

Holy Family Primary School Nursery Class Day Care of Children

Linlithgow Road
Winchburgh
EH52 6FY

Telephone: 01506 890208

Type of inspection:
Unannounced

Completed on:
21 August 2024

Service provided by:
West Lothian Council

Service provider number:
SP2003002601

Service no:
CS2022000227

About the service

Holy Family Primary School Nursery is registered to provide a care service to a maximum of 61 children aged from two years to not yet attending primary school at any one time. No more than 10 are aged two years to under three years. The nursery is part of a purpose-built education campus which opened in 2022. It is located in Winchburgh, Broxburn, West Lothian. The service is close to local green spaces and other amenities. Children have access to an indoor playroom, and a large, enclosed garden.

About the inspection

This was an unannounced inspection which took place on 21 August 2024 between 09.30 and 17.15. We provided feedback on the same day. One inspector carried out the inspection. To prepare for the inspection we reviewed information about this service. This included registration and any complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:

spoke with children using the service

Spoke with staff members

reviewed feedback from 13 families using MS forms

reviewed feedback from staff members employed in the service using MS forms

spoke with senior management and all staff

observed practice and daily life

reviewed documents.

Key messages

Children benefitted from an environment that was interesting, inviting and safe.

Children were very well supported by patient, nurturing and skilled staff. Children's needs were consistently met across their day.

Children benefitted from daily access to the well-equipped outdoor play space this positively supported their overall health and wellbeing.

Staff were passionate about their leadership roles within the service, this showed that leadership was highly valued at all levels.

Effective quality assurance systems were in place to support ongoing improvements throughout the service.

Children benefited from a skilled and experienced staff team who worked effectively together.

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?	4 - 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, secure and confident as they explored the environment. They benefitted from a staff team who were consistently caring, nurturing and kind. As a result, children's individual needs were met very well across the day.

The staff team were responsive and through high quality interactions children were supported to feel respected, valued and loved. Positive connections with children and families were prioritised. Most families who completed our MS forms survey, agreed or strongly agreed that they had developed a strong connection with staff caring for their child. Some comments included:

"Staff are extremely approachable and knowledgeable about my child. They have been very supportive as my child had trouble separating from us at drop off time. They really understood how to make him feel safe and supported."

"It is very clear that each teacher knows my child well and has a real interest in their wellbeing. They are always happy, friendly, professional and always so helpful when my child needs support."

"I feel I can go to every single teacher without hesitation as they know my child so well. All very informative and kind."

Children's emotional wellbeing was well considered throughout the environment. Skilled staff used a variety of resources and strategies to encourage children to express their emotions, for example quiet cosy spaces were available, books and props were used to support children to name and recognise different emotions. Staff were skilled at validating children's emotions and offering comfort and reassurance. This further supported children to feel valued and respected.

Mealtimes were unhurried and relaxed with staff sitting with children to encourage them to eat well and safely. Children were supported by caring staff who were focused on their wellbeing as they ate. Children enjoyed sociable conversations with staff. Children were developing confidence and important life skills, by independently undertaking tasks, such as serving their own food. We asked the service to promote consistency at mealtimes with children helping to set up the tables or clearing away their own plates each day. Snack choices were nutritious and supported healthy choices for children. This encouraged children to make choices and develop a healthy relationship with food.

All children had a personal plan. Key information was gathered in partnership with families and was used effectively to help staff provide individualised care. Staff were knowledgeable about each child's needs and strategies in place to support them. Plans were regularly reviewed and updated with families to ensure children were receiving care which met their current needs.

Staff understood their roles and responsibilities in safeguarding children. They spoke confidently of the steps they would take should a concern or a support need arise for a child or family.

Children's health and wellbeing needs were carefully considered through the correct and well organised storage of medication. All consent forms were completed with families, and were regularly reviewed to ensure information was current.

Quality Indicator 1.3: Play and learning

Children were happy, engaged and having fun both indoors and outdoors. Within the indoor environment children benefitted from carefully considered play spaces with high quality resources. This promoted high quality play and learning opportunities for children. The learning environment was inviting, stimulating and exciting. Resources and experiences enabled rich learning opportunities and promoted challenge. Children were encouraged to explore, be curious, problem solve and use their imagination. As their play was uninterrupted, they were involved in activities for extended periods of time. This approach supported children to be independent and engaged in their play and learning. We observed a balance of spontaneous and planned experiences which promoted children's needs, wishes and choices.

The secure outdoor play space was very well used by children. It enabled children to enjoy a range of experiences that sparked their interests and promoted learning. These opportunities supported children's health and wellbeing through outdoor physical activities. Children were empowered to make choices about what they wanted to play with.

Throughout the service there were rich opportunities for children to develop their skills in language, literacy, and numeracy. Throughout the day we observed, children mark making, singing songs and rhymes, and listening to stories in cosy comfortable spaces.

Planning approaches were responsive to children's interests. Children were actively involved in planning and leading their own play and learning. Creative use of floor books highlighted children's thoughts, ideas, and discussions. This contributed to children feeling valued and respected. Staff told us how their observations of children, identified individual learning targets and informed their responsive planning approaches. This meant that children were engaged in play and were making good progress.

Children's learning and development was regularly shared with families using a digital app called SEESAW. This supported learning to continue at home and kept families informed of their child's progress. Observations detailed significant learning and planned next steps that were relevant to each individual child. Effective tracking of progress ensured that all children were supported on an individual basis. As a result, children were effectively supported to learn and achieve.

