Cross Arthurlie Nursery Class
Day Care of Children

Fern Drive
Barrhead
Glasgow
G78 1JF

Telephone: 01415 707 140

Type of inspection:
Unannounced

Completed on:
8 February 2023

Service provided by:
East Renfrewshire Council

Service provider number:
SP2003003372

Service no:
CS2020379182

About the service

Cross Arthurlie Nursery Class is located in a residential area of Barrhead, East Renfrewshire. The nursery is incorporated with Cross Arthurlie Primary School.

The service is registered to provide a children's daycare service for a maximum of 60 children aged from three years old to not yet attending primary school.

Children have access to a large, bright playroom, small quiet sensory room and secure outdoor space, children can freely move between indoors and outdoors. Children also have use of the school gym and other secure outdoor spaces within the school grounds.

About the inspection

This was an unannounced inspection which took place on 2 February 2023 between 10:00 and 13:30. 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, intelligence gathered and information submitted by the service.

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 received nurturing care and support from staff who were kind, caring and responsive to their needs.
- Communication with families was very good, supporting them to feel involved in their child's care.
- Children participated in quality play experience's which supported them to progress in their learning.
- Children's health and wellbeing was promoted by daily access to outdoors.
- Staff were committed to their roles and keen to improve outcomes for children and their families.

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

Quality Indicator 1.1 Nurturing care and support

We found that staff used warm, caring and nurturing approaches to respond to children's needs. This included providing lots of cuddles and reassuring words and gestures. This helped children feel loved, safe and secure. One parent said, "We are very happy with how our son has settled in at nursery and with the professionalism and care that he has received there so far."

Staff worked closely with families to gather information which reflected personal preferences about their children's needs. Staff used this information to prepare for children starting the service. This was noted within children's care plans, routines, preferences and individual targets recorded and reviewed regularly with families. This approach supports the continuity and consistency of care between home and nursery. One parent said, " I had a phone call with the nursery teacher before our son started nursery to talk about his needs and likes/dislikes and was given a good amount of time to talk about him."

Learning journals reflected each child's achievements, thoughts and feelings. They documented children's journey of discovery. We sat with several children who proudly talked through their journals, pointing at drawings and photographs and reflecting on their nursery experiences. Opportunities to revisit this information builds children's self-esteem, independence and confidence.

Staff worked proactively with families and external agencies to ensure specific plans and strategies were in place to support the needs of children who required additional support. Staff spoke proudly of children's achievements and development journeys since starting nursery.

Various methods of communication were used to share information between families and staff. These included parent consultations, monthly blogs, social media updates and newsletters. Families told us they valued these updates and found communication sharing was extremely effective.

We saw a seamless transition from play to lunch. Children gathered with staff and sat for 'song time', children then moved to the adjoining school dinner hall. They were happy, confident and used to the routine. Children and staff sat, ate together and enjoyed a sociable, relaxed and unhurried lunch experience. Children's independence was encouraged, they served themselves and cleared away dishes. Where children required additional support we saw nurturing, caring interaction between staff and children. We did highlight some small areas for improvement, including staff becoming task-focused and missing opportunities to engage with children.

The setting's medication policy and procedures reflected children's health needs. Staff were very knowledgeable about children's medical conditions and requirements. Details included the type, strength and dosage of medication. We found families had regularly reviewed, updated and signed off this information.

Quality Indicator 1.3: Play and Learning

Children were settled, happy and engaged in play experiences both indoors and out. Children had direct access to the outdoor learning environment and could freely access this area independently or with support.

Specific play areas including water, construction, house and art/design offered children resources to engage in a variety of play and learning experiences. Children were having lots of fun. We observed them in the construction area creating structures, they were deeply involved in imaginary play with their peers. Staff knew when to support or 'scaffold' children's play or stand back and observe.

We saw staff skilfully develop children's literacy skills by encouraging them to sew the first letter of their name into sewing cards. Children were enjoying the process of threading. These opportunities offer children multiple learning opportunities including, critical thinking, hand-eye coordination and creativity.

Staff told us they used a balance of adult and child-led experiences and offered provocations to support children's learning and development. Provocations are something which provokes, and invites learning, interest, creativity, and thoughts. They included wood, tyres and recycled teapots. Intentional planning was linked to festivals and events, they included road safety and world nursery rhyme week.

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.

