

# Holy Cross Primary School Nursery Class Day Care of Children

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**Type of inspection:**  
Unannounced

**Completed on:**  
26 January 2024

**Service provided by:**  
North Lanarkshire Council

**Service provider number:**  
SP2003000237

**Service no:**  
CS2007150333

## About the service

Holy Cross Primary School Nursery Class is registered to provide a care service to 60 children aged from two years to those not yet attending primary school. The nursery is situated within the grounds of Holy Cross Primary School in the locality of Croy, North Lanarkshire.

Children are accommodated within a large playroom which has direct access to a garden.

## About the inspection

This was an unannounced inspection which took place between the 25 and 26 January 2024. 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 received feedback from 35 of their family members
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

**Key messages**

- Children had close attachments with caring and nurturing staff.
- Strong connections with families supported meeting children's needs.
- Children were progressing their learning through high quality play.
- Children's rights and choices were respected.
- Leaders and staff were committed to the continuous development of the service.

**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. Therefore, we evaluated this key question as very good.

### Quality Indicator 1.1: Nurturing care and support

Children attending the setting were confident, settled and happy. They had formed special friendships and felt included in the nursery community. Children spoke positively about their nursery experience. One child said, 'welcome to our Holy Cross Nursery, you'll like it here' and another added 'I love my nursery'.

Staff knew children well and interacted with them warmly, supporting their wellbeing. Chatter, laughter, cuddles and comfort were in abundance, ensuring children felt nurtured and loved. Children told us, 'the teachers are nice, they look after us'.

Strong connections with parents and carers supported meeting children's needs. Families were welcomed into the setting for special events, parent groups and at daily at drop off and collection times. This meant that there were many opportunities to strengthen relationships and involve parents and carers in their child's care and learning. Families agreed and one parent commented, 'excellent staff who are experienced and caring, not just about your child but about your family. The nursery offers sessions which help with parent child interaction and development'.

Personal plans supported children's overall wellbeing and learning. They were reviewed with families and set out how children's individual needs would be met. The new inclusion of online journals had been well received by parents as it kept them up to date about their child's progress. One parent told us, 'the learning journal is an wonderful app that the nursery uses to give parents updates about their child. We love this little insight into their week at nursery'.

Children enjoyed mealtimes in an unhurried and sociable atmosphere. Independence was promoted and children developed skills for life as they helped to dry dishes, self-serve vegetables and pour their own drink. This contributed to a positive attitude towards healthy eating. Children told us the food was 'yummy' and that they liked lunch and snack time. Water was available throughout the day to ensure that children were hydrated and healthy. We asked staff to be mindful of children's comfort when going for lunch. Weather appropriate clothing and footwear was needed when taking the short walk across the garden to the school building.

Suitable procedures were in place to ensure safe administration of medication. Staff had a good understanding of children's health needs and had undertaken training to support their knowledge of complex medical conditions. To ensure children's safety, emergency medication was taken where children were receiving care. For example, for lunch in the school dinner hall. Some medication records could have been better organised for ease of access. The manager agreed to address this.

### Quality Indicator 1.3: Play and learning

Children had fun as they participated in a variety of play experiences that met their interests and promoted their learning. For example, building, reading, dancing, singing, drawing, painting and pretending to cook.

Children's skills in language and literacy were well supported across the day. They especially liked cosying up with staff to read stories and drawing pictures. Visual cards were used where needed to help children communicate their needs and choices.

Staff understood the importance of outdoor play for children's health, wellbeing and development. Children had the opportunity to access the garden in all weathers and particularly enjoyed playing skittles, running and climbing. Children showed good understanding of mathematical concepts outdoors as they counted skittles and explored volume with water. Parents valued the opportunity for their children to play outside and one told us, 'outdoor play is accommodated during most weather conditions which is great for my child who enjoys the outdoors'.

Children talked enthusiastically about their learning, sharing new knowledge with us. They were particularly excited to tell us about their recent learning relating to Burns Day. They told us, 'neeps are turnip and they are orange', 'tatties are potatoes' and 'I know lots of Scottish songs'. Parents and carers agreed that children experienced high quality play and learning. They commented, 'my child always comes home telling me how much fun they had at nursery and tells me everything they have learned that day' and 'my child is thriving and I feel they have such a huge range of learning activities'.

Staff interacted with children skilfully during play to support their interests and curiosities. They asked questions to extend children's thinking and made sensitive suggestions to widen children's skills. Staff had a very good understanding of child development and how to support children to achieve.

