

# Newton Farm Primary School Nursery Day Care of Children

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Cambuslang  
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**Type of inspection:**  
Unannounced

**Completed on:**  
20 November 2024

**Service provided by:**  
South Lanarkshire Council

**Service provider number:**  
SP2003003481

**Service no:**  
CS2017357496

## About the service

Newton Farm Primary School Nursery is provided by South Lanarkshire Council. The service is registered to provide care to a maximum of 69 children aged from two years to those not yet attending primary school. The service is located in a residential area of Cambuslang, South Lanarkshire and is near transport links, local schools and parks.

Children were cared for in two playrooms with access to an enclosed garden within Newton Farm Primary School. This includes a kitchen, children's toilets and changing areas.

## About the inspection

This was an unannounced inspection which took place on 19 and 20 November 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 a small number of children using the service
- gathered the feedback from 19 family members of children using the service
- spoke with staff and management present on the days we visited the service
- gathered written feedback from eight staff using a survey
- observed staff practice and children's experiences on the days of our visits
- reviewed documents.

**Key messages**

- Children were confident and engaged in their play. They were familiar with the daily routine and had formed positive bonds with staff.
- Changes to the environment had been positive. Children had more opportunities to freely choose from a wider range of materials, meeting their needs and interests.
- Staff were welcoming and friendly. They had positive interactions with children, speaking with children in a calm and polite manner and gave lots of praise and encouragement.
- Quality assurance procedures were in place. Some of the audits used could be further enhanced to ensure good practice guidance is followed.

**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?	4 - Good
How good is our setting?	4 - Good
How good is our leadership?	4 - Good
How good is our staff team?	4 - Good

Further details on the particular areas inspected are provided at the end of this report.

## How good is our care, play and learning?

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 1.1 Nurturing care and support

Children were settled and happy in the setting. They were familiar with the daily routine and independently self selected from a range of play experiences on offer. Children felt safe and secure and they were confident making choices about their day. Parents were very happy with how well their children had settled into the service. One parents shared 'My child has settled very quickly and made friends. The staff are friendly.' and another that 'Children love it and the staff are so friendly and welcoming.'

Children were able to access various soft furnishings providing cosy areas to relax and chill out. In addition, some areas within the setting had been designed for children to play independently or in small groups. These areas were well used, children accessed these areas to have some quiet time or to chat with friends. Staff recognised the importance of providing children with the space to regulate their emotions and have time on their own.

Parents were very happy with the support from staff during the settling in, drop off and pick up times. Most parents entered the playroom at the end of the session to collect children, getting to see them play and interact with friends. We discussed with the management to encourage more parents into the playroom at the start of the session, to further support children when forming healthy attachments.

Families were kept informed about their child's day and were provided with regular opportunities to meet with staff, to talk about their children. Parents and family members welcomed the stay and play days and specials events which they could attend.

Mealtimes were a pleasant experience, they were calm and relaxed. Children had the opportunity to learn new skills, for example preparing foods and setting up dining tables. They made decisions where to sit, some wanting to sit with friends. One child said that they always choose a seat near the window. Mealtimes were sociable with lots of discussion. We discussed for the service to consider the area used for meals, to reduce congestion, as at times could be busy, when children were moving around.

Medication procedures were in place and staff were confident about children's health needs for example, if they had allergies or asthma. However, written records needed to improve to include clearer guidance for staff to follow. Consent forms and labels used to identify children medication should be clear and easy to read, if worn should be replaced. We have made an area for improvement around the monitoring of medication under key question, how good is our leadership.

Each child had a personal plan in place, these contained information for staff to consider when planning how best to support children's wellbeing needs. These could be further enhanced by including more of the child's voice for example, what matters to them. This change would reflect more of the new planning approach that has been adapted throughout the service. These plans should show how well staff know the children and identify how best to support each child's needs and interests.

### Quality Indicator 1.3 Play and learning

Since last inspection the service has worked hard to enhance children's play experiences. Staff training and reflection had resulted in a new planning system being introduced, this was working well. Staff were working to a three-week planner, staff monitored play during this time. As a result, they were able to identify and respond to children needs and interests, given them time to support and extend children's thinking and curiosity to play and learn.

