

Castlefield Primary School Nursery Class Day Care of Children

25 Lickprivick Road
Greenhills
East Kilbride
Glasgow
G75 9DH

Telephone: 01355 247 236

Type of inspection:
Unannounced

Completed on:
14 September 2023

Service provided by:
South Lanarkshire Council

Service provider number:
SP2003003481

Service no:
CS2003015282

About the service

Castlefield Primary School Nursery Class is a registered day care of children service and provides care to a maximum of 72 children aged from three years to those not attending primary school. The service is located within Castlefield Primary School, in a residential area of Greenhills, East Kilbride and is situated close to shops and transport links.

Children are cared for in two separate playrooms, each with access to an enclosed outdoor space. Each playroom has designated toilets and changing facilities.

About the inspection

This was an unannounced inspection which took place on 13 and 14 September 2023 between 08:30 and 17:00. The inspection was carried out by two inspectors 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 children using the service and three of their family members
- spoke with staff and management
- observed practice and daily life
- reviewed documents

Key messages

- Children were happy and settled.
- Staff interactions were kind and nurturing, helping children to feel safe and loved.
- Lunchtimes could be further developed to support children's independence.
- Children engaged in play that supported their interests.
- Children confidently moved between indoors and outdoors, supporting their choices and wishes.
- Quality assurance could be strengthened to help identify continuous improvements.
- Consideration could be given to staff deployment at busier times of the day to help maximise engagement with 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?	4 - 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 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

Children were happy and settled in the service. They were confident in the care of adults and approached them for help and support when they needed to. Staff interactions were kind, caring and nurturing, helping children to feel safe and loved. The use of gentle voices provided a calm, relaxing atmosphere for children.

Staff knew children well and personal plans in place contained important information to help meet individual needs. These were completed in partnership with parents and reviewed regularly, ensuring information was reflective of children's lives. Families commented positively on their child's care and told us ' I like that all the staff know my child well and make so much effort when they arrive/leave etc. I feel like my child's needs are met and they are well looked after.'

Snack times were peaceful and relaxed for children. They helped prepare snack and made choices that supported their preferences. Staff were engaging and nurturing during these experiences, providing opportunities for natural conversations, building connections and positive relationships. Lunchtimes offered a calm and unhurried lunchtime for children, whilst interacting with their peers. Further enhancements could help maximise their development. For example, serving their own meal. Management acknowledged this and agreed there were plans in place to further develop lunchtime routines. We signposted the service to the Care Inspectorate's document 'Mealtimes' to help support developments.

Staff reflected on cosy spaces and recognised the importance of these for children's emotional development. More cosy spaces had been created which meant children were able to rest in response to their needs. We suggested consideration could be given to the positioning of these to help ensure they provided quiet spaces for children to relax.

Quality Indicator 1.3: Play and learning

Children confidently explored their spaces and engaged with toys and materials available to them. Children benefitted from loose parts toys and materials, contributing to their imagination and natural curiosity. For example, small blocks, wooden shapes, small logs and wooden figures. They engaged well these and had fun exploring, helping them to deepen their learning and make sense of the world around them. Parents commented positively on the use of natural materials and told us 'We like that the nursery uses real items instead of plastic or toy like alternatives.'

Planning systems had been developed to support children's learning. This was in the early stages of being implemented and staff were adjusting to new ways of working. Although this had been a positive step, plans should be further monitored to ensure these are consistent and reflect a child led approach. Opportunities to reflect on training would help strengthen approaches to children's learning.

Tracking and monitoring of children's learning was in place. This helped identify children's development. The service should now move towards more formal ways of recording observations to support children's progression.

The use of learning journals offered opportunities for staff to share information on children's experiences, helping parents to feel included in their child's setting. Some parents commented they would like more information on their child's learning. We shared this with management who agreed to review this.

Children's literacy development was supported through visits to the local library, Bookbug sessions, music walls and stories. Pens, pencils and crayons offered children opportunities to mark make. Further opportunities for children to develop their fine motor skills would help build the strength in children's hands. For example, pegs, pipettes and malleable materials, such as playdough and clay.

Children naturally explored numeracy through their play. For example, through filling and pouring at the water areas. Staff included natural conversations around counting and numbers, helping to support children's development. We discussed with management the benefits of building upon this to offer children more opportunities to extend their learning and support them to problem solve.

How good is our setting?

4 - 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 2.2: Children experience high quality facilities

Children benefitted from bright, airy and spacious spaces that had natural light. Each child had their own peg to store their coats and bags, helping to promote a sense of belonging.

Toys and materials were of good quality and the environment was clean. However, some areas needed to be cleared to reduce clutter and wall displays needed to be developed to promote a soft, welcoming environment for children. This would help ensure children feel they matter. Management agreed to address these.

Children confidently moved between indoors and outdoors, supporting their choices and wishes. Outdoor spaces offered opportunities for children to have access to fresh air and physical play, supporting their health and wellbeing. Children enjoyed and confidently engaged with trikes, running and climbing. Families commented positively and told us 'My child loves the different areas especially having access to outdoors all day.' and 'My child spends the majority of his time outdoors and loves all the climbing equipment and loose parts.' The service were in the early stages of developing the smaller garden and we encouraged this to continue, to maximise opportunities for children.

