Our Lady of Loretto Primary School Early Learning and Childcare Centre
Day Care of Children

Castle Square
Clydebank
Glasgow
G81 4HN

Telephone: 0141 533 3032

Type of inspection:
Unannounced

Completed on:
12 December 2022

Service provided by:
West Dunbartonshire Council

Service provider number:
SP2003003383

Service no:
CS2019377098

About the service

Our Lady of Loretto Primary school Early Learning and Childcare Centre is located in Dalmuir, West Dunbartonshire. It is attached to Our Lady of Loretto Primary School.

The service is registered to provide a children's daycare service for a maximum of 80 children aged from three years old to not yet attending primary school.

The settings accommodation comprises two large connected bright playrooms and off-set areas. Children can freely move between indoors and secure outdoor spaces attached to the building.

The centre is located within a residential area with transport links to local shops and amenities.

About the inspection

This was an unannounced inspection which took place on 6 December 2022 between 10:30 and 15:00. The inspection was carried out by one inspector from the Care Inspectorate. To prepare for the inspection we reviewed information about this service. This included registration information, information submitted by the service, and intelligence gathered.

In making our evaluations of the service we:

- spoke with several children using the service
- sent out a family questionnaire and received two responses
- spoke with staff and management
- observed practice and daily life
- reviewed documents

Key messages

- Children experienced warm, caring and nurturing care from staff.
- Children had ample space for their needs and actively led their play.
- Children and family views were actively sought to develop the service.
- Planning to meet children's individual needs was very effective.
- Staff worked well together to support positive outcomes for children.

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?	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? 5 - Very Good

We evaluated both quality indicators as very good, as a number of important strengths which, taken together, clearly outweigh areas for improvement.

Quality Indicator 1.1: Nurturing care and support

Children experienced warm, caring and nurturing care from staff. Working closely with families, staff gathered information about children's unique needs, family wishes and preferences. Staff told us how important this information was to ensure consistency and continuity of care between home and nursery. One staff member said, "I supported each family to fill in their child's care plan to get as many details as possible to give their child the smoothest transition I could offer. This gives them the chance to identify what specific needs, wishes and choices they choose for their child."

Lunch was served in an area of the large playroom, the layout was well-planned and promoted a sense of belonging and supported social interactions. Consideration had been given to appropriately sized furniture to ensure children were seated safely and comfortably. Crockery, cutlery and utensils were also of a suitable size. Children excitedly spoke about their leadership roles; lunch helper, snack helper and cloakroom monitor, they took these responsibilities very seriously and supported staff in lunch set up. One child, proudly said, "I help lunch." These opportunities help promote children's confidence and self-esteem.

Staff had clearly defined roles, including supporting children to prepare for lunch. This enabled a calm and seamless transition from play and learning to mealtimes. Children and staff sat together, chatted and enjoyed lunch in an unhurried and relaxed atmosphere. Staff encouraged children to be independent, giving lots of praise and reassuring words when they served themselves, poured their milk and cleared their dishes away. Where children required additional support, they experienced warm, caring and patient interactions from staff. Families told us they had the opportunity to observe the nursery lunchtime experience, one parent said "I was able to see how independent my child was in nursery."

A highlight of our lunch observation was children seeing a squirrel outside. Staff encouraged children to go to the window, point and look. Lots of excited conversation took place, with one child shouting, "squirrel!". We found staff were very responsive and at that moment, had the confidence to allow children the time to observe, leave their tables and not restrict their enjoyment because they were seated for lunch.

We found children's food choices reflected their dietary and cultural preferences, this information was easily accessible and known to staff. This contributed to children's health, wellbeing and safety.

Children's overall wellbeing was supported through the effective use of personal planning. Meetings, online apps and nursery events enabled staff and families to regularly share and update information about children's needs, requirements and nursery life. This allowed staff to respond quickly, sensitively and compassionately to changes in children's circumstances and life. One parent said, "the app is great and keeps us up to date with my child's progress and learning".

We reviewed the setting's medication policy and procedures. We found medication was stored securely, labelled and out of reach of children. Documentation was accurate and reflected children's individual health needs. Details included the type, strength and dosage of medication. We found families had regularly reviewed, updated and signed off on this information.

Quality Indicator 1.3: Play and Learning

Children could freely access a range of resources both indoors and out. They were well matched to children's stage of development and included work benches, sensory materials and numeracy/literacy resources. We found children confidently and freely moved from the main playroom to the outdoor environment.

The outdoor area offered children a range of opportunities to engage in play and learning in all weathers. Outdoor art easels, chalkboards and open-ended resources; water trough systems/crates enabled children to develop mark making skills, sensory awareness and risky play. We observed children having lots of fun running through tyres, climbing on tree trunks and playing in a large canoe. Staff confidently guided children in their risky play, knew when to step in and support and when to step back. This approach helps children build resilience, persistence and self-confidence.

At the time of our inspection, the large outdoor space was being further developed to offer children more exciting, stimulating and open-ended resources to support physical activity and imaginative play. We signposted staff to the Care Inspectorate Hub guidance documents to support this development; Out to Play, Space to Grow and Realising the Ambition - being me.

The setting's large construction area gave children the opportunity to build and have fun. Children worked together to create interesting structures with a huge selection of blocks. We found staff encouraging them to develop and create their ideas. To further develop play and learning opportunities within this area we discussed with the manager staff undertaking formal training in 'block play'. This supports the development of children's problem-solving abilities, numeracy and understanding of measurement.

Floor books were used effectively by staff and made children's learning visible. Their ideas, interests and thoughts were captured and used to plan future play and learning experiences. Children's views were sought, their voices heard and ideas developed. They included experiments with jelly playdough and designing castles. Staff skilfully incorporated numeracy and literacy learning opportunities within these fun experiences. This approach enables children to be meaningfully and actively involved in leading their play and learning.