Play and learning walls supported staff to focus on children's current thinking. As a result, staff created play spaces and provide children access to materials that sparked their natural curiosity to learn and explore how things worked. The increased use of the children's voice and use of response planning approach, had improved children's right to direct their own play and learning.

Children were confident accessing all areas, indoors and outdoors. There was a good balance of child and adult directed experiences. Children choose experiences set up by staff to inspire their imaginations or self selected materials following their own ideas. Staff were responsive to children's play and learning, they adapted the play areas throughout the day. For example, some children asked after they had finished painting pictures to mix paints to see what colour they could make, staff accommodated this. Children moved materials around different areas to support their creativity. For example, taking pens from one area to another to mark make.

The setting had been well designed to include a wide range of different types of play and learning. Children were having fun in all the areas. For example, children had been learning about space, gravity, magnetic forces and satellites. They had participated in various experiments to extend their knowledge, learn new language and mostly supporting their curiosity finding out how things work. In the construction area children used various materials to building structures. This provided good opportunities to challenge their thinking and ability to work together to solve problems. Children used numbers and mathematical concepts during play with confidence.

Mark making and early literacy skills were evident throughout the service. Children had good access to various mark making materials inside and outside. Children were using water, mud and chalk outside to mark make. Inside, had some designated mark making areas, children were confident transporting material to other areas, if needed. Children were able to mark make, with some able to write familiar letters. Books were used for reference to find information or story telling throughout the playroom. Children understood the use of books, and this was a good way to find new facts and learning.

Staff knowledge and confidence in delivering a well balance curriculum using a more child led approach was working well, although still at the early stages. To further enhance children's play and learning the next steps would be training and support for staff on how their interactions can have a positive impact. For example, knowing when to get involved in children's play and use of questions to extend or reinforce children's thinking.

### How good is our setting?

**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 2.2 Children experience high quality facilities

The premises was found to be secure and safe. The facilities were clean, tidy and well presented. The service entrance was welcoming and spacious. Parents were welcomed into this area to support children's transitions into the service. Children had a space to for personal belongings, giving a sense of security. Displays provided parents with the required information about the setting.

All areas were bright, airy and well ventilated. The service had underfloor heating, which was monitored to provide suitable heating, all year round. The premises provided a warm and welcoming environment for children and families, a space where they were valued and respected.

The facilities have improved since the last inspection. The service had taken significant steps to improve the design and layout of the play areas to further enhance children's opportunities to play and learn. Staff were happy with the achievements made. One member of staff shared 'We have developed the playroom to ensure it is the best environment to support the children's learning.' and another that 'Each playroom has worked extremely hard to develop areas and provide a welcoming, stimulating space where the children can grow and learn together.'

Playrooms were divided into different play areas with focused learning intentions. For example, for messy and creative play, imaginary and role play, construction and early science, literacy and maths. Materials were easily accessible, and children could self-select in all areas. They had been creative using various materials to create play surfaces of different heights and textures, some with see through tops. Children enjoyed placing items under these to inspire their creativity in the art area.

Both playrooms had direct access to the secure outdoor space. The older children had access to the outdoor space for most of the day. On a few occasions, children would have benefited from being outdoors, however it was not open due to staffing levels. We asked the service to consider the timings of children's access to the outdoors to ensure it meets their needs. We didn't see the younger children accessing this space but were informed they do have access. It was a very cold day, there were different play experiences being offered outside. However, we have asked the service to consider the range of play and learning outside to ensure it matches that inside. We asked the manager to consider the location of some of the crates in the outdoor space to reduce the opportunity for children to climb near the fence.

Infection control followed good practice guidance, the premises and materials were clean and in working order. The hand washing facilities met good practice guidance. However, we did ask for all items in the nappy changing areas to be stored away, to reduce possible cross contamination. The management agreed.

The nursery staff had worked hard to create a welcoming and nurturing environment that provided children with high quality play and learning experiences. Staff were pleased with the improvements to the premises and recognised the benefits for children.

## 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 management team have a good understanding of self-evaluation and planning for improvement. They worked well together and, with a shared vision and understanding of how to support the service achieve their goals.

