Holy Family Primary School Nursery Class
Day Care of Children

Hope Street
Mossend
Bellshill
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Telephone: 01698 522 746

Type of inspection:
Unannounced

Completed on:
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Service provided by:
North Lanarkshire Council

Service provider number:
SP2003000237

Service no:
CS2017361904

About the service

Holy Family Primary School Nursery Class is registered to provide care to a maximum of 44 children aged from two years to those not yet attending primary school.

The nursery sits separately from the school. Care is provided from a single storey property located within Mossend in Bellshill, North Lanarkshire. Children have exclusive use of the premises and have access to gardens. The service is situated close to shops, parks and other amenities.

The school and nursery are managed by the headteacher who oversees the management, supervision and day to day running of the service. The service is provided by North Lanarkshire Council.

About the inspection

This was an unannounced inspection, which took place between 22 August and 25 August 2022. One inspector carried out the inspection. This was the service's first inspection.

To prepare for the inspection we reviewed information about the service. This included, previous inspection findings, registration information, information submitted by the service and intelligence gathered throughout the inspection year.

In making our evaluations of the service we:

- Spoke with children using the service and received feedback from three of their family members.

- Spoke with staff and the acting head teacher.

- Observed practice.

- Reviewed documents.

Key messages

- Children were happy, settling well and were developing confidence in the nursery environment.

- Children experienced warm, caring and nurturing interactions from all staff.

- Children's choice was supported well through a variety of spontaneous play experiences and resources.

- Staff were caring and kind. They worked well and flexibly together to meet the needs of children.

- Some areas of the outdoor environment would benefit from further attention.

- Quality assurance processes should be further developed to support continuous improvement in the service.

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?	4 - 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 any areas for improvement.

1.1 Nurturing care and support

Children were happy in the setting. Some had just returned from summer break and many were new to the nursery. Children were settling well and staff's kind and gentle manner supported them to feel safe and secure. Interactions between staff and children were warm and caring, with children seeking and receiving reassurance and affection throughout the day. This helped create a caring, nurturing environment for children. Parents/carers told us 'my child has just returned to nursery and was so excited. She has settled back into the routine' and 'I like how much my child enjoys going to nursery. He's always happy to go in and always talks about the ladies and children there'

Each child had a key worker who was responsible for their care and wellbeing. This consistent, caring relationship helped children to settle and feel safe. Staff knew children well and were getting to know the new children. They shared with us how they gathered information from parents/carers and used this to plan how their individual care and support needs would be supported. Parents/carers confirmed staff did this and agreed their needs were well supported. A parent/carer commented 'My child's key worker is great. She always meets me at the start and end of the day.'

From the personal plans we viewed, these demonstrated staff had gathered important information about children's health and wellbeing needs. These were also beginning to show how children's learning and development needs were being supported.

The manager and staff identified that personal plans required to be improved further. We shared information which should support them with this and signposted to best practice guidance. We highlighted the importance of parents/carers being involved in decisions about their child's care and support. Parents/carers who shared their feedback with us agreed they would like to be more involved. One parent commented 'The staff will verbally inform me of my child's progress but not as consistent as I would like.'

The service had started to consider ways to involve parents/carers in the life of nursery now that Covid-19 restrictions had eased. Parents/carers welcomed the opportunities to enter the nursery. This provided them with reassurance, knowing that their child was being cared for in a welcoming, caring environment. The manager confirmed that further opportunities were being considered, including an open evening for parents/carers to visit the nursery. This would help strengthen relationships and involve parents/carers in their child's care.

Children experienced a mostly positive lunchtime experience. While some children were confident in the routine, others were still becoming familiar. We observed children chatting to one another and most ate their meal which was warm, healthy and nutritious. Children's dietary and cultural needs had been well considered.