Community links were developing, and children had the opportunity to visit local green spaces and places of interest. Plans were in place to join the local growing club to further support learning opportunities for children within the wider community. This will support children to develop strong and meaningful connections with their 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 were cared for in an environment that was clean, bright, welcoming and well ventilated. The service was very well maintained and careful consideration had been given to resources and furniture. This created an inviting and homely atmosphere. All indoor resources and furniture were of a very high standard. The play space was comfortably furnished and had some cosy areas for children to relax and rest. A range of activities and experiences were available to all children across the service. We found that all play materials were appropriate to children's needs and stages of development. This helped to stimulate their natural curiosity. For example, blocks, loose parts, sensory items, and a well-resourced creative area. Children were busy and immersed with their play as they moved between indoors and outdoors independently.

Free flow access to the large outdoor space enabled children to be independent, direct their own play and supported them to be active and healthy. The garden provided a range of spaces for development of physical skills and exploration. Families who responded to our MS Forms survey told us that their child could play outdoors always or very often. Some of their comments included:

"They play outdoors everyday."

"My child is able to play outside in the construction area and in the sand pit. They have the opportunity to visit the park also."

"The door to the outdoor garden is always open and my child can always decide whether to play outdoors."

"My child enjoys being outside on the toys and in the sand pit. My child likes to pick flowers and does so outside."

Children took pride in their playroom as they helped clear away resources when they were no longer in use. Staff also reset areas to ensure that they were inviting to children. This meant children and staff respected the environment and sent a strong message to children that they matter.

A range of detailed and relevant risk assessments were in place. These were regularly reviewed and updated to ensure any risks were minimised for children, families, and staff.

Staff demonstrated a very good understanding of infection, prevention, and control procedures, including supervising children during hand washing. Hand washing routines were embedded into daily practice. Children were encouraged and supported to do this independently before mealtimes and after toileting and personal care. The service benefitted from a muddy change area where children could be changed and wash their hands prior to re-entering the play space. This was well used by children before returning inside to play. This supported staff and children to minimise potential risks of infection and helped create a safe environment.

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 are led well

The service had developed a clear vision, values and aims in consultation with children, families and staff when it opened in 2022. This contributed to the positive and nurturing ethos of the service and supported staff practice. This approach encouraged a shared understanding between families and the service.

The management and staff were passionate, motivated, and committed to continuing to develop the service to ensure positive outcomes for children and families. The management team were visible across the service and were well known to children and their families. Strong leadership within the service promoted a culture of continuous improvement and supported the staff team.

Staff were proactive in leading their own learning and taking forward their key areas of interest. Each member of staff had a leadership role within the service and were passionate about providing a variety of planned opportunities to further support children and families. This showed that leadership at all levels was highly valued and positively promoted across the service.

A development plan had been created and the priorities were outcome focused with realistic targets. Staff told us they were included in reflecting on the quality of the service and planning for improvement. We suggested that the service could further develop how they gather feedback from staff, children and their families, to support the improvement and development of the service. This will further support, staff, children, and family's sense of being valued, respected, and included in the life of the service. This approach has the potential to support with continued progress of the service and measure the impact of improved outcomes for children and their families.

Quality assurance systems were well organised, detailed and supported ongoing improvement. Staff regularly evaluated learning opportunities and resources available. This resulted in children experiencing a rich learning environment which encouraged them to be creative and curious. Peer monitoring was also part of the evaluation process and supported staff to be reflective practitioners and showed commitment to providing a high-quality service to maximise children's outcomes and wellbeing.

Regular meetings gave staff the opportunities to talk about any successes and achievements, discuss any individual children's needs or next steps and reflect on practice. This resulted in a positive ethos across the team and service, which supported children to reach their full potential.

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 caring and nurturing staff team who knew them well and were committed to providing high-quality care and support. Staff were deployed effectively, and this took into consideration the range of experience, knowledge, and skills of the team. This ensured that children's experiences across their whole day were positive. Families commented positively about the relationships and care provided by staff. They described them as "caring", "friendly", "supportive," and "loving."

Strong connections were a strength of the service, and they prioritised this. As a result, children and their families experienced a warm, caring and nurturing setting. Genuine relationships had been developed with families and this supported effective communication. Most families who completed our MS forms survey, agreed or strongly agreed that they were happy with the care and support their child received in the service. Comments included:

"Staff have helped the kids develop good relationships with each other and supported them through the transition of friends going off to school."

"Really happy with the nursery; the teachers, the environment - everything is great. Best decision we made to move our child there from a different nursery."

"The staff are amazing; they are what makes the nursery so great."

"Thank you for all your wonderful work. It was lovely to be involved in the end of year celebration for the pre-schooler children. We felt a sense of community and it was lovely speaking to other parents."

Staff worked very well together, and they were respectful and considerate in their interactions with each other. This further supported the positive team ethos. Staff told us that teamwork was a strength. Comments included:

"We have built a strong ELC team, which has helped our children grow and develop into who they are today."

"The team has worked incredibly hard to create something meaningful and fantastic for the children. The children are supported in everything they do, we support them through our variety of resources on offer, leadership roles and building relationships with them. We have achieved so much during the time we have opened and are always improving our setting as we go."

Support strategies were in place for some children. These considered individual needs and were consistent in providing children with continuity of care. This meant that children felt safe, secure, and happy. As a caring staff team nurtured and supported them individually.

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?	4 - Good
3.2 Leadership of play and learning	4 - 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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