

# Corpus Christi Primary Nursery Class Day Care of Children

Crowwood Crescent  
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Airdrie  
ML6 9TA

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**Type of inspection:**  
Unannounced

**Completed on:**  
11 October 2024

**Service provided by:**  
North Lanarkshire Council

**Service provider number:**  
SP2003000237

**Service no:**  
CS2003015362

## About the service

Corpus Christi Primary Nursery Class is a daycare of children service, registered to provide care for a maximum of 24 children aged 3, to those not yet of an age to attend primary school at any one time. There were eight children registered at the service at the time of the inspection.

Children had access to a designated playroom, a large outdoor play area and use of the school gym hall. Toilets and changing facilities were easily accessible for children.

The service is located in a quiet residential area of Airdrie, North Lanarkshire and is situated close to shops, transport links and other amenities.

## About the inspection

This was an unannounced inspection which took place on 9 and 10 October 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 three of their family members
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

## Key messages

- Children were settled and confident in the environment.
- Staff used kind and caring interactions, which helped children feel loved, safe and secure.
- Personal plans were in place for all children and contained important information to help staff meet their individual needs.
- Children experienced relaxing and sociable mealtimes, which respected their preferences, choices and wishes.
- Play spaces were well organised, supporting children to make choices about play.
- Children's overall wellbeing was promoted with daily access to outdoor play spaces.
- Children's play was extended by the use of skilful interactions, which generated opportunities for further discussion and sharing thoughts and ideas.
- The service had taken positive action to make improvements since the last inspection.

## 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 and care.

Children attending the setting were happy, settled and comfortable in the environment. All staff had kind and caring interactions, which helped children feel safe, loved and secure. Parents commented positively on the care their children received and told us this was a strength of the service. One parent commented, "being happy & settled within the environment and having a positive trusting relationship with the nursery staff, which is evident that my [child] has built up with the team...they are eager to get to nursery and when leaving, they leave happy."

Staff were responsive to children's cues and requests. Caring words, cuddles and reassurance was provided regularly. This helped ensure children felt like they mattered and supported their wellbeing. For example, revisiting previous discussions about events in their lives and offering support with snack or getting dressed for outdoor play. A child commented, "I like playing with my friends, and my teachers are very nice and look after me well."

Children's personal plans contained important information to help ensure staff could meet their needs. For example, health and medical information. Staff had reviewed the process for recording children's information with clear strategies and next steps to support their current needs and interests. Regular opportunities for discussions with families helped foster positive relationships and sharing information, which meant staff could respond to changes in children's lives. One parent told us there was a "friendly approachable team looking after my [child] each day. They show an interest into each child and it is evident with the relationship that has been built up during the short time my [child] has been at nursery. I am confident in them."

Children's opportunities for building and maintaining relationships with their peers had been considered through careful approaches towards transitions. This took account of new children starting at the service and for children moving on to school. Opportunities for children to play together, between school and nursery, helped value and maintain relationships, supporting children's overall wellbeing.

Children experienced relaxing and sociable mealtimes. They sat alongside staff and their peers, which promoted opportunities for children to connect and engage in conversations. This contributed to the development of language and social skills. Staff supervised children well and were on hand to respond to their needs. Staff ate meals alongside children, which helped promote healthy eating practices. Children developed independence skills as they served their own food, supporting their choices and preferences. We discussed with the service that to further support self-help skills, small jugs could be provided for children to pour their own milk or water.

Medication processes in place supported the safe administration of medicines. Staff received relevant training and they were confident in their role. Robust paperwork was in place to ensure medical needs were recorded accurately and effectively. In addition, staff had regular communication with families to allow them to respond to any changes in medical needs. Individual medical needs were reviewed in line with best practice and in consultation with families.

Staff had a clear understanding of their roles and responsibilities to help keep children safe and protected. Child protection procedures were in place to help ensure information was recorded and acted on in a timely manner, to help reduce the risk of harm. We reminded the manager about their responsibility to notify the Care Inspectorate regarding specific events, or changes, within the service. We signposted them to the relevant guidance to support them with this.

### **Quality indicator 1.3: Play and learning.**

Children benefited from a wide variety of play opportunities that met their interests. We observed children returning to favourite experiences. These included, water play outdoors, building obstacle courses and, painting and drawing. Parents were happy with the opportunities offered to children. One parent told us, "evidence of this is shown through the school journal as it has shown me the activities [my child] has been participating in - painting, outdoor play, play dough making and socializing out in the local community with the other children."