Most children were happy and content. A child told us 'I like pizza.' Staff ensured children were seated comfortably and safely and provided support when required. There were some opportunities for children to be independent, for example some were able to self serve their meal and help clear up. We encouraged the

service to continue to create a more nurturing mealtime experience where children's independence and social skills are fully promoted. We also asked them to ensure that children have access to fresh drinking water throughout the day to keep them hydrated.

Staff had a good understanding about safe administration of medication. Medicine was stored safely, and children's health and medical needs were well understood by staff.

1.3 Play and learning

Children could mostly choose where they wanted to play and had opportunities to engage in a range of child-initiated activities both indoors and out. Staff had consulted with children and parents/carers about their favourite toys and activities which influenced their planning of the playroom. As a result children had opportunities to engage with activities that reflected their interests and stage of development.

We observed children having fun and engaging in a variety of activities including, role play, small world, block play and a range of sensory activities. A child told us 'I love these dinosaurs. I know all their names.' Play experiences were developing children's skills in language, literacy, and numeracy and staff interacted well.

Children's learning and wellbeing was further supported through opportunities to engage in daily play outdoors. Most children chose to spend extended periods here. Children played together with their friends, while others happily played on their own or alongside others.

Children were being creative and imaginative with water and sand. Some engaged in more risky and challenging play when playing on bikes and using the stepping stones. Staff were enthusiastic about being outdoors and understood the importance of outdoor play to children's health, wellbeing and development.

The manager and staff agreed to ensure that outdoor areas are more freely accessible to children and that outdoor areas are well resourced, including loose parts materials. This would help create a more rich, stimulating play environment.

Staff supported and engaged in children's play. Children would benefit from staff gaining a deeper understanding about their role in supporting and extending their play experiences.

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 any areas for improvement.

The setting was comfortable, well ventilated, and furnished to a good standard. Soft furnishings and homely touches helped create a welcoming environment for children and their families.

The playroom was busy and bustling. Cosy spaces provided quiet, calm spaces for children who wished to spend some time alone or those who wished to relax and rest. Soft furnishings and resources provided comfort and reassurance for children who needed it. The manager discussed plans to increase numbers of children. We asked them to continue to ensure that there is sufficient space for children to play.

Natural furniture and resources helped create a calming space for children. The layout of the playrooms was set out well to enable children to engage in a wide variety of play activities on their own, in small or larger groups.

Playrooms took account of children's stages of development. Spaces reflected children's interests and were resourced well to support play and learning. Consideration had been given to children accessing these independently. A parent/carer commented 'the nursery is fully equipped and such a great safe space for the children to attend.'

Children had direct access to a large outdoor space from the playroom. This was an interesting space with various surfaces for children to practice their skills. Children were developing a good understanding of how to keep themselves and others safe. We encouraged the service to ensure outdoor areas are well maintained to ensure children's play experiences are not compromised. A parent/carer commented 'there's always lots of toys and my child is always outdoors. She loves playing on the bikes.'

We found a daily checklist system was in place to enable staff to record where they had identified and minimised risks to children. We asked staff to consider how these could be used more meaningfully to identify risks and any control measures that help keep children safe. We found there was scope for some improvements to be made to the outdoor environment to ensure children's privacy and safety was not compromised. This was fully discussed with the manager (See area for improvement 1)

Accidents and incidents were recorded and shared with parents/carers. These were audited to prevent further accidents. This contributed to keeping children safe.

We were satisfied the service had appropriate infection control procedures in place to support a safe environment for children and staff. Rooms were well ventilated, and toys and furniture were clean. We saw that good hand hygiene practices being carried out by staff and children, and that children were mostly supported to do this well.

Areas for improvement

1. To help keep children safe, the provider should assess the outdoor environment and take appropriate action to ensure it is safe and secure.

This is to ensure that care and support is consistent with the Health and Social Care Standards, which state: 'My environment is secure and safe' (HSCS: 5.17)

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 any areas for improvement.

The nursery had undergone some leadership changes with a new manager being appointed. They were visible in the setting and promoted a clear vision that helped staff understand the aspirations of children and their families.

