

Tannochside Primary School Nursery Class

Day Care of Children

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Uddingston
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Type of inspection:
Unannounced

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6 November 2024

Service provided by:
North Lanarkshire Council

Service provider number:
SP2003000237

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CS2003015402

About the service

Tannochside Primary School Nursery Class is registered to provide care to a maximum of 69 children aged from three years to those not yet attending primary school. There were 48 children registered at the service at the time of the inspection.

Care is provided across two large open plan playrooms. Children also had access to a large outdoor play area and the use of the school gym hall. The service is located in a quiet residential area of Uddingston, 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 5 and 6 November 2024 between 09:15 and 16:30. 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 25 of their family members
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children experienced kind and caring interactions from staff, helping them feel safe and secure.
- All children had personal plans in place which helped meet their needs.
- Lunch time routines needed to improve to help create a more relaxed and sociable experience for children.
- Play spaces were welcoming, inviting and well organised.
- Children experienced a wide variety of fun and exciting play opportunities that supported their learning and development.
- Staff were eager to engage in professional development to support them in their role and improving outcomes for children.
- Quality assurances systems in place had contributed towards high quality play and learning experiences.
- Recent changes to the staff team meant that staff were getting to know each other and building positive relationships with children and families.

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?	5 - Very 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 experienced kind and caring interactions, supporting them to feel safe and secure. Staff took time to get to know children and their families, which helped to meet their needs. Opportunities for daily discussion with families provided a valuable opportunity to share important information. Children enjoyed coming to nursery and one child told us "the teachers are nice and there are lots of fun things to do."

Personal plans were in place for children, that contained meaningful information to help meet their needs. For example, health information and likes and dislikes. Time was taken to gather information from families, to help ensure plans reflected children's current needs, and strategies were in place to support children's learning and development. For example, to promote development of communication and language. One parent told us "there is always good communication back and forth about my child's needs". We discussed ways to enhance plans further, by developing next steps focused on children's strengths.

Children's personal care needs were carried out sensitively in response to their needs. For example, staff supported children to wash their hands and faces when needed. Children that required a change of clothes or nappy were supported in a nurturing way, respecting their privacy and dignity.

Children experienced a relaxed and sociable snack time. Opportunities to serve their own snack and tidy away their dishes supported their independence. Children chose when to come for snack, which supported their choices and wishes and helped ensure they were not hungry. Children choose from a range of healthy options, which met their dietary requirements. For example, cereals, sandwiches and a selection of fresh fruit. Children sat with their peers and staff, which supported their language development and social skills.

However, improvements were needed to lunch times routines as this was not a relaxing and sociable experience for children. Children were taken to the school dining hall for their lunch. This meant that all children tidied up and went together in a large group. As a result, this was a noisy experience and staff became busy with tasks to manage serving meals and supervising children. Many children were restless and found this routine difficult to manage. Staff and managers had identified this as an area for improvement. Plans were in the early stages to serve lunch meals from the playroom, however this had not yet been actioned. Lunch routines should be improved to provide a sociable and relaxation experience, to promote children's overall wellbeing (see area for improvement 1).

Systems were in place to support staff to safely administer medication in response to children's health and medical needs. Families completed consent paperwork and staff were aware of children's individual needs.

Staff worked proactively with other professionals to help ensure they were familiar with strategies to support children's learning and development. Staff communicated well together to share information to help ensure they have a consistent approach to meeting children needs. One parent told us "the staff have been very helpful in supporting my child's development. Their communication has come on amazing with the support they have given them."

Quality Indicator: 1.3 Play and learning.

Children experienced a wide variety of fun and interesting play opportunities, which promoted their curiosity and met their interests. For example, arts and crafts, construction and imaginative areas. Children were confident exploring the environment and moving between play spaces. They had fun making slime and experimenting with frozen paint. Many children told us what they liked doing at nursery. Their comments included "I like building", "I like playing with my friends" and "I like everything".

Children benefited from outdoor play opportunities that supported their overall wellbeing. Their physical skills were developed as they participated in climbing, running and building structures using large crates. A favourite experience was exploring in the mud kitchen, which provided opportunities for problem solving and experimenting with water and mud. Parents told us "my child loves playing outside. They have been involved in colour mixing games with water, mixing some colours to see what they change into and shown different ways the can transfer the water into the containers" and "my child loves playing outside on the bikes, playing football and looking for bugs which they really enjoy". A child commented that they liked the "climbing frame and the crocodile seesaw, the ice cream truck and the big green house outside."

Play spaces had been recently reorganised and developed to enhance children's play opportunities. The Science Technology Engineering and Maths (STEM) area supported children's problem solving and mathematical thinking. The addition of natural and real resources supported children's curiosity and fine motor skills. For example, hammering pegs into a cardboard box.

Children led their own play and learning as planning approaches were responsive to children's ideas and interests. The use of high-quality interactions created opportunities to support and extend children's ideas, developing their knowledge and skills. For example, providing opportunities to care for babies using dolls. Children returned to play experiences the following day, which helped sustain their ideas.

Children's literacy and numeracy skills were supported through variety of opportunities across the service. For example, puzzles, construction, water and sand. There were plentiful mark making opportunities, which supported children's early literacy skills and creativity. One parent told us "my child loves the arts and crafts activities."

Staff identified they would like to develop opportunities for children to become familiar with the wider community. This has been included in the services improvement plans. We agreed this would benefit children's wellbeing and social skills as they build connections to their wider community.

Areas for improvement

1.

To support children's wellbeing, independence and opportunities for social interactions, the provider 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).

