor play system to enable children to have increased access to outdoor play. They should also provide children with more exciting and challenging outdoor play experiences.

National Care Standards for early education and childcare up to the age of 16 - Standard 5: Quality of experience.

This area for improvement was made on 11 October 2017.

Action taken since then
A system is in place to allow children to access outdoor play. Since the last inspection staff have developed spaces in the garden to challenge and motivate children to learn. They should continue to develop these spaces with the children.

This area for improvement has been met.

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?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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