Carleith Primary School ELCC
Day Care of Children

Carleith Primary School
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Clydebank
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Telephone: 01389 875 632

Type of inspection:
Unannounced

Completed on:
13 September 2022

Service provided by:
West Dunbartonshire Council

Service provider number:
SP2003003383

Service no:
CS2019377102

About the service

Carleith Primary School ELCC is a service provided by West Dunbartonshire Council and is situated within Carleith Primary School in Duntocher, West Dunbartonshire. The nursery is within the main school building.

The nursery consists of two large, connected playrooms which offer a variety of opportunities for play and learning. Toilets and changing facilities are located off the playrooms.

Children have access to a large secure outdoor area which offers a range of resources for children to explore and have fun. This offers children opportunities for daily access to fresh air, physical exercise and outdoor play and learning experiences.

The service is located in the centre of the local community and has access to local amenities and public transport.

Carleith Primary School ELCC is registered to provide care for a maximum of 78 children aged from 3 years old to not yet attending primary school.

About the inspection

This was an unannounced inspection which took place on 7 September 2022 between 10:00 and 13:45hrs. 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 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 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
- spoke with visiting professionals

Key messages

- Children experienced warm, caring, and nurturing interactions from staff.
- Children were meaningfully and actively involved in leading their play and learning.
- Staff's planning approaches to play and learning were child-centred and responsive to children's interests and experiences.
- Staff worked well together to create a positive, welcoming environment for children and their families.
- Families told us they felt a part of nursery life.

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 found significant strengths in aspects of the care provided and how these supported positive outcomes for children. We evaluated this key question as very good.

Quality Indicator 1.1: Nurturing care and support

We observed warm and caring relationships between children and staff. We found staff encouraged, praised, and acknowledged children's achievements, interests and skills. This approach builds children's self-confidence and self-esteem.

Where children required specific personal care, we found most interactions to be warm, caring and nurturing. This allows children to develop positive relationships with staff and feel confident and secure. One parent told us, "They just love him so much".

Lunch was served in the school dining hall. The environment was welcoming, homely and calm with music playing in the background. Tables were set with table cloths, cutlery, plates, serving containers and utensils. Children happily told us they had chosen their lunch earlier in the day. We found alternative food choices were available for children who did not eat the lunch provided.

Food choices reflected children's cultural and dietary needs. To ensure children's health and wellbeing, this information was regularly reviewed with families and available for staff at each lunch table and playroom.

Staff encouraged children to pour their water, serve themselves and clear their plates away. We saw staff and children eat, chat, and laugh together during lunch. This ensures children's social skills, and builds caring respectful relationships.

We found staff had responded to children's individual needs by supplying cutlery which enabled them to develop their grip. This approach builds children's confidence, social skills and independence.

Children's personal plans were regularly reviewed and reflected children's individual preferences, likes and dislikes. We found staff worked closely with families to gather and share their children's needs and wishes. This information was used by staff to support children's wellbeing and promote consistency and continuity of care.

Floor books and learning folders were used to capture children's achievements and celebrate their work. They included children's ideas, comments, photographs, drawings, and mark-making. We found staff used this information to plan for children's future learning and development journeys. They were easily accessed and enabled children to revisit, discuss and celebrate their play and learning. One child took us to his folder and proudly pointed to his drawings.

Staff worked in partnership with families and other professionals to identify strategies and next steps based on children's individual care needs. This included working closely with health visitors and care workers. We found children's 'all about me' information reflected their most up-to-date support plans. This approach supports children in reaching their full potential and enables staff to maintain continuity of care.

We reviewed the setting's medication policy and procedures during our visit. We found medication was stored securely and out of reach of children. Documents were accurate, regularly reviewed and reflected children's individual health needs and requirements. Details included the type, strength, and dosage of medication.

Quality Indicator 1.3: Play and Learning

Children were meaningfully and actively involved in leading their play and learning. We found a variety of resources available that promoted children's choice and independence.

