Eastfield Primary School Nursery Class
Day Care of Children

23 Cairntoul Court
Cumbernauld
Glasgow
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Telephone: 689

Type of inspection:
Unannounced

Completed on:
15 March 2023

Service provided by:
North Lanarkshire Council

Service provider number:
SP2003000237

Service no:
CS2008173782

About the service

Eastfield Primary School Nursery Class is registered to provide care to a maximum of 54 children not yet attending primary school at any one time.

Care is provided across a large open plan playroom within Eastfield Primary School Nursey. This includes a laundry, kitchen, and changing area. Children had access to secure gardens within the school grounds. The service is located in a residential area of Cumbernauld, North Lanarkshire and is situated close to shops, transport links and other amenities.

About the inspection

This was an unannounced inspection which took place between 13 March 2023 and 15 March 2023. Feedback was provided on 15 March at 16:00. 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 12 of their family members
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Staff took time to get to know children well, which helped ensure positive relationships were formed between staff and children.
- Children's health and wellbeing was promoted by regular access to outdoors.
- Strong relationships had been established with families which resulted in positive outcomes for children.
- Children were making good progress with their literacy and numeracy development.
- Staff were committed to their roles and keen to secure improvements for children and their families.
- The routine of the day should be reviewed, including the attendance patterns of children, to ensure a better balance of responsive and planned play experiences.
- Children could be better supported to learn and develop through high quality play to support curiosity, creativity and problem solving.

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?	5 - Very 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.

1.1 Nurturing care and support

Children were settled in the service and told us that they liked coming to nursery. They said, "I like nursery," "the ladies take care of us," and "they give us cuddles."

Children were greeted warmly by staff when they arrived at the service. This helped them feel valued, and promoted a sense of belonging. Staff checked in with them to ask how their morning had been, demonstrating the love and care they had for them. One parent told us, "they (staff) show such love and care, and to me that is the biggest thing."

Staff took time to get to know children well, which helped ensure positive relationships were formed between staff and children. Most interactions were kind, caring and nurturing, helping children feel loved, safe and secure. Parents agreed and told us, "the staff are very caring and nurturing, the staff know my child well and I feel that they really care about them."

Nurturing approaches supported children's wellbeing. For example, by offering cuddles and sitting on adults knees in response to their needs. One parent told us, if their child is upset "they are always happy to go to a member of staff for a cuddle and some support." However, there were a few occasions where interactions could have been more respectful to children, to support their rights, wishes and choices. For example, offering more choices during routines and adult led activities. We discussed this with the management team and they agreed to review routines.

Strategies were in place to support children with a variety of additional support needs. For example, by using visual aids, sensory resources, and signs and symbols know as 'Makaton' to support children with communication. This supported children to communicate their needs and understand what was happening next.

Personal plans gathered information that supported meeting children's needs. For example, 'all about me records' shared important information about children's home life, interests and care needs. One parent told us, that before starting nursery "we discussed my child's needs, likes and dislikes, any concerns or issues or anything the nursery needed to know in terms of supporting their transition to nursery." We discussed with the manager how children's plans could be further developed, to ensure that they reflect how significant individual needs would be met.

Personal care and nappy changing was carried out in response to children's needs to ensure their comfort. We discussed with the service the need to further promote children's privacy and dignity by ensuring the door is fully closed whilst changing nappies. We were satisfied that this was addressed before the end of inspection.

Children experienced a sociable mealtime with peers. They were developing positive attitudes towards healthy eating as they explored food and helped to grow vegetables in the garden. One child told us, "I know what's healthy, it's lentil soup, apple and banana," and "I like to have banana, oranges and toast."

Children were independent and developing skills for life as they poured their drinks and cleared their own plates. One parent told us, "they are encouraged to collect their own cutlery and sit at the table throughout lunch time, and they tidy up their plates." However, the majority of families told us they would prefer a choice of meals for their child at lunch time. We agreed that more choice would support children's dietary need's and preferences. We shared this with the managers.

Almost all medication was stored safely and reviewed regularly. However, a few care plans could have been further developed, to reflect children's medical needs in more detail, including ensuring information from parents and plans from health care providers match up. This would ensure staff have the correct information for administering life saving medication.

