

Law Primary School Nursery Class

Day Care of Children

Law Primary School
Lawhill Road
Law
Carluke
ML8 5HA

Telephone: 01698 350 816

Type of inspection:
Unannounced

Completed on:
28 February 2024

Service provided by:
South Lanarkshire Council

Service provider number:
SP2003003481

Service no:
CS2003015309

About the service

Law Primary School Nursery Class is registered to provide day care to a maximum of 50 children age 3 to those not yet attending primary school. The nursery class is part of Law Primary School, based in the village of Law, near Carluke, South Lanarkshire.

Children are cared for in a dedicated playroom with direct access to an enclosed garden. The service is close to shops, local amenities and transport links.

About the inspection

This was an unannounced inspection which took place on 26, 27 and 28 February 2024 between 09:15 and 16:45. 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 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 12 of their family members
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children experienced kind, warm and nurturing interactions from staff, helping them to feel safe and secure.
- Mealtimes were relaxed and unhurried, supporting children's wellbeing.
- Children could choose where to play and led their own learning, supporting their choices and wishes.
- Further enhancing some spaces would help extend learning opportunities.
- Robust quality assurance systems helped support continuous improvement.
- Staff communicated well together, helping to ensure children's needs were met.

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 were happy, settled and confident in the environment. Interactions between staff and children were warm, kind and nurturing. Staff were responsive to children's cues and requests, helping to ensure children felt heard. For example, one child needed help with putting on their outdoor clothes and another child had spilled some water and staff were quick to support them. Parents commented positively on the care their children experienced and told us "my child feels safe and confident in nursery." A child commented on their care and told us "I like listening to [staff]. See when I cry I just go to [them] and have a cuddle."

Staff knew children well and confidently told us about strategies used to help meet children's needs. Personal plans in place for children outlined important information about children and their lives. These were developed in partnership with families and reviewed every six months. This helped to ensure information was a current reflection of children's health and wellbeing needs.

Positive relationships had been developed with families, helping to support trusting connections. Staff engaged with families, actively sought their views and shared information about their child's day. This meant that families felt included in their child's nursery. Families told us "I always feel my child is well cared for and always receive good feedback about their day" and "nursery staff continuously keep in contact regarding my child's development."

Snack time was a relaxed and unhurried experience. Children had the role of being "snack helpers", promoting a sense of responsibility and children enjoyed this opportunity. Opportunities for self-serving their food helped promote their independence and preferences. Lunchtime took place in the school and children were familiar with this routine. Staff sat alongside children whilst they were eating. This provided opportunities for engaging in conversations, supporting children's language and social development whilst supporting safe eating. We discussed reviewing the use of furniture currently used to ensure children were able to sit comfortably and safely. Management agreed with this.

Personal care for children was carried out in a sensitive manner and in response to children's needs. Careful consideration was given to protecting children's dignity and privacy.

We reviewed medication storage and processes. These were in line with best practice and we were satisfied this was being managed and supported well to meet children's needs and ensure medicine was administered safely.

Quality indicator 1.3: Play and learning.

Children had fun in nursery and were able to choose where to play, supporting their choices. They were confident moving between different spaces and were eager to show us the different play areas. One child told us "I like to play with the toys, I like to play outside, I like the story corner and the construction area."

Children engaged in a variety of experiences, leading their own play, supporting their interests. For example, block play, mark making, sensory play, arts and crafts. They had fun engaging with their peers, sharing thoughts and ideas. When threading beads, one child told us "I want to make a long one."

Recent changes to planning systems had taken place and staff were continuing to evaluate the effectiveness of the changes. Planning reflected both responsive and adult initiated experiences, helping to support children's learning and development. The service had identified children would benefit from strengthened responsive approaches and we agreed this would be beneficial. Regular planning meetings provided opportunities for staff to reflect together and evaluate experiences.

Staff responded well to children's invitations to play with them, supporting their play ideas and wellbeing. For example, one staff member was engaged in role play and one staff member was at the 'shop', engaging in with children as they were shopping. One child told us "I like to play in the home corner with my friends. Nursery has good toys. The [staff] are awesome."

Children's literacy and numeracy development was supported through toys and materials. For example, jigsaws, block play and mark making spaces. Natural, open-ended materials supported children to deepen their thinking and develop new concepts. For example, in the playdough area, children were using buttons, seashells and herbs. Children enjoyed opportunities for stories, songs and the use of story puppets. One child told us "I like playing with my friends and reading books."

Opportunities for outdoor play took place on a regular basis through a variety of experiences. This included daily outdoor garden play and forest experiences. Children enjoyed these and one child told us 'I have been to the forest, I was playing with the sticks.' Staff were responsive to children's learning and extended these through further play opportunities. For example, providing opportunities to role play "we are going on a bear hunt" whilst in the garden.

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: high quality facilities.

The environment was spacious, clean and welcoming for children. Children were confident in the setting and were keen to show us their coat pegs, art work and outdoor area. Parents commented positively on the environment and told us "the nursery is clean, safe and homely for the children, with lots of different activities and toys to choose from" and "the environment is always well maintained, clean and inviting for the children." One parent commented they would like more colour at the entrance of the nursery. We discussed with management on reviewing the entrance area to ensure this is welcoming for parents. Management agreed to action this.