This included a large construction area with a variety of different-sized blocks and loose parts. We saw children deeply engaged in their block play. Children told us they had created a fire engine. They used large blocks and wheels which enabled them to create life-sized structures. Staff were skilled in stepping back, observing and allowing children to use their imagination. This type of play develops children's problem-solving and communication skills.

We found a good balance between spontaneous and adult-led play. The staff's planning approaches to play and learning was child-centred and responsive to children's interests and experiences.

Children told us they were finding out about their local community and what people who help us do. To extend their interest staff told us they had arranged a visit from the local fire service. These creative approaches successfully engage children's imagination and enrich their play and learning.

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. We evaluated this key question as very good.

Quality Indicator 2.2: children experience high-quality facilities

The setting was comfortable and welcoming with plenty of natural light and ventilation. The design of the setting enabled children to move freely and confidently between indoor and outdoor environments.

Children had spaces to play and have fun and areas where they could relax and have quiet time.
The playrooms offered a variety of resources which reflected children's stages of development and interests. These included dinosaur baskets, arts, crafts, and wood workbench. These types of resources engaged children's curiosity and develop imaginative play.

Children had access to a large secure outdoor garden and classroom. The garden was an extension of the indoor environment. We found resources outside which connected to the children's 'word of the week; squirmy'. These included flexible tubes, string, and piping. This approach 'scaffolds' children's learning and extends their thinking and possibilities.

Staff and children take part in 'Friday reflection', this allows children to review the highlights of their week and plan their week ahead. This approach provides children with the opportunity to plan their play and learning.

We were satisfied that the service had appropriate infection control procedures in place to minimise the potential spread of infection. We observed children being supported to understand the need for good hygiene and handwashing.

To make sure children were safe and secure, staff conducted daily checks of both the indoor and outdoor environment and risk assessed all areas. There were clear policies and procedures in place to ensure consistent approaches across the nursery setting.

How good is our leadership? 5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children. We evaluated this key question as very good.

Quality indicator 3.1: Quality assurance and improvement are led well

The service was well led by the headteacher, deputy and early years principle teacher. We found the senior leadership team had a clear vision which was developed in consultation with children, families, and staff. This helps staff know what is important for the setting and reflects the aspirations of children and families.

Quality assurance, including self-evaluation and improvement plans, were in place and led to continuous improvement of service provision. Families completed 'you said we did' questionnaires and feedback which supported the self-evaluation and improvement process. This supports the service in delivering high-quality care and support for children.

Staff told us they used online journals, meetings, and updates at pick up and drop off to share children's progress with families. This provides opportunities for staff and families to review, share and discuss how best to meet children's needs. Families told us they felt information on children's progress was effectively shared.

Parental involvement was strongly encouraged. The service offered families a variety of opportunities to be involved in nursery life. These included, family support, play and stay and block play sessions. Families told us they enjoyed these opportunities. One parent said, "We got to go and play, and they invite us in to look at their workbooks with photos etc."

Staff were encouraged and spoke enthusiastically about their lead roles. They included loose parts play, forest school and growth mindset. Staff told us their roles had positively impacted their practice and outcomes for children. This included expanding loose part play in their playrooms and encouraging families to participate.

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. We evaluated this key question as very good.

Quality Indicator 4.3: Staff deployment

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.

We saw caring, respectful and nurturing one-to-one support which enabled all children to feel included.

Staff told us they had an opportunity to bond as a team before the setting officially opened. This enabled them to share best practice, plan and adapt environments which would nurture, support, and encourage children to play and learn.

Staff were appropriately deployed across the setting. We saw they communicated well as a team, helping to ensure relevant information was shared to meet the day-to-day needs of children. This included advising colleagues when they were leaving the playroom. This ensures the wellbeing and continuity of care for children.

Staff were knowledgeable about child protection procedures. Training relating to child protection was delivered at induction and refreshed termly. This meant staff understood their responsibilities in safeguarding children.

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

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