

St. Joseph's Primary School Nursery Class

Day Care of Children

Park Lane
Blantyre
Glasgow
G72 9AS

Telephone: 01698 825121

Type of inspection: Unannounced
Inspection completed on: 3 October 2016

Service provided by:
South Lanarkshire Council

Service provider number:
SP2003003481

Care service number:
CS2003015352

About the service

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website at www.careinspectorate.com

St Joseph's Primary School Nursery has been registered since 2002 and registered with the Care Inspectorate since 2011.

The service is registered to provide an early learning and childcare service to a maximum of 40 children aged from three years to those not yet attending primary school.

During operating times the service has exclusive use of all identified nursery areas within the primary school, an enclosed outdoor play area and occasional use of the school's dining and gym halls, primary one's general purpose area and the school grounds and garden.

St Joseph's Primary School Nursery is located in the centre of Blantyre, South Lanarkshire. It is close to main roads, bus and train routes, parks and shops.

The service aims include:

'to provide a warm, welcoming and nurturing environment where children feel safe, happy and motivated to learn through the implementation of a broad, flexible, curriculum and the provision of play opportunities and outdoor learning experiences.'

What people told us

We spoke to some of the children from each of the sessions as they took part in various indoor and outdoor experiences over the course of the inspection. There were 16 children present in the morning and 10 children present in the afternoon. We saw that the majority of children were fully engaged in their play and happy and content in the care of staff. Most of the children were confident in speaking to us either individually or in small groups during their play.

Children's comments included:

'I am buying all this food.' (setting up the shop in the imaginative corner)

'You need money to buy things.'

'This is my mummy.' (painting)

'I'm making biscuits.' (mixing sand and water outdoors)

'Look at my pattern.' (pegboards)

17 of the 30 Care Standards questionnaires which were distributed to parents before the inspection were returned. We also spoke to three parents/carers on the day of the inspection. All parents/carers were very positive about the quality of care and support provided for their child and spoke very highly of the whole staff team.

Comments included:

'Since my daughter started nursery she has enjoyed all the various learning experiences on offer. She is always keen to go to nursery each day and has built positive relationships with all staff members who have clearly nurtured her and provided an excellent level of care.'

'My child has just begun in the nursery and I cannot praise the staff enough for their work and support in settling my child in.'

'The staff are all very friendly and professional and are all genuinely happy at their work which really reassures me.'

Self assessment

The Care Inspectorate received a fully completed self-assessment from the manager. The manager identified what she thought the service did well and gave examples of improvements. This included the development of children's personal plans by giving the child a say in their learning to promote independence, build confidence and self esteem, adapting the frequency of consultations with parents/carers in response to parental feedback and all staff becoming familiar in using the How Good Is Our Early Learning and Childcare self-evaluation toolkit.

From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	5 - Very Good
Quality of staffing	not assessed
Quality of management and leadership	not assessed

What the service does well

Staff were knowledgeable about child protection procedures and there were systems in place to ensure that all staff received annual training. The manager, who was the head teacher of the school, was the named child protection co-ordinator. She ensured that all parents and families were informed about child protection at the initial induction meetings prior to their children starting nursery and relevant information was then displayed within the nursery foyer and newsletters. This contributed towards all adults being aware of their roles and responsibilities in safeguarding children.

A home to nursery transition programme was in place. This provided parents and children with opportunities to visit the nursery, meet staff and discuss their child's individual care, support and development needs. After a period of settling-in visits to meet children's needs, parents and children were consulted about this experience. This contributed towards parents feeling welcomed, respected and included. One parent commented:

'My daughter really struggled when she began nursery as she didn't want me to leave. The staff and I discussed how we could work together to help my daughter during this difficult transition. This change has ensured I now have a happy, settled child which has had a positive impact on our whole family.'

Plans were in place to develop a pictorial booklet for children to enhance transition. This would contribute to the already very good systems in place.

Children's achievements from home and at nursery were encouraged, recognised and displayed. We saw that parents and children were included in determining the child's individual next steps in learning. We also met children from primary six who were involved in a 'buddy scheme', visiting children in the nursery and joining in play experiences in preparation for meeting them in primary one. Close working relationships had also been forged with local nurseries and primary schools to support a smooth transition to school for all children.

All children had the opportunity to access the outdoor area at the start of the session each day. We observed a variety of very good outdoor learning experiences which staff explained had improved to have more focus on children's investigation and enquiry skills. The majority of children were fully engaged in active learning through play outdoors, for example, using the mud kitchen, the sensory garden and investigating the properties of water and sand. We discussed ways to further enhance the very good experiences offered.

Robust systems were in place to promote the health and safety of children through risk assessments, regular checks and the promotion of hand hygiene. Children were encouraged to have some responsibility for tidying and keeping their environment safe.

What the service could do better

We discussed methods to further develop the very good systems which had been established for transition from home to nursery. One example was to develop the 'all about me' sheets to elicit meaningful information prior to children starting nursery. This information may inform future topics and activities and contribute to children and families feeling welcomed, respected and included in the service.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Inspection and grading history

Date	Type	Gradings	
7 Nov 2013	Unannounced	Care and support	5 - Very good
		Environment	4 - Good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
16 Nov 2010	Unannounced	Care and support	4 - Good
		Environment	Not assessed
		Staffing	Not assessed
		Management and leadership	Not assessed
26 Jan 2009	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good

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