Spaces were developed to support and reflect children's age, stage and interests. This included space for purposeful block play, art and craft as well as cosy areas to support children in their emotional development. Parents told us "the children help to influence the different areas and their interests are taken in to account." We shared suggestions on further enhancing some areas to further invite children to deepen their thinking. For example, relocating one of the story areas to a more quieter space and reviewing

the role play area. We recognised recent works and developments had taken place in the environment and this was an ongoing process, with management receptive to the feedback.

A variety of toys and materials were accessible for children to choose from when and how they wished. Natural materials around the environment supported their natural curiosity and problem solving. For example, children used a variety of blocks and materials to create structures for using cars, trucks and other vehicles.

Toys and materials were of good quality and supported children's play. We discussed reviewing some bigger equipment to help ensure these were big enough for children to access. For example, the water and sand troughs. Management agreed to review these.

Opportunities for outdoor play included a mud kitchen, real herb plants, hula hoops, water play, tubes and gutters. Children enjoyed outdoors and were able to move freely between inside and outside as they wished.

Infection prevention and control measures were in place to help reduce the potential spread of infections. For example, regular handwashing took place and toilets were clean and tidy. Storage of nappies and wipes were reflective of best practice guidance.

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 is well led.

Management and staff were welcoming and engaging during the inspection. They were eager to get it right for every child and were receptive to feedback and suggestions, helping to support continuous improvements.

Management involved families within the setting, which ensured positive connections were developed, helping to promote good outcomes for children. For example, being visible each day to welcome families and providing the use of a parent forum to share information. Families commented positively and told us "the management are always available and visible on a daily basis in the nursery" and "the parents forum helps to bring the nursery and families closer together."

The service had recently redeveloped their vision, values and aims. This included aiming to provide a caring, stimulating environment that nurtures each child's curiosity. Consultation with children and families meant all stakeholders were included in these and had opportunities to share their ideas and aspirations. One parent told us "the nursery seems to place great value in involving both the children and parents in development of the setting."

A whole school improvement plan was in place and highlighted the key priorities to support children's learning and experiences. Staff spoke confidently about the priorities and where they were on their journey. For example, transitions, supporting children's learning and training that had been completed. Whilst staff spoke confidently about this, we suggested ensuring the nursery have more mention throughout the improvement plan to ensure they have a 'place' within the improvement plan. Management agreed to review this.

Regular meetings provided opportunities for staff to engage in professional dialogue and support their practice. Information sharing included reviewing policies, discussions with external agencies, close working with the school and sharing of good practice.

The service worked closely with school staff throughout the year which helped support children to widen their relationships and opportunities. This included time for children to engage with older children and develop strong connections within the school. This meant children's transitions to primary one were enhanced as they were familiar with their peers, other adults and the whole environment.

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.

Staff were supportive, kind and nurturing towards children. They were gentle in their tones and engaged with children at their level. Staff were passionate about their role and were eager to get it right for children in their care. For example, staff recognised there was no library in the local community and provided further opportunities within nursery to support children's literacy development.

Communication between the staff was very good and they were mindful on sharing important information throughout the day. For example, when moving spaces, covering areas or organising breaks. Staff breaks took place with minimal impact to children's play, routines or overall day.

Staff reflected on practice together to drive forward change. For example, reviewing planning systems to ensure these were supportive of children's progression. Reviews of mealtimes had taken place and steps were taken to make improvements to the noise level. This had a positive impact and children now experienced calmer mealtimes.

Staff were deployed in a way that supported children's needs and promoted good supervision. We recognised that at busier times of the day, staff deployment was more stretched and we shared some suggestions on managing this going forward. For example, reviewing the transitions to and from lunchtime. Management agreed with this and would review the day-to-day transitions.

Parents were welcomed into the setting when dropping off and collecting their child and this offered opportunities for informal discussions with parents about their child day. Staff worked hard to support families and offered a variety of opportunities for families to come into nursery. For example, bookbug sessions, stay and plays, and workshops to share information. Families commented positively on this and told us "they have also had opportunities to come into nursery which I really enjoyed" and "opportunities are provided for the parents to be involved in different aspects of the nursery, from stay and play sessions to parent forums, to online polls."

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

The environment should always provide best outcomes for children and staff. All areas should be used and free flow to the outdoor play area should be fluid. Children should experience relaxing and quiet activities and be fully involved in planning for changes about the use of space and play areas.

National care standards for early education and childcare up to the age of 16, standard 13: improving the service.

This area for improvement was made on 5 February 2018.

Action taken since then

Children moved confidently between different play spaces, supporting their choices and wishes. Cosy spaces provided opportunities for children to relax, helping to support their emotional development. Planning systems had been changed and continue to be evaluated by the staff team. Children were consulted with throughout the day and the service were taking steps to strengthen children's voice throughout planning systems.

Therefore, this area 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?	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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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

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