1.3 Play and learning

Staff supported children to progress their learning. For example, drawing, games and reading stories together. Children showed particular strengths within their literacy and numeracy development. Children told us, "I can count," "look at me matching," "look I can write my name." One parent told us, "my child has access to a huge number of activities every day, I think they are very stimulated and constantly learning new things."

Outdoor play opportunities supported children to be curious and solve problems. For example, children experimented with their own ideas on how to empty large amounts of rain water which had collected in the sand pit. They also explored the change of properties of ice as it melted back into water. Outdoors, staff supported children to extend their thinking skills through skilful use if questions. For example, 'what do you think will happen?' 'who's got a solution?' 'let's try that.' These interactions promoted children's confidence and resilience when things did not work out as planned. Children would benefit from more opportunities to lead their own learning indoors. This would help to challenge their thinking and develop their skills. Staff could participate in further learning and reflection to enhance their confidence in promoting high quality learning during free-play.

Children benefitted from opportunities to visit a nearby woodland area and the 'big garden' on the school grounds. This supported them to develop an appreciation for nature and participate in physically activity, which promoted their overall wellbeing.

Children could access some toys and materials that supported their play. For example, they enjoyed sand, pretending to cook, and painting at the easel. However, further consideration should be given to the layout and organisation of materials to help ensure children have interesting and ample play materials to support their play.

The routine of the day should be reviewed to ensure a better balance of responsive and planned play experiences. This will increase promotion of choice and independence. For example, frequent adult led activities limited children's opportunities to develop their own ideas, excitement and fun around their play. Approaches to day-to-day planning were too prescriptive and limited children's opportunities to learn within a creative learning environment. The management team should review how they create an environment that inspires children's imagination where they are motivated to explore, with a focus on open-ended play. **(See area for improvement 1)**

Staff were supporting children to progress their learning by following the national curriculum. They regularly monitored children's development and put plans in place to support their learning. Children's achievements were shared with families through their online journals. One parent told us, "I receive regular updates on the learning journals which is brilliant as photos and videos are added frequently and shows how well they are getting on."

Areas for improvement

1. To ensure children are motivated and inspired to progress their curiosity, creativity and imagination, the manager and staff should develop approaches to support children's play and learning. This should include, but not limited to, planning, organisation of resources, availability of play materials, and daily routines.

This is to ensure care and support is consistent with the Health and Social care Standards (HSCS) which state that: 'As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open ended and natural materials' (HSCS 1.31).

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.

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 purposeful use of calming music, neutral décor and soft furnishings enhanced the home from home environment, creating a safe welcoming space for children and their families. We could see where this ethos continued throughout the school which supported children with transitions. One parent told us, "the nursery is a lovely, calm, welcoming, safe and secure environment."

Cosy spaces had been developed throughout the setting which helped ensure children could relax and rest, supporting their emotional wellbeing. This included the creative use of space for a sensory area. Careful consideration had been given to including sensory play materials to support children's individual needs. One child told us, "I love the den, you can just chill, chill, chill," and one parent told us, "throughout our time there, they have developed the most beautiful sensory area."

Children's art work was displayed around the premises and children could add their own work independently, helping value their achievements. Comments from children were included on displays helping give them a sense of belonging.

Nursery children benefited from being part of the wider school and they had access to spaces that supported their wellbeing. For example, a cosy conference room provided space to meet with families, working together to meet children's needs. Additional spaces on school grounds supported with outdoor and physical play.

A variety of safety measures were in place to help keep children safe. For example, a secure entrance, secure garden areas and regularly updated registers to ensure children were accounted for. One parent told us, "the environment in the nursery is very safe and secure, it is contained and always monitored."

Overall, infection control practices helped minimise the potential spread of infection. For example, children were encouraged to wash their hands after visiting the toilet and before eating. Posters and signs in the toilets provided gentle reminders to children. However, we identified that improvements were needed in the nappy changing area to improve infection control. This included better storage of gloves, aprons and children's clothing. We were satisfied that before the end of the inspection managers took action to address these issues. This will help create a safe environment for children.

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.

