

Glengowan Primary Nursery Class Day Care of Children

Drumfin Avenue
Caldercruix
Airdrie
ML6 7QP

Telephone: 01236 632 154

Type of inspection:
Unannounced

Completed on:
22 May 2024

Service provided by:
North Lanarkshire Council

Service provider number:
SP2003000237

Service no:
CS2003015376

About the service

Glengowan Primary Nursery Class is registered to provide a care service to a maximum of 40 children at any one time. The age range of the children will be from three years to those not yet attending primary school.

Care is provided from a dedicated space within the Glengowan Primary School, located in a quiet residential area of Caldercruix, North Lanarkshire.

Children had access to a designated entry area and a large, bright and welcoming playroom which opened directly onto a fully enclosed outdoor space.

About the inspection

This was an unannounced inspection which took place on Monday 20 and Tuesday 21 May 2024. We provided feedback to the service on Wednesday 22 May 2024. 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
- reviewed feedback from nine families
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Staff placed children at the heart of their work, ensuring they were loved, secure and well supported.
- Children were developing their curiosity, imagination and problem solving through play experiences.
- Children were cared for in a warm, nurturing environment where they were supported to develop their independence, skills and abilities.
- Children's health and wellbeing was enhanced through daily access to outdoor play.
- An ethos of continuous improvement was evident within the service where quality assurance and improvement was a key focus.
- Staff were flexible and supportive of each other. They worked well as a team to support and care for children as individuals.

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: Nurture, care and support

Children attending the service were happy, settled and secure. They were confident in their interactions with staff and each other. Staff used meaningful praise, chatting and singing with children as they supported them. This helped children feel valued and loved. One parent told us "my child is happy and feels loved and cared for."

Children's emotional wellbeing and resilience was supported through positive, nurturing and trusting relationships with staff. They were encouraged to share how they were feeling when they arrived at the service. Children told us they felt "happy and safe" and "the [staff] always make us happy when we are sad, they give us cuddles."

Parents and carers were involved in nursery life. Planned events such as 'come and play' days and 'Growing together and learning together' sessions, had been well received by families and contributed to strengthened relationships that supported meeting children's needs. One parent told us "staff are always so friendly, welcoming and nurturing. Adults are welcomed in the cloakroom area and parents are invited in regularly to attend come and play sessions. The nursery do lots to involve parents and I have been very impressed with how well the staff know my child. [Their] learning story has been shared with us and I love being able to see the learning experiences on Twitter."

Children's needs were supported by effective personal plans which ensured staff caring for children had a clear overview of their individual needs and preferences. Regular consultations and reviews with parents had taken place which enabled them to be fully involved in their child's care. One parent told us "the nursery have shared [their] personal learning plan and I am aware of what [their] targets are." 'All about me' information outlined children's needs, likes, dislikes and interest. This information was gathered from parents before children started at the setting and was reviewed as children progressed within the setting. This helped to ensure children's current needs and preference were planned for.

Children were encouraged to make independent choices throughout their session including snack time. We observed snack time to be a time for children and staff to talk together and connect. This experience promoted children to develop skills in literacy and numeracy through conversations and problem solving, as well as promoting their independence. For example, children were cutting and preparing their own food for snack.

Children benefitted from a calm and relaxed lunchtime experience. A rolling lunch meant children could choose when to eat their lunch, with little interruptions to their play. Staff sat with children engaging in meaningful conversations which supported language development and social skills. Some opportunities for self serving were available, for example, pouring their water and milk. However, we discussed with the service how these could be further enhanced to ensure children can develop their skills for life. For example, self serving parts of their meal.

Effective systems were in place that supported safe storage and administration of medication, this helped to ensure children's health needs were met. Medication was administered sensitively and safely in line with children's needs. We suggested some minor adjustments to help ensure all information was clearly recorded.

Quality indicator 1.3: Play and Learning

Children were leading their own play and learning through a balance of planned and spontaneous activities. They had choice and independence of where they wanted to play and how they would lead their play, both indoors and outdoors. A play based approach was firmly embedded within the service. Parents told us "I love that [my child] leads [their] own play. [They] tells me what [they] have been interested in and comes out of nursery daily sharing learning experience which have fully engaged [them] and helped to build on [their] personal interests."

