

St. Teresa's Primary School Nursery Class Day Care of Children

85a Loanhead Road
Newarthill
Motherwell
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Telephone: 01698 274 912

Type of inspection:
Unannounced

Completed on:
26 February 2025

Service provided by:
North Lanarkshire Council

Service provider number:
SP2003000237

Service no:
CS2010254083

About the service

St. Teresa's Primary School Nursery Class is provided by North Lanarkshire Council and is registered to provide a day care service to a maximum of 40 children aged three-years-old to those not yet attending primary school.

The nursery operates from a single storey property located in the grounds of St. Teresa's Primary School in the Newarthill area of Motherwell in North Lanarkshire. The service is near to local amenities including road and bus routes as well as motorway access.

The entrance door is fitted with a secure entry system. The nursery has two large inter-connecting playrooms, an open area, entrance foyer and children's toilet facilities. Cloakroom facilities and information notice boards are accessed by parents/carers at drop off and pick up times of their children. The service has its own outdoor play area to the side of the building with direct access from the playrooms.

About the inspection

This was an unannounced inspection which took place on 25 and 26 February 2025. The inspection was carried out by one inspector.

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 feedback from five family members of children using the service
- spoke with staff and management present on the days we visited the service
- observed staff practice and children's experiences
- reviewed documents.

Key messages

- Children were settled and engaged in their play, they were smiling and having fun playing with friends and staff.
- Children knew the staff caring for them as there had been improvements in the continuity of the staff. This provided a more nurturing and caring approach for the children.
- The service environment was secure and staff were vigilant at drop off and pick up times, to ensure children's safety.
- Improvements within the service were progressing well, they had a well informed plan in place to help them achieve the services expectations and continue to improve the outcomes for children.
- A child-led approach, to planning play and learning experiences, was now in place and continued to provide a positive impact on children's play and learning.

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 familiar within the service. When they arrived at the service, they did so with excitement and wanted to play. Families were welcomed into the playrooms at drop off and pick up times, giving them the opportunity to see their child's experiences. This helped to smooth the children's transition between home and nursery and create a positive relationship between staff and families.

We found children were cared for by staff that knew them well and understood their needs. We heard children calling staff by name and staff responding in a timely manner. Children's needs were being met, for example, if a child required personal care, had medical needs, or had personal preferences such as use of a comforter.

Effective systems supported staff to get to know the children and families. When children joined the service, the staff met with families, gathered information, and agreed how best to support children's needs. Transitions were a key strength within the service and families were offered home visits and personalised settling in visits when their children started, to ensure their needs were met.

Each child had a personal plan in place. These plans included details of children's wellbeing needs and how staff, alongside parents and other professionals, had agreed how best to support them. Staff told us they had wanted to further enhance these plans, and following a recent review, new plans were due to be put in place. The new plans are intended to further enhance staff knowledge of children's needs, include more of the child's voice and to provide a more child-led plan meeting their individual needs.

The service had made positive changes to their approach to supporting children's wellbeing needs as part of the service improvement plan. Staff training, use of well-designed programmes and staff commitment ensured the service provided nurturing approaches. Stay and play sessions along with other family engagement initiatives had been reinstated, building positive relationships. Parents told us they had strong relationships with staff and they were welcomed into the service. One parent told us, "Staff were welcoming, warm and helpful."

Since that last inspection, the service had reviewed mealtimes through the eyes of the child. They had plans to make positive changes, however, these had not yet been implemented. Most children were having lunch in the school canteen, and this caused some challenges as the tables and chairs were not the appropriate height. The afternoon children were still offered a hot meal at times not suitable. The staff had put systems in place to minimise the impact on children until the changes can be made. Most children did eat lunch and were happy chatting with friends, mealtimes were a relaxed and sociable event. We agreed the planned changes were needed to ensure the local authority 'loving lunches programme' was truly implemented.

Quality Indicator 1.3 Play and learning

Staff observed children at play and created play experiences in response to their needs and interests. Staff told us by creating play experiences in this way children were becoming more confident leading their own thinking and learning. Staff continually reflected on how children played in each area and made adaptations, for example, by adding interesting objects and materials to inspire their natural curiosity to play and learn.

Each area inside and outside had a focus such as messy, physical, or imaginary play. The play experiences included key elements of early learning such as early literacy and numeracy. Children had access to various mark making and reading materials throughout the play areas. We saw children mark making and using numbers, problem solving and recalling their experiences. Children were proud of their learning achievements. Staff recognised the importance of this and routinely, along with children, recorded and shared their learning within the child's learning map or online with parents.

Children's imaginations and opportunities to dress up and role play real life experiences was encouraged. Inside, the children had access to a large house corner that included a kitchen and living room. We observed this area to be busy and children engaged playing with friends making meals, sitting around the table or being on the sofa, talking on the phone or nursing the dolls. Outside, within the well-designed imaginary construction site which included loose parts, the children with their hard hats and safety goggles were busy fixing and building structures. The play experiences provided children with the freedom to choose and play with materials that meet their needs.

The art and messy area had been creatively designed, and as children enjoyed this area, staff had created a large space for them to express their feelings and be creative. There were a variety of easily accessible materials for children to self-select, for example, large cardboard boxes on the floor, drawing materials on the table and various art materials on open shelves. The playdough area was creatively presented with a variety of materials in an open trough unit for children to freely select, and materials were accessible for children to make playdough if they wanted.