The manager had a positive attitude to change and understood the importance of including others in

achieving their vision. They demonstrated positive leadership. They valued staff and were committed to ensuring they were motivated and supported to carry out their role effectively.

The manager had a good understanding of the improvements that were still needed to improve the overall quality of the service. Some effective quality assurance processes were in place that were impacting positively on outcomes for children and families. This included the service's development plan which reflected key areas for improvement, including those identified during our visit. Staff were involved in taking this forward. We found there was scope for quality assurance processes to be strengthened and be more robust. To ensure continued improved outcomes for children and families, the service should continue to make use of best practice document guidance (See area for improvement 1) We recognised that with a more settled staff and management team, there was the capacity for continuous improvement at the service.

The service used some effective methods to communicate with parents/carers. This helped keep them up to date and supported them to be involved in the life of the service.

Parents/carers had some opportunities to share their suggestions on how the service could be improved. The manager and staff welcomed their feedback and considered how their views could influence the service provided. For example, a parent/carer suggested changes to end of year activities. This resulted in a more inclusive end of year celebration. The manager identified, and we agreed that there was scope to further develop ways to involve children and parents/carers in developing the service.

There was a commitment to using staff's strengths, interests and skills to lead on specific areas of practice. Some staff members had taken on champion roles within the service including literacy, numeracy, creating links with the community and outdoor play. This enabled them to develop leadership skills and strengthen their knowledge of best practice guidance. The service should continue to strengthen this approach, ensuring staff share their learning and further develop children's experiences.

Team meetings and opportunities to communicate provided staff with opportunities to receive updates on the service, discuss individual children and share ideas on what was working well in the playrooms and what could be improved. We asked the manager to ensure that these opportunities are regular and formalised to ensure all staff can contribute and be kept informed about all aspects of nursery life.

Areas for improvement

1.
To improve outcomes for children and their families, the manager should strengthen the service's quality assurance processes using best practice guidance. Children and their families should continue to be involved in this process.

This is to ensure that care and support is consistent with the Health and Social Care Standards, which state: 'I use a service and organisation that are well led and managed' (HSCS: 4.23)

How good is our staff team? 4 - Good

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed any areas for improvement.

Staff were enthusiastic about their role and spoke positively about their work. They worked well together to create a positive, welcoming environment for children and their families.

Staff were kind, caring and nurturing in their interactions with the children. They understood that continuity of care was important for children. Staff were respectful and affectionate towards the children.

We acknowledged the service had undergone staff changes; however a more settled management and staff team was now in place. The service was appropriately staffed to meet children's needs, which enabled them to meet their needs flexibly. Staff had time to listen, respond, and care for children, which helped them feel safe, secure and valued.

There were a good balance of skills and experience across the team with more recent staff being supported well in their role. While staff mostly communicated well across the day, there were times when this could have been more effective. Strengthening communication will ensure children's needs are being met more consistently.

Parents/carers knew who was caring for their child. Each child had a key worker who met with them at the beginning of their child's nursery journey. Any changes to staff were communicated through meetings and newsletters. This supported the development of trusting relationships with children and their families.

Staff were knowledgeable about child protection procedures. New staff had received training relating to child protection which was also delivered annually to all staff. As a result, staff were clear about their roles and responsibilities in safeguarding children.

Staff had engaged in a variety of training and professional reading to develop their knowledge and skills including, planning in the moment, realising the ambition, focus child observations, floor books and Solihull. They had also kept up to date with changes to guidance through the pandemic and ensured these were implemented to keep children and their families safe.

Training was sought to support individual children's specific health needs. This ensured their needs were well supported by confident, knowledgeable staff. Staff would benefit from continued training, sharing practice, reading and research to improve and embed practice. The manager was in the process of developing a more meaningful induction and professional review and development programme to support staff to develop in their role. They were committed to using meaningful and supportive ways to develop staff individually and as a team.

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?	4 - Good
4.3 Staff deployment	4 - Good

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