We found the setting comfortable, welcoming and furnished to a very high standard. It was clean, bright and well-ventilated, children had ample space to play, learn and have fun. They had space to move freely, cosy places and sofas to relax and rest. This created a pleasant and homely environment. Children also had access to an additional room for quiet times and sensory play.

Indoor and outdoor environments were sensitively structured and reflected children's stage of learning and development. Resources were easily accessible and well maintained, they included a workbench; real hammer and nails, fabrics and puppets. These opportunities develop children's creativity and curiosity.

Throughout our visit, we saw children move freely between indoors and out. Staff praised and encouraged children to get ready independently for outdoor play. We observed children putting on wetsuits and wellies and excitedly running outside. Staff told us children are now more independent and children proudly said they could get ready themselves. This approach offers children opportunities to independently explore their environment, develop self-help skills and choice.

We observed staff encourage children to develop numeracy and mark-making skills in fun and interesting ways. This included outdoors where children made an 'observation point' and used binoculars to bird watch; they marked off the types and number of birds on 'bird watching log sheets'. Children were happily and deeply engaged in this experience and excitedly chatting about what they could see.

Children had access to a secure outdoor space which had been thoughtfully planned out. The outdoor area was very well equipped and offered children a range of opportunities for play and learning. Resources including a large tower climbing frame, a 'bow' of a boat and opened ended materials; guttering, tubes, large tyres offered children physical challenge and stimulated imaginative and explorative play.

To support the health and wellbeing of children, we found a range of risk assessments in place which were regularly reviewed and updated by both children and staff. Staff confidently discussed the importance of risk assessment for the health and wellbeing of children.

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, therefore, we evaluated this key question as very good.

The head teacher, principal teacher and lead practitioner took a whole team approach to improve outcomes for children and families. Staff understood the importance of their role and regularly met to reflect on children's wellbeing. This meant staff were informed and able to support any change in children's care and circumstances. One parent said, " It appears to be very well run and responsive to the needs of children and their families."

Improvement plans included strategies to develop children's numeracy and literacy skills. We saw staff actively encourage children to become familiar with numeracy through songs, measuring and mark-making. Children's progress was gathered and used as a baseline to track attainment. We found quality assurance including self-evaluation and improvement planning in place. These measures underpinned service improvement and identified areas of future development, this information was regularly reviewed with staff.

The leadership team provided meaningful opportunities for staff to reflect on their practice. 'Practitioner enquiry' was an effective method used to identify, research, share best practices and implement change. Success stories included implementation of weekly gym sessions and Makaton (language programme using symbols, signs and speech) used to support children's communication needs. This approach helps build professional relationships, promote staff skills and improve outcomes for children.

Families were actively encouraged to be involved in nursery life. They told us they attended regular 'book bug' and 'play and stay' sessions. One parent said, "there are regular opportunities for parents to go into nursery for stay and play sessions, open days and seasonal celebrations." We also observed families access resources including books and toys at the nursery reception. These opportunities support the development of strong links between home and nursery and help children feel secure, safe, supported and ready to learn.

Staff were given the opportunity to lead in areas of practice, they included outdoor learning, sports/physical activity and science. We found these opportunities directly linked to the settings development plan and meant staff played an active role in ongoing improvement. Staff told us they valued these opportunities to improve outcomes for children and families.

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.

The senior leadership team ensured the service was appropriately staffed with staffing levels in line with national guidance. Staff worked well together and were committed to improving outcomes for children and families. Deployment of staff reflected the pace of the nursery day, busier periods such as mealtimes were staffed to keep children safe and meet their needs.

Arrangements to manage staff absence were in place. Joint working between colleagues enabled most absence cover to be planned, this meant children and families knew who would be covering. This approach supported continuity and consistency of care and minimised disruption to children's routines.

Staff were deployed both indoors and out to maximise play and learning opportunities for children. We observed that staff had time to deeply engage with children; chatting, laughing and encouraging their play and learning. This ensured quality engagement and effective supervision throughout the day.

We found a clear process for mentoring and supporting new staff and trainees. Existing staff were allocated as mentors to support and guide their new colleagues, this ensured children's experiences across the day were positive and safe. The senior leadership team played a key role in promoting good practice and was visible throughout the day.

Staff communicated well as a team, we observed them share information about the specific needs of children during lunch. Staff told us they had regular staff meetings and used group email to help ensure the wellbeing and care needs of children in the setting.

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.