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 benefited from welcoming, homely and inviting play spaces that met their needs and helped them feel like they mattered. A spacious corridor area provided children with individual space to store their bags and jackets, which helped promote a sense of belonging. One parent told us "all the staff are so welcoming and approachable. We are greeted at the door every morning and my child knows every member of staff within the nursery."

Play spaces had been carefully organised to ensure there was a wide variety of stimulating play materials to support children's interests. Children chose between two playrooms and the outdoor area moving confidently between spaces. Spaces had been carefully organised to ensure children had easy access to materials to support their play. Children transported materials to other areas if needed, which respected their wishes.

The setting was well ventilated and had plenty of natural light. The addition of fairy lights and soft displays, helped create a welcoming ethos and cosy spaces for children. The use of cushions, blankets and dens, helped provide spaces for children to relax and supported their wellbeing. A wide variety of sensory materials were available to support children's sensory needs and curiosity.

Whilst children did not have free flow access to outdoors, staff invited children to access outdoors on a daily basis. Staff had plans in place to provide visual reminders to support children make choices. The outdoor areas were well structured to provide a breadth of choice. For example, water play, tyre swing, cycle area, climbing frame and sheltered area. Spaces were flexible and changed in response to children's interests.

Children were kept safe by a variety of safety measures in place. For example, safe storage of hazardous materials, a secure entrance and alarmed doors. Staff were vigilant about children's whereabouts and regularly updated registers. Staff supervised children well during play and communicated with each other to ensure they were meeting children needs. One parent told us "my child is learning in a safe environment."

Infection prevention and control practices contributed towards a safe and clean environment, promoting children's wellbeing. For example, children were encouraged to wash their hands before meals and play spaces were kept clean and tidy.

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 well led.

The service had clear vision, values and aims in place, that were shared with families and reflected positive outcomes for children. This included, to provide a safe, secure and nurturing fun learning environment. The vision was clearly communicated with staff, which helped them understand what was important to meet the needs of families.

The service communicated with families in a variety of ways. For example, daily discussions and emails. Staff valued the views of families and used questionnaires to help gather their ideas. Plans were in place to involve families more in the life of the nursery. This included stay and play sessions, consultation meetings, a parent group and fund-raising events. Strengthening approaches to family engagement and communication will help create positive connections and meaningful involvement from families in developing the service. Parents told us "parents are invited in for stay and plays as well as fund raising days, trips and walks in the community" and "the nursery often ask parents for suggestions on how we feel the service is and if there is anything we think could be improved."

The service had plans in place to increase opportunities for children to explore their local community. Recent changes within the staff team meant that leaders were in the early stages of implementing improvement programs and involving staff in self-evaluation. However, processes were in place to help audit and monitor the quality of the service. For example, accidents, medication and children's profiles. We discussed that staff should now take time to reflect on what is working well and identify what needs to improve.

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.

Children benefited from a nurturing and caring staff team, who were committed to providing high quality care for children. Parents commented positively about the staff team and many described them as "friendly", "caring" and "approachable". Comments included "staff are very friendly and approachable. You can tell they all enjoy their jobs and have built genuine relationship with the children" and "all staff are friendly, approachable, helpful and extremely nurturing to my child."

There were enough staff in place to meet children's needs. Managers had considered the range of skills and abilities of staff to help ensure children received positive and safe experiences across the day. However, we acknowledged recent changes within the staff team had caused concern for some families. Many parents told us that they felt there were not enough staff at times to meet children's needs. They told us it was "hard to develop strong relationships when staff has been changed so much in the past year and a half and "sometimes there are prolonged staff shortage". We discussed this with the manager and we were reassured that processes were in place to help minimise any disruption to children's care.

Staff breaks were planned to help ensure they did not impact on children's play, care and learning. However, whilst there were enough staff to meet children needs, we discussed that some routines in place meant that staff were busy with tasks and not able to respond to all children's needs as quickly. For example, during lunch time. Staff were aware of this and were eager to improve routines to help ensure a more relaxed pace of the day. We discussed this further under key question one 'nurturing care and support'.

Staff communicated well with each other through a variety of ways. For example, informal discussions, daily diaries, and the use of walkie talkies. This helped ensure staff could pass important information to meet children needs. Staff identified they would benefit from more opportunities to come together as a team for meetings, as working patterns did not always support this on a regular basis. However, staff communicated

well throughout the day and were flexible in their approach to support each other. This helped create a positive working environment and happy place for children to play and learn.

Newer staff were supported to settle in their role through mentoring and support from colleagues and leaders. However, we identified where the induction and mentoring process could be strengthened further, to ensure staff have the appropriate support for their role. This should include opportunities for regular meetings with mentors and ensuring that relevant checks and records are in place for students and volunteers (see area for improvement 1).

Areas for improvement

1. To keep children safe and promote their wellbeing, the provider should ensure that effective induction and mentoring processes are in place for all staff and volunteers. This should include, but is not limited to developing approaches to mentoring, induction and supervision, and ensuring relevant checks are in place for volunteers before commencing their role.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes' (HSCS 3.14).

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

The provider should review the parental consent form and administration of medication form for individual children to ensure that they are in line with current best practice guidance 'Management of medication in daycare of children and childminding settings'. This is to contribute to the children's health, safety and wellbeing.

National Care Standards Early Education and Childcare up to the age of 16: Standard 3: Health and Wellbeing

This area for improvement was made on 3 November 2016.

Action taken since then

Medication systems and consent forms were in place to support the safe administration of medicines in line with best practice guidance. **Therefore, this area for improvement has 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.

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	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
3.1 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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