Planning approaches were child centred and supported children to progress their learning. Experiences were responsive to children's interests, supporting good engagement in learning. Photographic floorbooks encouraged children to revisit and build on experiences. Children shared their particular favourites, including creating a hairdressers and learning new physical games.

## 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.

### Quality Indicator 2.2: Children experience high quality facilities

The setting was bright, airy, comfortable and well maintained. Children were warmly welcomed by smiley staff, creating an environment within which children and families felt like they mattered.

Play spaces were sensitively structured to ensure that they met children's needs. Toys and materials were easily accessible and presented in a way that promoted children's curiosity and choice. Toys were developmentally appropriate and in a good state of repair, supporting children's play and learning. The inclusion of soft furnishings and an adult sized couch provided homely spaces for children to relax when needed. This meant that children's wellbeing was supported. Families commented positively on play spaces stating that they were 'very well equipped and organised'. Another parent added, 'the nursery has everything needed, it's a great place'.

Overall, infection prevention and control practices supported a safe environment for children. These included, regular handwashing, cleaning and use of disposable aprons and gloves when nappy changing. We signposted the manager to the Care Inspectorate's nappy changing guidance and asked that facilities were reviewed to help minimise any potential spread of infection.

A variety of measures were in place to keep children safe from harm. For example, safe storage of medication, secure entry to the premises and good supervision 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.

**Quality Indicator 3.1: Quality assurance and improvement are led well**

Leaders were visible, supportive and committed to the ongoing development of the service. They worked closely with staff to ensure that they were supported to carry out their role. This included regular staff wellbeing meetings and development reviews. Parents and carers also appreciated the in-put of managers and commented positively on their involvement in the service. Their views included, 'the management team are very experienced and supportive' and 'management at the nursery is excellent'.

The vision for creating a nurturing, loving and respectful environment was reflective in practice. Leaders had taken an inclusive approach to developing the settings' vision and values by consulting with staff, children and families about what was important to them. This supported staff to provide the care and support children needed to flourish.

Other developments at the service were responsive to the views of children and families. Formal consultations and informal conversations provided opportunities for voices to be heard and views acted upon. This led to positive changes to children's care. Families commented, 'parents are encouraged to become involved in the direction of the nursery' and 'I've always felt heard on every concern or difficulty I've had with my child and I highly appreciate everything they have done'.

Management had a good overview of the service strengths and areas for improvement. Quality assurance processes such as tracking children's progress and observing the quality of their play contributed to the delivery of high quality care and support. Improvements that had been identified were well planned and considered in the context of good practice guidance. We discussed with the manager how further auditing of medication records and accidents could strengthen approaches to supporting children's wellbeing.

The nursery improvement plan ensured that high quality play and learning was at the heart of their work. Staff had been learning about how to support children's development within science, technology, engineering and maths. This had been successful in improving children's curiosity and understanding of mathematical concepts. Progress within the improvement plan was shared with families and displayed attractively in the cloakroom. One parent told us 'the nursery is very good at communicating, there are clear displays of their objectives and accomplishments'. Another added, 'communication about the work of the nursery is really good, I know what's going on'.

## 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.

### Quality Indicator 4.3: Staff deployment

The positive, kind, caring, professional and committed staff team were focused on the needs of children and families attending the setting. Parents and carers felt supported by experienced staff and highlighted the personal touch they offered to families. They described staff as being 'wonderful', 'amazing', 'patient', 'welcoming' and 'friendly'.

Although there had been significant staff changes, the experienced and well established core team had embraced change and mentored new staff closely. This ensured minimal disruption to children. They had created a culture where all staff were continually learning and developing their skills, contributing to positive experiences for children.

The approach to staffing within the service was focused on outcomes for children. Leaders updated rotas and daily plans to ensure that children's needs were met across the day. Staff were flexible in their approach and covered any gaps in deployment. Breaks were well organised to promote children's safety and wellbeing. Staff met regularly to discuss children's needs and ensured continuity of care.

A key worker system fostered close relationships with children and families. Children knew who looked after them and were very comfortable in their care. Almost all families had developed a close bond with staff caring for their child. As a result of some staff sickness, a few parents were not sure who their child's key worker was. Leaders agreed to send communication to those families affected, sharing who was taking responsibility for their child's care and support.

Many families told us that they were concerned about the providers planned restructuring to the staff team. We discussed this with the manager and were satisfied that they had a plan in place to support the delivery of high quality care and support to children.



## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://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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