

David Livingstone Memorial Primary Nursery Class Day Care of Children

David Livingstone Memorial Primary School
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Blantyre
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Type of inspection:
Unannounced

Completed on:
6 September 2024

Service provided by:
South Lanarkshire Council

Service provider number:
SP2003003481

Service no:
CS2003015288

About the service

David Livingstone Memorial Primary School Nursery class is registered to provide a care service to a maximum of 23 children aged 3 years to not yet attending primary school.

The nursery accommodation comprises of one playroom, kitchen area and toilets. The children have access to a fully enclosed outdoor area and access to the school playground and gym hall.

The service is situated in a residential area within Blantyre and in walking distance of local amenities.

About the inspection

This was an unannounced inspection which took place on 5 September between 09:15 and 15:00, and 6 September 2024, between 09:00 and 11:30. 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:

- Observed practice and children's experiences.
- Spoke with the staff and manager at the service.
- Spoke with children during their play.
- Gathered feedback from 10 families.
- Reviewed documents.

Key messages

- Children were happy, settled and motivated to play and learn.
- Children were very well supported by warm, nurturing and skilled staff.
- Staff knew children very well and worked closely together and with families to provide quality play and learning experiences.
- Children's needs were consistently met across their day.
- Children benefitted from an environment that was interesting, inviting and safe.
- Staff were passionate about their leadership roles within the service which showed that leadership was highly valued at all levels.
- Effective quality assurance systems were in place to support ongoing improvements throughout 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 were happy, confident, and engaged in their play. They experienced warm, caring, and nurturing approaches from staff who knew them well. This helped children feel valued and loved. Parents all told us they were happy with the care provided for their children and one parent told us "Overall, it's an amazing nursery and I'd recommend it to everyone".

Children's emotional wellbeing and resilience was supported through positive and trusting relationships with staff. They were encouraged to share how they were feeling when they arrived at the service, by use of an emotions check in system. This included the use of small dolls and a dolls house. Staff interactions were unhurried, calm, and responsive. This helped children recognise, understand, and express their emotions.

Children's rights were promoted using the wellbeing indicators and the use of puppets. As many children were new to the setting the puppets were being introduced at a suitable pace, to meet the needs of the children. Children's safety was the current theme through the means of puppet Sam. He would accompany children during community learning experiences including, road safety. The use of the puppets helped empower children, to confidently share their understanding of their rights, fostering a supportive learning environment.

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. Staff were confident in discussing children's needs and the strategies in place. For example, safety targets in line with the wellbeing indicators, and the use of resources supporting language and literacy. This ensured children received the care that was right for them. Regular consultations and reviews with parents had taken place which enabled them to be fully involved in their child's care. Planned events contributed to strengthened relationships and created strong links between home life and nursery, for example stay and play sessions.

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.

Mealtimes were a social occasion, and children were encouraged to make independent choices. A rolling snack time meant children could eat at a time that was right for them. There were opportunities for children to be responsible and independent as they poured their own drinks, and could self-serve cereal and fruit. Children informed the snack menu through discussion at the snack table, providing them with important life skills. Lunchtime was in a transition period having recently moved from the school dining hall to the nursery. Staff were positive about the change and felt it was a more familiar and nurturing environment for children, especially children new to the setting. Children were keen to be helpers and take the lunch trolley back to the school kitchen promoting self-confidence and responsibility.

Quality Indicator 1.3 Play and learning

Children were happy and engaged, and benefited from a variety of play and learning experiences. This meant that they could lead their own play and make their own choices. For example, we saw children with a keen interest in building. Staff had been responsive in providing additional resources of crates to make a house to "hide in" and children told us they were pigs and the "wolf is blowing our house down". Children were encouraged to explore, be curious, problem solve and use their imagination.

Parents all agreed children had a range of opportunities and comments included "My child is learning new things each week and most of all enjoys the environment and people".

Planning approaches were responsive to children's interests. They 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.

The outdoor play space was very well used by children. It enabled them to enjoy a range of experiences that supported health and wellbeing through outdoor physical activities.

We saw children making "rocky road cake" in the mud kitchen and a castle with large bricks, planks and crates. Staff were responsive and supported children's learning through skilful questioning. This helped extend and develop their curiosity and creativity.

Literacy and numeracy were part of daily routines. Throughout the day we observed children mark making, singing songs and engaged with books. Children listened attentively to stories and showed a keen interest in books. For example, we saw children engaged and interactive with staff telling the 'silly story of the day'. The lending library also provided opportunities for children to take home books and share learning with parents.

Learning Journals captured significant events, observations, progress and achievements. 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. Respectful and trusting relationships with families supported them to be meaningfully engaged in their children's learning. There were a variety of ways families could join in with their children's play and learning. Parents had been invited into the nursery, as part of a 'people who help us' theme. This supported learning to continue at home and kept families informed of their child's progress, and able to share in their child's day.

Community links had been developed and children had opportunities to engage in a community garden project. Children also had access to a visiting librarian to the school and a loose parts experience. Staff told us they planned to support further learning opportunities in the wider community. This would continue to develop strong and meaningful connections.