Children were provided with good play experiences and had access to a good range of materials to support their learning. We discussed how children could have better access to play outdoors. On the days of inspection, the outdoors area was opened for a limited time only. The leaders agreed to reflect on this. The children enjoyed being outdoors and would benefit from increased opportunity to play and learn outdoors in the fresh air.

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 were secure, well maintained, and appropriately ventilated. The playrooms and materials were found to be clean and in good condition.

The service was spacious and designed to create different types of play experiences that reflected the children's needs and interests. The play spaces and materials were presented well and invited children to play. Children had good access to the resources which were easily accessible, at children's height, and in clearly labelled boxes or open shelves.

In addition to the main playroom, there was a designated area for children to participate in calmer, quieter experiences. This area was well used by children and provided access to small natural materials and resources to help them express their emotions. Some children attended full days and this space provided a good opportunity for them to have some time out to rest or chillout.

The premises included a large cloak room where staff welcomed the children and parents each day, shared information, and provided children with space to store their belongings. Staff made good use of the displays in this area to provide parents with information.

Overall, the service provided a welcoming space for the children and families. Children told us they liked coming to nursery and playing with their friends.

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

Quality assurance systems were in place to drive forward positive changes, improving outcomes for children. The service identified areas for improvement were part of the local primary school and community improvement priorities. The service were fully aware of their roles and responsibilities to implement these and were making good progress.

Systems to monitor and audit how well the service implemented good practice guidance and met the needs of the children were in place. The service had led to the improvements around children's mealtimes and the new personal plans. We discussed additional improvements such as the development of more meaningful records being kept on children's progress and development. The leaders agreed to reflect on the records held and identify where improvements could be made.

Overall, we could see progress had been made since the last inspection as a result of self evaluation and improvement planning. We found evidence to support the areas we identified for improvement at the last inspection had been met. We discussed that at times information recorded was being duplicated, and they should reduce paperwork to ensure they have quality over quantity. The service should ensure, if recording information, that it is supporting them to improve the outcome for children.

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 were welcoming and told us they were happy in their roles. Staff were of mixed skill and competency but were working well together to meet the needs of the children.

Most staff had been employed since the last inspection, and new staff had settled in well. Throughout the service, we found staff were deployed in a meaningful way to support the children's needs and each other. We found staff communicated well to ensure all play spaces were staffed appropriately, for example, when most children chose to play outside, staff followed. Parents told us they agreed there was enough staff.

The staff continued to have children and families at the heart of what they do. They cared for them and want to provide a service that gives children the best possible start in life. All parents and children told us they had close relationships with the staff.

Staff need to have continued support, as staff wellbeing is key to providing a high-quality service. The provider needs to always be mindful of this and ensure that they continue to review and monitor staff deployment, especially through challenging times. As a result, providing positive support for staff is evident within this service, and has led to the improved outcomes for children and families.

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 provider should ensure children are cared for by staff that know their needs, wishes and choices. This should include, but is not limited to, a stable and consistent staff team with appropriate staffing levels to meet their needs.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that:

'As a child I feel valued, loved and secure' (HSCS 3.10)

'I experience stability in my care and support from people who know my needs, choices and wishes, even if there are changes in the service or organisation' (HSCS 4.15)

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 25 October 2023.

Action taken since then

We found that staff development within the local authority had continued to be challenging since the last inspection. However, for this service, in recent months there had been some improvement with staff vacancies being filled.

The staff present at the inspection were employed to work within this service. As a result, we found children to be comfortable and settled in their care, they knew the staff names and sought comfort and reassurance when needed.

The staff had a group of children each who they planned and cared for. They were well informed about their needs and planned care to support these.

As a result of our findings, this area for improvement has been met.

Previous area for improvement 2

To support children's wellbeing and development, the provider should ensure children's snack and mealtimes can be enjoyed and children's needs are considered and promote healthy eating habits. This should include, but is not limited to, the service listening to children's words, actions, and emotions at these times of the day.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that:

'My care and support meets my needs and is right for me' (HSCS 1.19)

and

'I can enjoy unhurried snack and meal times in as relaxed an atmosphere as possible' (HSCS 1.35).

This area for improvement was made on 25 October 2023.

Action taken since then

The service had reviewed mealtimes within the setting. They had identified where improvements should be made and had started to implement these. At the time of the inspection, the service were waiting for the new resources to arrive which would allow them to progress implementing a new lunch time routine, within the playrooms.

In addition, they had reviewed the timings of meals for the afternoon children. The timings of hot food being delivered to the service had not changed. Staff were responsive to the children's needs and provided food later in the day, meeting children's needs. The afternoon children continued not to want a hot lunch as they arrived at the service, they wanted to play. We discussed this with the local authority and the need to review timings of meals.

As a result of the plan in place, and the service had taken positive steps to achieve positive changes, we have agreed this area for improvement has been met.

Previous area for improvement 3

To support children's health and wellbeing, the provider should ensure when items are required to be stored in areas accessed by children they do so safely, to reduce any possible risk. This should include, but not limited to, following the good practice guidance for nappy changing facilities.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that:

'My environment is secure and safe' (HSCS 5.19).

This area for improvement was made on 25 October 2023.

Action taken since then

We found the service had taken appropriate actions to ensure all items that were being stored were removed. The facilities were found to be well maintained.

As a result, 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	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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