St. Columbkille's Primary Nursery Class
Day Care of Children

Clincarthill Road
Rutherglen
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Telephone: 0141 647 5932

Type of inspection:
Unannounced

Completed on:
19 May 2023

Service provided by:
South Lanarkshire Council

Service provider number:
SP2003003481

Service no:
CS2021000124

About the service

St. Columbkille's Primary Nursery Class is registered to provide care to 48 children. The age range of those children is from aged 3 years to not yet of an age to attend primary school.

Care is provided from the nursery within St. Columbkille's Primary School, Rutherglen, South Lanarkshire. The service is close to local shops, schools, transport routes and other amenities.

About the inspection

This was an unannounced inspection which took place on Tuesday 16 May 2023, between 08:40 and 16:20. Feedback was provided on Friday 19 May 2023. 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 since registration. In making our evaluations of the service we:

- spoke with seven people using the service and 10 families
- spoke with 10 staff and management
- observed practice and daily life
- reviewed documents
- spoke with two visiting professionals

Key messages

- All children had a personal plan in place which contained information to help meet their needs.
- Supports for individual children were in place and helping to improve their outcomes.
- The service had plans to focus on pedagogical leadership in play. This would inspire staff practice and further improve quality play experiences.
- Literacy experiences and opportunities were available in all areas of the service. This was having a positive impact on children's learning.
- The manager and staff team worked well together and were very committed to improving 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?	4 - Good
How good is our setting?	4 - Good
How good is our leadership?	5 - Very 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 quality indicator as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

1.1 Nurturing care and support

Relationships between children and staff were nurturing and caring. Support was offered in a sensitive way by responsive and professional staff. A parent told us the service had "A welcoming atmosphere. My child loves their nursery family". Children received praise, reassurance and were loved.

Staff were considerate and aware of children's interests and individual needs. A visiting professional told us "I find it a lovely nursery to work in and the staff are very helpful". This approach ensured care and support for children was consistent.

Aligned with our findings, a parent told us "My child has had an individual plan from early on and they set them realistic but challenging targets that were tailored to them". All children had a personal plan in place which contained information to help meet their needs. These were reviewed regularly with parents and children. For example, actions to enhance ongoing areas of interest and strategies to support individual needs.

Children's rights were respected. Their voice was valued as part of improvements and decisions. A child told us "I like to paint and play in the sand". Children were secure in their attachments and happy. Interactions were at children's level and natural. This approach formed an important part of improving outcomes.

Children experienced a relaxed and calm snack time within the playroom. Lunch was served within the school dining hall. Opportunities were available to develop skills in self-serving, pouring and cutting throughout the day. Staff told us lunchtime was an ongoing area of development. We could see from action plans that the team were continually reflecting to ensure children's lunch experience was a rich opportunity for staff and children to chat and develop skills.

Additional support and staged intervention plans were in place for individual children where needed. The service was supported by visiting professionals such as speech and language, educational psychology and English as an additional language teaching staff. A parent told us "My child has an additional support need and from day one they have made sure their needs are met and that they are being pushed in their development" and a visiting professional told us "The service works well with families and other agencies. I have found them to be open to suggestions, willing to amend practice and open to learning. They have always be positive and respectful in their interactions with parents and carers in any meetings I have been part". Support provided and strategies implemented were helping to improve outcomes for children.

Cosy spaces such as a playhouse outdoors and cosy corners with soft furnishings indoors were available for children to relax and feel safe. A variety of resources and materials were available for children, which enabled learning to develop across all curricular areas.

The service supported families with the management of different dietary and medical needs for individual children. Forms were up to date and relevant paperwork such as action plans were in place. Medication for individual children was stored safely out of the reach of children.

We talked about children's date of birth and allergy action plans as part of a management of medication discussion and how this aligned with best practice guidance. Actions taken were contributing to keeping children healthy, safe and well.

Staff had a clear understanding of their roles and responsibilities in safeguarding children. They participated in regular training and systems ensured they were confident in recognising and responding appropriately to any concerns.

1.3 Play and learning

Planning for learning was led by children and based on their interests and needs. For example, staff had identified an interest in space and space travel. This was supported and we observed children building their own jet packs to wear made from recycled bottles. This interest formed part of a plan for the coming week. Children enjoyed the experiences provided and were encouraged to share their interests with others. This type of learning helped to progress skills in curiosity and understanding. A parent agreed and told us "A very inclusive experience for us, which has been combined with treating my child as an individual with different needs."

A parent told us "The leadership team are a great presence in the nursery. They demonstrate attention to detail often asking my child about something they have shown an interest in or telling me something they have seen." Children's learning was being tracked and monitored. This approach was based on a foundation of the staff's firm knowledge of who each child was and where they needed support. This was further supported by staff increasing their knowledge at a recent Care Inspectorate webinar about the importance of the interlink between learning and wellbeing.

Indoor and outdoor play experiences were available throughout the day. Outdoor experiences on offer included water, mark making, a story playhouse, large physical skill development and a construction digging area with stones and wooden blocks. We discussed and staff agreed on the importance of extending children's outdoor experiences to include opportunities to play in nature. The service was at the early stage of introducing nature play sessions in the local woodland area.

Children had the opportunity to take part in a range of play experiences. This included large block play, making playdough and building ramps for cars in sand. Children enjoyed transporting resources from area to area to extend their own play. Learning would be further enhanced by having more opportunities to develop depth and challenge in play. We could see that plans were underway as part of 2023/24 improvement planning to address this. This would ensure children are supported to reach their potential.

We did observe a few examples of creativity and challenge being applied skilfully in practice. Continuing to reflect as a team and provide these provocations and opportunities would support high quality play and learning for children.