Staff had developed opportunities for literacy and numeracy within play opportunities. For example, within the house corner children could use paper and pencils to create their shopping lists. We observed opportunities where play experiences developed children's skills in language, literacy, and numeracy. For example, mathematical language being used to explore concepts of speed whilst exploring gravity using guttering outdoors. We discussed how this could be further enhanced to deepen children's numeracy skills in a play based approach.

We observed children engage in play experience for prolonged periods of time showing high levels of engagement, excitement, wonder and awe. For example, children spent a considerable amount of exploring the science of mixing colours together at the water area. Many children told us the things they enjoyed about nursery. For example "we like the house corner, we get to make dinners and have tea parties" and "I like building with the blocks, I'm making an animal park."

Staff were responsive to children through skilled observations, responding appropriately to support their learning, through skilful questioning. This helped extend children's thinking and learning. The service should continue to develop approaches that record children's thoughts and ideas, that help direct their play and learning. For example, documenting children's reflections on their play spaces.

Planning approaches were child centred and responsive to children's interest. Children were actively involved in planning and leading their own learning. A 'learning wall' effectively captured children's thoughts, ideas and discussions. Staff spoke confidentially about how their observations of children, along with individual targets and children's views informed their planning approaches. As a result of this, children were engaged in play and were progressing well in their overall development.

Staff spoke about developing their outdoor space further with the introduction of a forest space. We agree this would be beneficially in supporting children's learning and play, whilst continuing to make connections with the wider community.

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

Children and families benefitted from a setting that was well furnished, stimulating and inviting. The entrance area displayed photographs and information about staff which supported a welcoming environment. Each child had access to their own space to store their personal items, which helped promote a sense of belonging. Parents described the setting as "very calming and comfortable for children" and "the environment feels happy and welcoming."

Playrooms were clean, tidy and uncluttered. The inclusion of soft lightening, furnishings and natural materials, created a warm and nurturing space where children could feel safe. One parent told us "the nursery has beautiful resources and I love the fact that everything looks natural in the nursery." Quiet spaces were available across the playroom and garden to support children's wellbeing. For example, a cosy book corner within the playroom, wicker tepees and quiet areas for children outdoors. These spaces helped children to relax, and self-regulate.

Careful consideration had been given to the layout of the rooms to offer a range of spaces for children to make choices, support their interest and develop their ideas. Children had access to a wide range of opportunities to develop their curiosity, imagination and problem solving. We saw children who explored happily and were engaged in their play. Children told us "I love my nursery, I really like the garden, we get to dig in the mud and play with water" and "we can make lots of different things with the playdough, look I made a birthday cake."

The outdoor area offered a range of natural, loose parts and open-ended material (resources that could be adapted, moved and transformed) that supported curiosity, creative thinking and problem solving. Children made good use of this and were confident when using all areas of the outdoor space. For example, developing their ideas through play when using blocks of wood and tyres to create a car. Parents told us "the nursery outdoor area is fabulous. My [child] doesn't stop talking about what [they] gets up to out there, for example, climbing trees, riding balance bikes, balancing on assault courses designed and made by children and drawing on and then washing the windows."

Suitable measures were in place to reduce the risk of infection being transmitted with good handwashing facilities for staff and children which were used effectively. Toilet and nappy changing areas were clean, with personal protective equipment (PPE) being stored appropriately. All resources were in lidded boxes and stored hygienically. Children's changing area was within the accessible toilet, we discussed with the service how this should be solely for children's use. The service actioned this immediately.

Accidents and incidents were managed well to support children's health and wellbeing. Accident forms were completed and appropriate first aid administered when needed. Regular audits of accidents were completed. However, we discussed how these could be further developed to help recognise any patterns of accidents or incidents, detailing any actions needed. We also discussed with the service how some accident forms could have provided further details.