Staff have worked hard to increase the children's voice throughout the service. This was evident in the playroom, through staff responding to children's needs and children were confident transporting and making informed choices. As previously mentioned, staff could continue to develop the children's voice through their care plans and learning journals.

As part of the service improvement plan, through staff training and development, they have increased their awareness of children's rights and reflected on how this is evident within the service and where further improvement can be made.

Parents views were valued, they were regularly consulted, and their views had been used to support some of the positive changes. One parent shared 'Management regularly look for ideas and suggestions and welcome these' and another that 'Nursery management frequently consult and ask for feedback from us as parents. This means we can easily share our views and opinions on a regular basis and feel very involved in nursery life.'

The staff shared their journey since the last inspection. They all told us they had been meaningfully involved in the service self evaluation. One member of staff shared 'Management are always checking in and ensuring we are happy and feel supported within our role.' another that 'I can go to my manager and team leader to discuss anything.' and another that 'My leaders are always happy to take on board anything I say and are always there if I ever need any help.'

Staff worked well together, in line with the nursery vision and aims. As a result, staff were confident in the progress made, and the continued journey to meet children's needs.

Quality assurance systems were in place. However, some needed improved, audits should support the service to keep children safe. For example, for accident and incidents if patterns or concerns arise during audit, they should show a clear journey demonstrating actions taken to reduce harm to children. Audits of the management of medication should ensure all information needed to administer medication safely if recorded and easy to follow. In addition, we found a accident on file that the care inspectorate should have been notified of. We have made area for improvement around audit and monitoring (see area for improvement one).

### Areas for improvement

1. To support children's wellbeing and safety the provider should ensure the service has robust quality assurance systems in place. This should include, but not be limited to, having a management of medication procedure that follows good practice guidance and notifying the care inspectorate, when required, if a child needs medical care following an accident in the service.

This is to ensure the quality of the environment is consistent with the Health and Social Care Standards, which state that as a child, I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes (HSCS 4.19) and I experience high quality care and support because people have the necessary information and resources (HCSC 4.27).

How good is our staff team?

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 4.3 Staff deployment

Staff levels met the minimum adult to child ratio. Staff were deployed well in playrooms inside and outside. Some areas had two staff members, as these had higher demands on staff, such as the art area and outdoors. Some additional staff had been employed to support individual children's needs. Staffing levels met the needs of the children and service. All staff agreed and confirmed our findings. Staff comments included 'We are within ratio for our practitioners as well as having 3 support assistants as well as management to support if required.' and another 'We have staff in every area, most areas have 2 members of staff. We also have support staff to help with children's needs. Staff have allocated lunch times to ensure we have enough staff throughout the day.'

Staff work on a shift pattern early, middle and late to cover the different session times between 08:00 and 18:00. We discussed areas to be mindful of around the staff shifts, with a focus on children's wellbeing. For example, two-three room children do not start or end day in own room. They should review this through eyes of child, children being welcomed and collected from their own space could reduce the number of transitions for young children, and support them to have a better sense of security.

Staff were of mixed skills and experience. The balance was working well and staff worked together to share knowledge and ideas. Staff had attended various training and used new knowledge to improve outcomes for the children. One member of staff shared with us 'The training has help me think more on how to respond to the children's learning and be more in the moment so as to expand the children's knowledge further.' and another that 'I feel any training I have undergone recently has helped massively.'

Staff are happy in their roles and feel they have the right resources to meet children's needs. They were positive about all the changes, training opportunities and could see the positive impact on children's play and learning.

## 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 ensure children are motivated and inspired to progress their curiosity, creativity and imagination, the manager and staff should develop approaches to support children's play and learning. This should include, but not limited to, planning, organisation of resources, availability of play materials, and daily routines.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open ended and natural materials' (HSCS 1.31).



This area for improvement was made on 29 June 2023.

#### Action taken since then

The management and staff had worked hard, undergone various training to improve children's play and learning experiences. The new planning structure and approach to children's play was more child led. The playrooms designs offered children more access to materials and increased opportunities to self select. Children made decisions about their play and learning, without staff interference.

As a result, 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?	4 - Good
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	4 - Good
How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good
How good is our leadership?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good
How good is our staff team?	4 - Good
4.3 Staff deployment	4 - Good

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