Children's play spaces had been developed to reflect children's stages of development. However, more consideration should be given to ensure children have opportunities to naturally lead their own learning and choose from toys and materials. For example, the storage of toys and materials, the positioning and amount of furniture. Some areas were too big which meant children's engagement in these areas were low. We suggested reviewing areas to ensure they were purposeful and supportive of children's interests and play. Staff were responsive to our feedback and began making changes during the inspection.

We were satisfied appropriate infection prevention and control measures were in place. For example, using tongs for serving food, regular hand washing, toilets and nappy changing were clean and maintained well. The manager was engaging with the local authority on installing an extractor fan in the nappy changing areas to reflect best practice guidance and to increase ventilation. The manager gave assurances they would inform the Care Inspectorate when this was complete.

Children's safety was considered through a secure main entrance, use of fobs to gain access to the school and secure outdoor spaces.

How good is our leadership?

4 - 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 3.1: Quality assurance and improvement and improvement are led well

Recent changes to the management team had taken place. They were welcoming and engaging throughout the inspection, eager to receive feedback. These changes had a positive impact on leadership and provided staff with clear expectations of their role, which meant staff were more confident and settled.

Some quality assurance systems had contributed positively on outcomes for children. For example, monitoring of accidents and incidents, personal plans and medication. This was in the early stages and moving forward, the service should strengthen monitoring methods to help evaluate the quality of children's experiences. We signposted the management to the Care Inspectorate Hub where they would find guidance to support continuous improvement.

Staff training had taken place to help build upon knowledge and skills. For example, Froebel training, Forrest school and nurture training. Some reflections had been carried out on nurture theory and staff reflected on the benefits of these, whilst consulting with children. This resulted in staff developing further cosy spaces as they recognised the important on children's emotional development. However, staff and management should now reflect on all learning and evaluate the impact this has on their practice and children's experiences.

An improvement plan was in place and reflected the priorities through a whole school approach. We made some suggestions to further develop this and to include nursery children to promote their learning and development. The manager agreed to review this and reflect the needs of younger children.

How good is our staff team?

4 - 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: 4.3 Staff deployment

Staff were kind, nurturing and caring towards children and committed their role. They worked well together and communicated throughout the day to ensure important information was shared between them. There was enough staff to support children's individual needs and staff were responsive to children's cues and requests for help. For example, with their jackets and helmets when using the trikes.

Staff rotas in place helped staff to recognise where their responsibilities were and positioned themselves across play spaces, which ensured children's needs could be met and supported good supervision. Consideration should be given to area rotas, to maximise opportunities of sharing practice, skills and continuity of play and care for children.

At busier times of the day, staff became task focused. For example, at lunchtimes. Whilst this was for a short period, this meant there were missed opportunities for good quality engagement with children and observing children to support eating. Through their observations, management acknowledged further developments of lunchtimes were needed to maximise opportunities for children.

Daily routines were relaxed and flexible to support the needs of children. Families were warmly welcomed into playrooms at the start and end of each day. Staff were welcoming and interacted well with parents, sharing information on their children's day. This contributed positively to children's attachment development, strong connections and relationships.

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

Each child's personal plan should be a reflection of their current care and support needs and clearly record how these needs will be met within the service. These should be reviewed regularly with families to support children's learning and development. This would ensure there were accurate and up-to-date records of individual children's progress and development.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'My personal care plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15).

This area for improvement was made on 31 March 2023.

Action taken since then

Personal plans had been developed and contained important information to reflect children lives, helping to ensure their individual needs were met. Strategies were detailed to help support children and these were created in partnership with families. Therefore, this area for improvement is met.

Previous area for improvement 2

Children's learning would benefit from rich experiences through a variety of opportunities provided to allow children to lead their own learning. This should include, but not limited to, staff supporting children's engagement through meaningful interactions.

This is to ensure that care and support is consistent with the Health and Social Care Standards which states that: 'As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open-ended and natural materials' (HSCS 1.31).

This area for improvement was made on 31 March 2023.

Action taken since then

There had been improvement on children's experiences. Staff had completed recent training and were responsive to children cues and interests. Whilst this was in the early stages, positive steps had been made. Management had shared plans to continue developing opportunities to support children's learning. Therefore, this area for improvement is met.

Previous area for improvement 3

To help ensure children experience an environment free from intrusive smells, the provider should ensure toilets and drainage systems are repaired. This should, include but not limited to, carrying out investigative work and identifying any issues.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'My environment is relaxed, welcoming, peaceful and free from avoidable and intrusive noise and smells' (HSCS 5.20).

This area for improvement was made on 31 March 2023.

Action taken since then

Toilets were clean and tidy in the setting. Work had been carried out to clear drainage pipes leading from the toilets. This meant there was no intrusive smells. Therefore, this area for improvement is met.

Previous area for improvement 4

Quality assurance systems should be in place to evaluate the quality of care and support children receive. This should include but not limited to, monitoring of staff practice and monitoring interactions between staff and children.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes' (HSCS 3.14).

This area for improvement was made on 31 March 2023.

Action taken since then

A quality assurance calendar was in place to help with monitoring of personal plans, accident and incidents, medications and additional support needs. Improvements to interactions with children meant that children were supported to feel safe and loved. These were an improvement; however, further monitoring of playrooms would be of benefit to staff and environment. However, we are satisfied these are in the early stages and there are plans to continue with this progress. Therefore, this Areas for improvement is met.

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	4 - 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?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good
How good is our staff team?	4 - Good
4.3 Staff deployment	4 - 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 cànan eile ma nithear iartras.

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.