Children experienced joy and fun as staff played with them and joined in their games. This helped ensure children were engaged and motivated in their play. For example, playing a running and chasing game of 'scary monsters'. Staff also joined in with building structures during block play, where they provided further stimulus and suggestions to support learning. For example, adding different materials and finding different sized blocks.

Children's overall wellbeing was promoted with free flow access to outdoors. Children could choose when to play outdoors, respecting their choices and wishes. Children's physical skills were developed as they explored the garden, which included different levels and surfaces. This supported children to manage risk, and build their confidence and sense of adventure. The sloped grassy area promoted opportunities for discovery, whilst building their strength and coordination.

Approaches to planning supported staff to respond to children's interests. Staff interacted skilfully with children to help extend their ideas and thinking. Staff recognised achievements and praised children for their successes. Staff commented on what was happening and asked specific questions, which encouraged children to solve problems, widening their knowledge. For example, giving children time to respond and making suggestion for them to try things out. We discussed how approaches to recording responsive planning could be strengthened further, to support high quality play.

The use of loose parts open-ended materials supported children to be creative, experiment and follow their own ideas. Loose-parts play involves materials that can be used in many ways through imagination and creativity. This was evident as children built obstacle courses using materials such as crates, benches and cones. Children returned to this the following day to extend their ideas and consolidate their learning. Children were able to transport other resources to extend this play further. This supported their problem solving and physical skills.

Staff training had a positive impact on opportunities for children. For example, increased opportunities for block play and the development of literacy and numeracy opportunities across the play spaces. For example, story bags, songs and the use of mathematical language during play experiences.

Children had regular opportunities to be part of the wider school and the community. This helped develop children of sense of belonging and build connections to their 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 were cared for in play spaces that were bright, clean and well furnished, which contributed to a welcoming ethos and supported children to feel like they mattered. One parent told us the "nursery is a great environment with many stations that are openly available to all of the children. The outdoor area is also accessible & children can have access to this throughout the day with access to rain wear when needed. Welcoming environment with the nursery practitioners always chatting to family as well as the children at drop off and collection."

Improvements to the layout of playroom had helped create defined spaces, that met children's needs. For example, art area, home corner and cosy book area. Play materials were easily accessible and staff responded to children's interests and added new play materials when needed. The location of outdoor storage meant children could request more materials without having to wait, which supported their play opportunities.

The addition of soft furnishings helped create a calm and relaxing environment. For example, rugs, cushions and a cosy den area, which supported children's wellbeing. Staff had reviewed the pace of the day to meet reflect the current needs of the children. This included flexible routines with carefully planned transitions. For example, children were given verbal and visual reminders before other tasks. For example, home time and lunch time.

A variety of measures were in place to help keep children safe. This included a secure main entrance and electronically controlled internal playroom doors. Risk assessments were in place and hazardous materials were stored safely.

Infection prevention measures in place contributed towards a safe environment for children. For example, children were encouraged to wash their hands at key points throughout the day including before and after meals. Children's toilets and changing facilities were clean, tidy and well maintained.

Children's personal data and confidential information was stored securely. This included online learning journals and paperwork was kept in locked cabinets. This helped protect children personal information.

## 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 service had taken positive action to make improvements since the last inspection. This included developing approaches to personal plans, increasing infection control practices, improving mealtimes and reviewing staff deployment. As a result, children received high quality care, play and learning in a welcoming setting.

The service had a clear set of vision and values in place, which was shared with families and reflected the

nursery and school ethos. For example, creating a safe and nurturing environment. This included a high quality curriculum and play experiences, ensuring inclusion and equity for all.

Leaders valued opportunities to gather feedback from families and they communicated through emails, online learning journals and daily discussions. Families were welcomed into the service, helping foster positive relationships. All families commented they were happy with the care and support their child receives.

Relevant and meaningful improvement plans had contributed to developing and sustaining improvements. The service recognised where some aspects would continue to be monitored and developed. For example, children's personal plans and recording children's progress and development. Further areas for development identified by staff was to develop outdoor play spaces further. We agreed that this would support a wider range of exciting play opportunities to provide challenge and promote curiosity.

Recent changes to the staff team provided opportunities to revisit training and internal policies and processes. For example, managing the administration of medication and child protection. As a result, the staff team had built positive relationships and were committed to improving the service. However, there were limited opportunities for staff to meet regularly and reflect on practice due to the variety of shift patterns. The manager acknowledged these challenges and had worked hard to create time, to enable staff to access training and reflect on their role. We observed where this had a positive impact on children experiences. Leaders should continue to review best ways to ensure staff are involved in self-evaluation of the service and identifying what is working well and what needs improved.