How good is our setting? 5 - Very Good

We evaluated this quality indicator as very good, as a number of important strengths which, taken together, clearly outweigh areas for improvement.

2.2: Children experience high quality facilities

Children had room to play, explore and have fun in the settings large playrooms and outdoor environments. Children had ample space for their needs and actively led their play. We found cosy spaces with sofas, cushions and throws which offered children the opportunity to rest, relax and have quiet time. Indoor play spaces were bright, clean and well-maintained. Well-furnished, homely and comfortable environments give a strong message to children that they matter.

Offset areas were set up to offer children the opportunity to explore sensory play experiences. Resources included wicker pods, material, reflective balls/shapes, mirrors and string lights. We observed children happily engaged in sensory play with staff who encouraged these learning experiences.

Foam and natural resources enabled children to feel textures and use their hands and fingers to make patterns and shapes. These experiences can relax and calm children, develop language, problem-solving and social interaction.

Spaces reflected children's current interests and curiosities, children said they wanted to learn about tools and superheroes. Resources and materials were available to support this learning; workbench, goggles, hammers and wood. Wallboards celebrated children's achievements, 3D modelling (blocks of small bricks and boxes) was proudly displayed. This approach provided children with opportunities to revisit their work and talking points for future play and learning experiences.

A raised floor area provided a unique space for children's reading and storytelling. We saw children deeply engaged in storytelling experiences, children and staff using puppets and dolls to bring stories to life. This approach supports children's language, social and literacy development.

Infection prevention control measures were in place to ensure consistent approaches to health and safety across the setting. We saw staff positively reinforce the need for good hygiene with children by offering words of encouragement and praise "well done and good for you" when washing their hands.

Access to the setting and attached school campus was by secure entry and key fob, the outdoor area was secured with high fencing. These measures contribute to the health, safety and security of children. We found risk assessments were in-place, relevant and completed with the support of children.

How good is our leadership? 5 - Very Good

We evaluated both quality indicators as very good, as a number of important strengths which, taken together, clearly outweigh areas for improvement.

3.1: Quality assurance and improvement are led well

To support the service in delivering high-quality care and support, quality assurance processes were in place, these included self-evaluation, improvement plans and staff training schedules. The management team made up of the head teacher and lead early years officer worked closely with staff to develop and continuously improve the service.

We found the site improvement plan clearly defined evaluated areas for development. They included increasing parental involvement as part of their Covid-19 recovery programme and review of vision, values and aims. Families told us there was an increase in opportunities to be involved in nursery life, they included sessions to observe lunchtimes, children singing and celebration events; St Andrews Day.

Children and family views were actively sought to develop the service. Consulting and listening to their thoughts, suggestions and concerns was a priority for the whole staff team. Families had the opportunity to voice their opinions on their children's social and emotional environments (where English was an additional language translation resources were used to include all families). This enabled staff to identify ways to develop spaces which made children feel emotionally safe, secure and improved outcomes. Involving children and their families meaningfully in the continuous improvement of the service contributed to them feeling included and that their voice is heard.

Staff told us they had regular professional discussions with the management team. This enabled them to reflect on their practice and identify professional development opportunities that linked to children's play and learning. Staff proudly spoke about their leadership roles and the impact they had on their practice. They included nurture, forest school and 1140 expansion. One staff member said, "we ensure there are spaces for children to have quiet time as we are aware of the need for this particularly with the increase of entitled hours.

Regular weekly and monthly meetings allowed staff the time to share information about the health and well-being of children and families, inform planning and suggest changes to improve outcomes for children. Staff told us they found these meetings extremely productive and enabled them to have a holistic view of children and families.

How good is our staff team? 5 - Very Good

We evaluated both quality indicators as very good, as a number of important strengths which, taken together, clearly outweigh areas for improvement.

4.3: Staff deployment

Staff had dedicated responsibilities which supported children in their transitions throughout the day, this included preparing resources, learning experiences and moving between indoors and out. Staff used their differing knowledge, experience and skills to support each other. We observed strong working relationships with staff seeking guidance, clarity and reassurance from colleagues. This whole team approach supports the continuity of care, health and wellbeing of children across the day.

Staff worked well together, they were warm, caring and demonstrated positive team working which promoted a happy and secure environment for children. They confidently shared information between themselves, daily observations, discussions and team handover diaries enabled staff to meet children's unique needs.

To maintain continuity of care, staff worked closely to build trusting relationships at the earliest possible stage with children and families; this included pre-start home visits. Children spoke fondly of their key workers and families told us they trusted staff. One parent said, " they took all my concerns on board and continue to prove I have nothing to worry about."

Effective deployment enabled staff to undertake additional responsibilities and leadership roles which supported the development of their practice. They included opportunities to work in collaboration with other nurseries to establish forest school experience's in the local park. This ensures children and families benefit from staff who are eager to develop their practice and improve outcomes for children and families.

We found all staff demonstrated the nurturing approaches required for children who needed additional support, these included strategies to calm, engage and encourage. Staff were very aware and knowledgeable of children's unique needs and health and wellbeing plans.

Regular communication, conversations at pick up and drop off, meetings and family app helped established positive relationships with families. This partnership approach builds trust and allows families to feel included in their child's daily experience and nursery life.

Families told us staff knew them and their children very well, they felt welcomed and valued within the setting. Parents said, "the staff know our child very well and support in every way they can" and "we have been in for a few visits and interacted with the kids which we love."

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

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànain eile ma nithear iarrtas.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.