

Christ the King Primary School Nursery Class Day Care of Children

Melrose Avenue
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Type of inspection:
Unannounced

Completed on:
4 March 2025

Service provided by:
North Lanarkshire Council

Service provider number:
SP2003000237

Service no:
CS2012307354

About the service

Christ the King Primary School Nursery Class is registered to provide care for 40 children not yet attending primary school.

Care is provided from a converted class within the school, which is located within a quiet residential area of Holytown, North Lanarkshire. The service is based within the primary school and is close to woodlands, green space and transport routes.

Children were accommodated within one large playroom and had access to a large secure outdoor spaces.

About the inspection

This was an unannounced inspection which took place on 3 and 4 March 2025 between 09:00 and 15:30. One inspector from the Care Inspectorate carried out the inspection. To prepare for the inspection, we reviewed information about this service. This included previous inspection findings, registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

This inspection was part of a pilot to test the 'Quality improvement framework for early learning and childcare sectors' developed jointly with Education Scotland, because this inspection was part of a pilot, no new evaluations (grades) have been awarded.

During the inspection we:

- spoke with 12 children using the service
- received five completed questionnaires/survey responses from families
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Staff placed children at the heart of their work, ensuring they were loved, secure and well supported.
- Children were developing their curiosity, imagination and problem solving through play experiences.
- Children were supported to lead their own play and have fun
- Strong relationships had been established with families, which resulted in positive outcomes for children.
- Management and staff had a clear vision for the development of the service and were passionate and committed to drive forward improvement.
- Staff were skilled, knowledgeable and committed to the continuous development of the service.
- Staff were flexible and supportive of each other. They worked well as a team to support and care for children as individuals.

Leadership

Quality indicator: Leadership and management of staff and resources

The vision for creating a nurturing, loving and respectful environment was reflective in practice. Leaders had taken an inclusive approach to developing the settings vision and values by consulting with staff, children and families about what was important to them. The core values of children's rights, care and supporting children to achieve their full potential created a nurturing and respectful learning environment which valued children as individuals.

Staff were passionate, motivated and wanted the best outcomes for children. One parent told us "the staff are an incredible group of committed, caring and professional [people]." A strong ethos of continuous improvements within the setting enhanced the delivery of high-quality practice. A shared approach to self-evaluation meant that all staff were involved in change and they could contribute their ideas and suggestions. This helped to support improved and sustained positive outcomes for children. Staff spoke positively about contributing towards change and felt their suggestions mattered and they were heard. One staff member told us "we have an eager team keen to learn and develop always looking to further improve."

Quality assurance systems led to sustained and positive outcomes for children. This included a detailed improvement plan, regular staff meetings, audits and self-evaluation. The service reflected on national frameworks such as 'How Good Is Our Early Learning and Childcare' (HGI0ELC) and the Care Inspectorate's 'A quality framework for daycare of children, childminding and school-aged childcare' to support their thinking and professional dialogue. We discussed where quality assurance could be strengthened in places, for example, recording and implementing next steps from evaluations of playroom areas.

Children and families experienced a welcoming, warm, and inclusive environment. Effective methods of communication, such as newsletters, surveys and parent feedback supported parents to be included in evaluating aspects of the service and driving improvement. Parents and carers had recently been involved in developing the service's outdoor spaces. Parents told us "we are able to offer suggestions to enhance the children's experience, the children's thoughts are also taken into consideration", "we are always asked for suggestions or ideas to help improve. They also have a parent question every month" and "the management team has excellent procedures in place and they offer us lots of opportunities to be involved." The service could further developed their approaches to reflect children's voice within the self-evaluation processes.

New staff had a detailed induction to help develop their awareness of the setting and the needs of children. This included discussions with management team and being mentored by a senior staff member. We discussed where this could be strengthened, for example, using the 'National Induction Resource' to reflect on staff's skills and knowledge.

Quality indicator: Staff skills, knowledge, values and deployment.

Children benefitted from a nurturing, caring and dedicated staff team, who were focused on the individual needs of children attending the setting. Staff were warm, welcoming and engaged positively in the inspection process. It was evident through discussions they were committed and enthusiastic professionals. Parent told us "the staff team at CTK are incredible! I genuinely couldn't ask for a better team to care for my children and help them learn and grow. I truly believe they care for every child in their care and they make the effort to get to know them and their interests. They are a very nurturing team and I am confident that my children are well looked after and cared for" and "the staff go above and beyond for the children in their care." As a result, children received high quality care, play and learning experiences.