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

There were shared visions, values and aims which informed practice. Information was displayed attractively throughout the service to ensure parents, staff and visitors felt included and valued.

Change was welcome within the nursery and self-evaluation was at the heart of their approach, which supported the delivery of high quality care. The head teacher had a comprehensive understanding of the importance of using the views of children and families to inform their planning and development of the service. Parents told us "I am very happy with the leadership in the nursery" and "the nursery has come a long way. I have noticed the nursery has improved and I couldn't be any happier with it than I am at the moment."

Effective methods of communication, such as newsletters, surveys and parent feedback supported parents to be included in evaluating aspects of the service and driving improvement. Parents told us, "we are asked frequently for feedback and there are opportunities to leave anonymous feedback within the nursery" and "they give you the chance to have your opinion on the nursery." We discussed how the outcome of their suggestions and views could be shared to ensure families were informed of any actions taken. This would inform families that their views were valued and had an impact.

Quality assurance processes were in place, which included a clear improvement plan with realistic targets to support children's progress in their learning. There was a shared responsibility for improvement as the whole staff team were involved in the ongoing monitoring of aspects of provision. This meant staff understood the role they played in supporting improvements to children's care, play and learning. Staff told us "staff are involved in regularly self assessment" and "I have regular opportunities to talk with other staff about our day to day work such as at the end of each day and at planning meetings. I also regularly have discussion with my manager and I am supported when needed."

A programme of training was in place that ensured staff were supported to develop as practitioners. Staff spoke enthusiastically about how training had influenced their practice and positive experiences for children. For example, the benefits of risky play and encouraging children to assess risks whilst playing outdoors. The service could further develop their approaches by recording staff's reflections on training and how it has impacted on creating positive experiences for children.

The strong leadership team supported devolved leadership, where staff had 'champion roles' and were responsible for key areas and developments. All staff spoke positively about the head teacher and the management team. Their support and passion had led to staff feeling empowered, having increased confidence in their skills and abilities, sharing the passion for the improvement of the service and ensuring the best outcomes for children and families. Staff told us "We have a very strong staff team that communicate effectively with each other. All staff are aware of each others' strengths and will ask each other for support when required." and "all staff have leadership roles to lead initiatives within the nursery 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

Children benefitted from a nurturing, caring and dedicated staff team, that were focused on the needs of the individual needs of children attending the setting. Staff were warm, welcoming and engaged positively in the inspection process.

It was evident through discussions they were committed and enthusiastic professionals. Parents told us "the staff are fantastic with my [children] and have their best interests at heart" and "they are a strong staff team with admirable knowledge and experience."

The service was appropriately staffed to meet children's needs, which allowed staff to be flexible in their approach. Staff had time to listen, respond and care for children, helping them feel valued and loved. The staff team had a wide range of skills and different levels of experience of working in a child care setting. They worked well as a team and demonstrated a commitment to provide a high quality service. One staff member told us "the staff are highly motivated when delivering high quality learning experiences both indoors and out. The head teacher of the school has a positive relationship with all staff, children and parents and regularly spends time in the nursery playroom engaging with both the children and staff."

Staff understood that continuity of care was important for children and communicated well with each other when tasks took them away from their responsibilities. Staff worked well to ensure children were supervised throughout the day and there was minimal disruption to their play. For example, staff breaks and rotas were planned to maximise children's experiences. As a result, children experienced a very calm, nurturing experience.

Staff told us they felt supported by the leadership team. Regular communication enabled staff to feel included and valued in the development of the service. Staff who were new to the service used practice guidance, 'Early Learning and Childcare - The National Induction Resource' during their induction period, which as well as the practical elements, gave them an opportunity to work through core training and key policies and procedures. The service should continue to enhance this to ensure robust induction processes are in place.

Parents were informed of changes in staff and who was caring for their child, with changes to staff communicated through newsletters. Staff had established trusting relationships with parents. Parents told us, "I am overall very happy with the care my child gets at nursery. The staff go above and beyond" and "all the staff are very lovely and welcoming, I feel like the management are above and beyond happy and it has a great affect on the nursery."

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
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