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 benefitted from a welcoming environment which was warm, well-furnished, and comfortable. There was also plenty of natural light and ventilation to support children's wellbeing. Children's safety was maintained by a secure entry system to the building and the garden was fully enclosed. The entrance area displayed photographs and information for parents, and children had access to their own space to store their personal items. This helped promote a sense of belonging. Parents told us they liked the "Warm safe friendly environment".

Staff demonstrated a very good understanding of infection, prevention and control procedures, including supervising children during hand washing. Children were encouraged and supported to do this independently before mealtimes and after toileting and personal care. This supported staff and children to minimise potential risks of infection and helped create a safe environment. Toilet and nappy changing areas were clean, with personal protective equipment (PPE), being stored appropriately to reduce the risk of infection spread.

Children had access to a range of resources that were well-organised and encouraged exploration and fun. There was ample space for children to extend their learning and interests with their chosen activities. Books and print were spread throughout the play spaces and children were seen exploring these spaces with confidence. Free flow access to the outdoor space enabled children to be independent, direct their own play and supported them to be active and healthy.

The outdoor space provided a range of spaces for development of physical skills and exploration. There was a range of natural, loose parts and open-ended material that supported curiosity, creative thinking and problem solving. Children made effective use of these and were confident when using all areas of the outdoor space. Tarpaulins were used to create quiet and cosy areas for children. Families who responded to our online survey told us that their child could play outdoors always or very often. Comments included "My child is always outdoors at nursery, lots of activities for them are set up daily" and "They are always outside and that's important to us".

Risk assessments were in place for indoor and outdoor environments which raised staff awareness of potential risks, benefits, and measures to support a safe environment. These were reviewed as changes occurred. This ensured they were current and adapted as needed.

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.

The management team were friendly, approachable, and engaged well with the inspection process. They promoted a positive attitude to change and recognised the importance of a shared vision. Staff told us they felt well supported by the management team and found them supportive and approachable. Within our online survey, staff strongly agreed that their wellbeing needs were recognised and supported by leaders. They also felt fully involved in the self-evaluation of the service. One member of staff commented "I feel very supported by management and they are genuinely interested in my well being".

The school improvement plan had incorporated the nursery priorities as part of the overall shared vision of the service. The priorities were outcome focussed with realistic targets, based on getting it right for children. These included equalities and diversity, and literacy. The plan had been created in consultation with staff and was shared with parents. This helped staff and families feel involved in the development of the service. It was informed by self-evaluation and staff told us, they were included in reflecting on the quality of the service and planning for improvement.

Children and families were meaningfully involved in the service. A display board shared children's learning and interests for the day, along with online communication and social media. This kept families informed of their children's daily activities and interests. Children and families views were actively sought to inform the development of the setting. For example, through surveys for parents, feedback at parents nights and group discussions with children. This had led to a number of successful changes within the setting, including the layout of the garden and planting topic.

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 enthusiastic about providing a variety of planned opportunities to further support children and families. For example, equalities and diversity, outdoor play, literacy, and children's rights. Staff spoke confidently and passionately about these leadership roles and how this had positively impacted on outcomes for children. The strong leadership approach meant that staff felt confident in their capacity to support children to reach their full potential.

Quality assurance systems were well organised and supported ongoing improvement. Systems and practices were regularly monitored by the leadership team and reflected upon by the whole team. Peer monitoring was also part of the evaluation process and supported staff to be reflective practitioners. This showed commitment to providing a high-quality service to maximise children's outcomes and wellbeing. Regular meetings gave staff opportunities to talk about any successes and achievements, discuss any individual children's needs or next steps and reflect on practice. Children's learning environments were reviewed regularly by staff who consulted with children, to ensure play and learning areas met their needs and interests.

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 who were warm and responsive in their approach. Staff worked very well together, and they were respectful and considerate in their interactions with each other. Staff spoke positively about team working and that relationships in the team were strong. One staff member told us "I'm really proud to be part of this nursery because we've had some great successes. We've created a caring and stimulating environment where children thrive and enjoy learning".

Strong connections had been developed with families and this supported effective communication.

All families who completed our online survey, agreed, or strongly agreed that they were happy with the care and support their child received in the service. Comments included, "Absolutely great" and "My child is very happy there."

It's also reassuring to know that when (child) is away from us, (child) is being cared for and looked after by such kind and nurturing teachers".

Staff were deployed effectively, and this ensured that children's experiences across their day were positive. Busier times of the day, such as staff lunches, did not impact on experiences for children as this was supported by the management team if needed. This ensured children were supervised and were still offered support as needed. Staff were available to keep all areas of the setting accessible for children. This meant that children could choose where to play and when and were truly empowered to lead their own play and learning. Staff had opportunities off the floor, supported by the leadership team who provided continuity of care for children in their absence. These times were used effectively for planning and professional development.

The team were knowledgeable and skilled. They were very motivated and were keen and committed to the continual development of the service. Recent team training had included emotion coaching training, and equity and diversity. Staff told us the training had been beneficial and had encouraged them to reflect on their practice and its impact. Training was often carried out with the wider school staff team, enabling a whole school approach. Staff found this beneficial for consistency in practice and a shared learning approach.

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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