### 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 service had taken significant steps to improving staff deployment, which had contributed positively to safe and high quality care for children. Children were cared for by a familiar and consistent staff team, which supported children to feel safe. Staff enjoyed their work, which contributed to a positive environment for children to play and learn. Parents told us the "nursery team are an asset to the school, they are caring & compassionate" and "I can truly trust them all with my [child] and they are great with me with any issues, they are truly on ball."

Staff had a wide variety of skills and knowledge that supported meeting children's needs. It was evident that training opportunities led to development of knowledge and skills, which was reflected in practice. For example, development of play spaces, routines and experiences. Staff valued play and their knowledge of child development supported children to pursue their own thinking. One parent told us, "the staff are focused on kid's needs, they do not ignore problems and they are always helpful. My kid really loves their teachers." Staff told us they were looking forward to engaging in further learning opportunities to support them in their role.

Staff worked well as a team to share key information about children and deployed themselves across the setting to meet the needs of children. Staff were able to have breaks to allow them to refresh and rest with minimal disruption to children. They should now continue to work together to strengthen relationships and share skills and knowledge.

## 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

To support children's wellbeing and development, the manager should review personal plans to ensure they set out how their individual needs will be met, as well as their wishes and choices. This should include, but not be limited to, ensuring that meaningful next steps and strategies are identified to reflect children's current needs, wishes and choices.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15).

**This area for improvement was made on 15 January 2024.**

#### Action taken since then

Personal plans were audited by the manager and staff training helped develop their skills and understanding for completing plans and identifying children's next steps. Staff were aware of best practice guidance to support in this process. Plans were in place to continue to review this process, to ensure next steps are meaningful and link with children current needs and interest. **Therefore, this area for improvement had been met.**

#### Previous area for improvement 2

To ensure children's health needs are met the manager should review medication systems in line with guidance, to ensure that all paperwork contains sufficient information to administer safely and reviewed every three months with parents and carers.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My care and support meets my needs and is right for me'. (HSCS 1.19) and 'Any treatment or intervention that I experience is safe and effective' (HSCS 1.24).

This is to ensure administration of medication is in line with the Care Inspectorate document Managing of medication in day care of children and childminding services.

**This area for improvement was made on 15 January 2024.**

#### Action taken since then

Medication systems in place helped ensure medicine was safely administered. All staff participated in relevant training to help ensure they could respond to children's medical needs. Relevant and clear paperwork systems were in place to support the safe administration of medications. **Therefore, this area for improvement had been met.**

#### Previous area for improvement 3

To support children's wellbeing, independence and opportunities for social interactions the manager should ensure that mealtimes are developed in line with current best practice.



This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I can enjoy unhurried meal times in as relaxed an atmosphere as possible' (HSCS 1.35) and 'If I need help with eating and drinking, this is carried out in a dignified way and my personal preferences respected' (HSCS 1.34).

**This area for improvement was made on 15 January 2024.**

#### Action taken since then

Staff revisited best practice guidance and made improvements to mealtimes. As a result, mealtimes were a relaxing and sociable experience for children. Children self-served meals, which supported their preferences and dietary requirements. Staff sat and ate with children, which supported a positive mealtime experience. **Therefore, this area for improvement had been met.**

#### Previous area for improvement 4

To ensure that children receive care in a safe environment, infection control procedures should be improved within the nappy changing facilities. This should include, but is not limited to, removing unnecessary items stored within the area and ensuring the facilities is designated for that use only.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishings and equipment' (HSCS 5.22).

**This area for improvement was made on 15 January 2024.**

#### Action taken since then

Nappy changing facilities had been improved in line with best practice guidance and there was a designated area for that use only. This provided children with a safe, clean environment and contributed to their health and wellbeing. **Therefore, this area for improvement had been met.**

#### Previous area for improvement 5

The provider must ensure that the service is appropriately staffed and deployed in a way that meets the needs of children attending the service.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state: 'My needs are met by the right number of people' (HSCS 3.15) and 'I am supported and cared for by people I know so that I experience consistency and continuity' (HSCS 4.16)

**This area for improvement was made on 15 January 2024.**

#### Action taken since then

Improvements had been made since the last inspection to the staff team. Children were cared for by familiar and knowledgeable staff, which helped ensure children experienced consistency and continuity. **Therefore, this area for improvement had been met.**

## 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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