Opportunities to explore thinking and imagination were enhanced through longer term learning experiences such as the life cycle of a butterfly and growing seedlings. Areas were attractive, stimulating and offered children provocations for learning.

A focus on literacy in all areas was helping children's learning to progress. For example, children were able to take part in regular Bookbug sessions, home links such as travelling ted and story sacks were available for families and stories and tips to promote literacy at home were shared through the online family app. A parent told us "We are kept updated regularly on the app, but they always tell us things at drop off and pick up too and there is constant communication".

How good is our setting? 4 - Good

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

As a relatively new service, layout had been given careful consideration to support children's needs. Staff worked with children to identify how spaces would best be used by individuals and small groups. This ensured the message was shared with children that they mattered and there was ample space to support their interests and wellbeing. Parents agreed, telling us "The nursery has a really nice atmosphere and the children appear to be very happy".

The premises offered a calm, warm and welcoming environment. It was clean and tidy with plenty of natural light for children to play, learn and relax.

A variety of safety measures were helping to keep children safe. For example, a secure entry system, risk assessments and suitable arrangements for maintenance. Parents told us the "Service is very well prepared and organised" and said the setting was "Clean and tidy".

Staff and children had used Care Inspectorate good practice guidance relating to keeping children safe. They explored aspects of keeping safe including at nursery and when outdoors. Children were able to share their experience and knowledge of this. A child told us "It's about looking and knowing what you need to do to not be without adults" and another child said "SIMOA keeps us all safe". This was supporting children to be aware of the importance of their own safety.

Policies in place were supporting a well led service, such as promoting positive behaviour, continued professional development, complaints and partnership working with families.

A range of experiences and resources supported play and learning. For example, some provocations were displayed in the environment such as a light table with shapes, numeracy games on the interactive whiteboard and emotion sticks for children to share feelings.

The service was at the early stages of establishing long term connections within the local community. Opportunities to welcome visitors into the nursery had started, as well as celebrations of diversity with the service community. Monthly cultural cooking experiences, a local scavenger hunt and walks in the local area were the starting point for extending these links. This would support children to widen their skills and learning within the wider community.

Infection prevention and control procedures overall were contributing to keeping children safe, such as the use of aprons during mealtimes and embedded handwashing. Posters displayed supported children to develop their understanding of this. We reminded staff to regularly check the nappy changing area and to support children with wiping their nose. This would ensure infection control procedures were maintained and staff agreed.

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 quality indicator as very good.

Parents told us "Staff respect us as parents and we respect them as professionals. The support they have given is second to none" another said, "Each of them are welcoming and compassionate" and they "Embody the same strong leadership roles". We agreed, this helped to demonstrate a well led service.

Communication with families was a strength for the service. Newsletters, daily chats and online journal posts all contributed to this. For example, the service displayed an annual calendar in the entrance area. Families appreciated this, they felt included and well informed about events, updates and key dates in the coming year. This meant strong and trusting relationships with families had been established and were supporting meeting the needs of children.

Improved outcomes for children and staff practice were being positively influenced by the robust quality assurance and self-evaluation processes in place. Staff were involved in individual and group reflections and acted towards improvement as a team. We agreed that continuing to audit and monitor in this way would support the maintenance of a high quality well-managed service.

The manager and staff used various strategies such as online consultations, evaluation questionnaires and stay and play sessions to gather suggestions and thoughts from children and families. This had created a support network for families to access help where needed and supported the development of the service. A parent told us "Particularly love the stay, play and learn sessions as it lets us into their world in nursery and encourages parent/nursery/child collaboration".

Parents told us staff were "Honest, open and transparent" and said, "They have been fully on board with any worries I have had and put my mind at total ease". The service improvement plan was clear, priorities identified were progressing and supporting the delivery of high-quality care and support.

Good practice guidance, staff training, team meetings and professional development reviews were tools well used to facilitate improvement discussions. The leadership team had a clear and agreed vision for the service. They believed knowing children well, making them feel secure and loved were the foundations of improving their outcomes and told us that working together with children meant they would shine. This emphasised that service priorities were aligned with the needs and aspirations of children and their families.

How good is our staff team? 4 - Good

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

Almost all staff were well deployed throughout the day. We identified a period during lunch time routines and tasks where the movement of staff could have been reduced. Following a discussion, we were satisfied that the management team would reflect on this to minimise impact on children and meet their individual needs.

Regular access to training and supportive strategies were in place that enabled staff to share new learning within the team. For example, recent training had been provided to support woodwork experiences, autism awareness and building stories, songs and rhymes into everyday life. The management team knew there was a mixture of experience and knowledge in the staff team and were committed to support ongoing staff learning. This would help deliver high quality early learning and care for all children.

Distributed leadership roles such as woodwork, numeracy and parent partnerships were helping to maintain a quality service. As reflective practitioners the staff and leadership team used best practice guidance to support better outcomes for children. They and met regularly to evaluate the quality of the service, next steps and improvements needed.

Staff worked well together to create a nurturing and welcoming environment for children. They were happy at work and their vision was to provide high quality care and learning for all children. Parents told us the service had "Friendly, professional and supportive staff" and that "All staff have a great relationship with the children. They are very caring and treat each child as an individual".

Staff caring for children were registered with the Scottish Social Services Council, who are the regulatory body responsible for registering the social services workforce. They provide public protection by promoting high standards of conduct and practice and support the professional development of those registered with them.

Parents told us "All the children are so close. This nursery is a credit to the school I am so happy and comfortable for my child to be there" and another said "Both my children have thrived here. I would recommend this nursery and school to anyone".

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	5 - Very 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?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good

How good is our staff team?	4 - Good
4.3 Staff deployment	4 - Good

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