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

St.Lucy's Primary School
Oak Road, Abronhill
Cumbernauld
Glasgow
G67 3LQ

Telephone: 1236794852

Type of inspection: Unannounced
Inspection completed on: 23 February 2018

Service provided by:
North Lanarkshire Council

Service provider number:
SP2003000237

Care service number:
CS2011299261

About the service

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website at www.careinspectorate.com.

This service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011.

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure they have the best start in life, are ready to succeed and live longer, healthier lives.

We check services are meeting the principles of Getting it right for every child (also known as GIRFEC). Set up by Scottish Government, GIRFEC is a national approach to working in a consistent way with all children and young people. It is underpinned by the principles of prevention and early intervention. The approach helps services focus on what makes a positive difference for children and young people, and what they can do to improve.

Getting it right for every child is being woven into all policy, practice, strategy and legislation that affect children, young people and their families.

There are eight wellbeing indicators at the heart of Getting it right for every child, they are: safe; healthy; achieving; nurtured; active; respected; responsible; and included. They are often referred to as the SHANARRI indicators. We use these indicators at inspection, to assess how services are making a positive difference for children.

St. Lucy's Primary School Nursery is registered to care for a maximum of 50 children. They operate a sessional service between the hours of 8.30am and 4.30pm.

The service is accommodated within the grounds of St. Lucy's Primary School Nursery.

The Depute Head Teacher has the remit for the nursery class.

The aims and objectives were shared with parents in the welcome handbook.

What people told us

We spoke with many children during the inspection, observed and joined in their play. We saw that they quickly settled at activities when they arrived. With their friends, children organised and developed their play as they wanted to. They particularly enjoyed imaginative play, going outdoors and physical activity on the climbing frame. As routines were well established, children were confident in what they were doing and used the resources well in their play.

Children told us:

'This says no walking.'
'I climb trees.'
'I had breadsticks and melon.'
'I didn't have snack today.'
'I'm a fire fighter.'
'I'm going to draw.'

We spoke with six parents and received five completed questionnaires before the inspection. They were very happy with the service provided. They felt that a key strength was the communication in place. Every day they shared information about children with staff, but could also have formal meetings to discuss their progress. They liked the initiative 'ask me what I did today' as it helped them to talk to their children about their day at nursery.

Parents were satisfied that children went out to play every day and liked the experiences they got at the forest kindergarten. They told us that the service made good use of community resources.

Parents were complimentary about staff as they found them friendly and approachable. This enabled very good partnership working as parents were confident about sharing information with staff or talking about any concerns they had.

They said:

'This nursery is fantastic. They keep parents well informed and encourage parent involvement and participation.'

'The staff are kind, professional and loved by the children. My own child cannot wait to go, to tell me what he has learned and done. His confidence, skills and knowledge have soared since starting nursery here.'

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their own improvement plan and quality assurance paperwork. These demonstrated their priorities for development and how they were monitoring the quality of the provision within the service.

From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	not assessed
Quality of staffing	not assessed
Quality of management and leadership	5 - Very Good

What the service does well

A key strength of the service continued to be the kind and caring ethos that had been created by the management and staff team. This meant that families experienced a welcoming, nurturing and respectful environment where they had developed very good relationships with staff.

By using a range of best practice guidance, the strong management team had led and supported staff to evaluate the service and agree areas for development. Staff had been supported to attend training and visit other services which helped them to improve the service they provided for children. Through continued self evaluation, monitoring and curriculum support, we saw how that changes had been reflected upon to ensure that they had a positive impact on children's experiences.

A key development of the service was the improvement to the indoor and outdoor environments. The staff team had implemented changes which transformed the areas for children. This meant there were improved opportunities for meaningful play as a range of stimulating experiences were available to promote children's learning and development.

The indoor area was thoughtfully organised to offer children a bright, spacious, inclusive and stimulating environment which promoted their learning and development. Children moved freely between the rooms, organising and extending their play as they wanted to. For example, 'delivering letters' to staff throughout the nursery. The cloak room area was now used for quieter activities and the addition of a sensory area offered a relaxing and cosy area for children to participate in small group activities.

From having no resources, the garden area was now a well-equipped, simulating area that children were keen to use. We saw them join in free play, develop their physical skills by climbing and balancing, use their imagination in areas, such as the mud kitchen and learn about growing and planting. Staff had identified how the improvements had positive outcomes for children. For example, they had developed their problem solving skills and cooperative working. Thoughtful additions, such as an archway defined the access to outdoors for children. With the addition of outdoor clothes and a system where children let staff know they were outside, we saw children independently organising themselves for outdoor play.

Staff were keen to take responsibility for leading aspects of the nursery provision. We saw how training had enabled staff to plan and implement new initiatives. One example was the Forest Kindergarten which had been a positive addition to the curriculum. This had given children a range of experiences such as looking for mini-beasts, climbing trees and playing hide and seek.

What the service could do better

The management team will continue to build on the positive developments and improvements that have been made. We talked to them about how current good practice could be developed such as peer assessment. For example, staff could extend their feedback to colleagues by including what the outcomes for children were.

We confirmed that the service gathered a range of information about children, but it was sometimes difficult to get an overall picture about a child. For example, although all children had personal learning plans in place, we found that the information recorded within them was inconsistent. We talked to the management team about collating information or cross referencing documents so it was clear what was in place. Staff also need to consider how they record outcomes for children so their learning and development is documented.

Some initiatives were in the early stages. We would encourage staff to introduce the area they are responsible for and use reflection and evaluation to monitor children's experiences and make any changes to ensure positive outcomes for children are achieved. The management team will continue to monitor and support staff to develop their skills and knowledge so they effectively meet the needs of children.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Inspection and grading history

Date	Type	Gradings	
26 Feb 2015	Announced	Care and support Environment Staffing Management and leadership	4 - Good 5 - Very good 4 - Good 4 - Good
14 Nov 2012	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good

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