3.1 Quality assurance and improvement are led well

Clear vision, values and aims were in place that were shared with parents and reflected the ethos of the nursery. These were recently refreshed by staff and plans were in place to review with parents. The vision of the service helped staff understand the needs and aspirations of children and their families. For example, ensuring everyone was valued, respected and included.

Leaders were committed to including all those involved in the service in self-evaluation processes. The nursery improvement plan identified areas for development and contributed to improved outcomes for children. For example, increasing parental involvement, improving self-evaluation and introducing stay and play sessions. We observed evidence of where this had made a positive impact. For example, stay and play sessions strengthened relationships and supported partnership working with families. One parent told us, "the nursery have offered out stay and play sessions and even organised a trip which is just amazing especially after the pandemic," and "I really enjoyed the opportunity to come along to a Bookbug session and a stay and play session which gave me an insight into my child's day at nursery."

Staff told us they enjoyed coming to work and felt supported by the managers. This helped create a positive working environment which contributed to a happy place for children to play and learn. Staff received supportive feedback on the quality of their work, which helped them reflect and improve on practice. Staff told us this was delivered in a respectful manner, creating a culture of continuous improvement.

Systems were in place to support professional dialogue between staff to support reflection around children's learning. Together they tracked and monitored children's progress to help them achieve. Parents received information on their child's progress through discussions at drop off, and the use of online journals. One parent told us, "there is a regular newsletter, we are also emailed letters and updates and of course there is the learning journal, which is updated regularly. It is wonderful to see photos and videos of some of their experiences in nursery."

The use of floorbooks and displays helped staff record comments from children about their play and learning. However, to ensure that play experiences are relevant, challenging and fun, staff should consult more meaningfully with children to ensure their voices are heard, respected and impact on their play experiences.

Quality assurance identified some strengths and areas for improvement. However, these need to be further developed, with a focus on supporting children to experience high quality play, to ensure opportunities impact positively on children's development, heath, and wellbeing.

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.

4.3 Staff deployment

A warm atmosphere was created by motivated, positive staff, who were committed to their roles and securing positive outcomes for children. Many parents shared their positive views about the staff team and they told us, "the staff are extremely friendly, welcoming, approachable and nurturing to my child. They settled into nursery really well and has fabulous relationships with their peers and staff," and "It is a wonderful nursery with kind and caring staff and a lovely, positive ethos."

Staff were committed to their own personal development and used new knowledge to shape improvements at the setting. For example, to deliver parents groups. Consideration had been given to the skills, knowledge and expertise of the staff team. This ensured they were deployed in a way that supported positive experiences across the day. Senior staff role modelled nurturing practice that promoted the vision of the service.

The service was appropriately staffed to meet the needs of children. Staff were deployed in a way that promoted children's safety by ensuring good supervision. Staff were on hand to provide individual support and respond to children needs. Children knew the roles of staff and they told us, "the ladies take care of us," and they 'talked to us so good."

Staff communicated well with each other to help ensure information on children's individual needs was shared. For example, regular staff meetings and daily conversations. This contributed to consistent approaches to meeting children's needs.

Well planned rotas for shifts and breaks helped support the delivery of the service, minimising the impact on children. Children and families knew who was caring for their child and they had formed positive attachments with staff. One parent told us, "the nursery and all of the staff have been incredibly supportive since day one, they always go above and beyond to support us."

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

The service should review and develop their paperwork relating to personal plans to ensure that the information being recorded is meaningful, clear and has parental input.

NCS 6: Early Education and Childcare up to the age of 16 - Support and Development.

This area for improvement was made on 19 April 2018.

Action taken since then

Parents were involved in sharing information and creating personal plans. These were reviewed regularly and targets were shared and agreed with parents. We discussed with the service the importance of continually reviewing children's significant needs and identifying strategies to support them. Therefore, this area for improvement has been met.

Previous area for improvement 2

The provider should update the administration of medication form to ensure that it is meeting best practice guidelines.

NCS 3: Early Education and Childcare up to the age of 16 - Health and Wellbeing.

This area for improvement was made on 19 April 2018.

Action taken since then

Medication paperwork had been updated to include space to enter information needed to support children's needs. Therefore, 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?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very 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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