Staff valued each other and recognised the wide range of knowledge and skills within their team. Staff deployment ensured experienced staff could mentor and support newer staff. They worked well as a team and demonstrated a commitment to provide a high quality service. Staff were motivated and enthusiastic within their role and spoke positively of how continuous professional development supported them within their role, using current guidance and current research to inform their practice. This included reviewing the articles as set out in the United Nations Convention on the Rights of the Child (UNCRC). This supported staff to help ensure children's experienced practice that helped them to feel informed, heard, valued and loved.

Staff understood that continuity of care was important for children and communicated well with each other when task took them away from their responsibilities. They worked well to ensure children were supervised throughout the day and there was minimal disruption to their play. Staff were responsive in their deployment according to children's needs, this helped to ensure their play and care needs were met. As a result children experienced a calm, nurturing experience.

Children benefited from staff who communicated well with each other. Regular team meetings and opportunities to communicate empowered staff to discuss, identify and take forward areas for improvement. This also supported consistent information sharing and provided opportunities for staff to have professional dialogue to support practice, for example, planning for children's individual needs. One staff member told us "the team working so successfully and caring towards each other is imperative as we support each other, this ensures children are happy and cared for in a supportive environment which allows them confidence to grow and develop."

All staff were suitable registered with Scottish Social Service Council (SSSC). Staff were knowledgeable about their codes of practice and were engaging with training to support them in their role. Staff accessed training which linked to mandatory training and champion roles. The service had developed a system for recording staff training and we suggested this could be further enhanced by adding staff's reflections on training and how these contribute towards the development of the service and positive outcomes for children.

Children play and learn

Quality Indicator: Play and learning

Children had fun while at nursery, their play and learning was supported by having access to a range of stimulating play spaces, where they also had the opportunity to use their imagination and explore their natural curiosity. Children's right to play was at the heart of the service's approach. Staff recognised and valued play as an opportunity for developing skills for life, promoting children's learning. This included promoting children's independence when getting ready to play in the garden and exploring numeracy when making playdough. Children told us "when we go out in the garden, I get dressed all by myself", "I like playing in the garden, we get to climb and run" and "I like the playdough, we make it all by ourselves and get to chose what colour we want it to be."

Staff were knowledgeable and had a clear understanding of how children learn. Staff interacted skilfully with children to support their play and extend their learning, whilst also supporting children's confidence and sense of achievement through meaningful praise and recognition. Children were engaged in play and were progressing well in their overall development. We observed children engage in play experience for prolonged periods of time showing high levels of engagement, excitement, wonder and awe. This included, children exploring schemas (repeating patterns of behaviour) when exploring the water feature outside, filling and emptying water containers.

Children were supported to make informed choices about leading their play and learning within an enabling and creative environment. They had time, space and support to make decisions and develop their learning, creativity, resilience and independence. A rolling snack and free-flow approach to play meant children's play was not unnecessarily interrupted and they could make meaningful play choices, promoting child led play.

Careful consideration had been given to the layout of the rooms to offer a range of spaces for children to make choices, support their interest and develop their ideas. Children had access to a wide range of opportunities to develop their curiosity, imagination and problem solving. This included block play and loose parts (resources that can be moved, taken apart and put together), which encouraged children to use creative thinking and problem solving strategies as they developed their ideas through play. For example, children at the block play area were working together to build a house using different materials. We discussed where further consideration to provocations and invitations to learning within some spaces would further support children's imagination and creativity. This included, developing the small world area and adding further open-ended resources to the playdough area.

Planning approaches were child centred and responsive to children's interest, using a mixture of intentional and spontaneous planning. This supported staff to think about space, opportunities and interactions. Staff spoke confidently about how their observations of children, along with individual targets and children's views informed their planning approaches. They used observations of individual children's patterns of play to plan, support, challenge and extend their learning. Staff responded to children's cues, interest and needs within their planning approaches. This enabled children to progress at their own pace.

Parents told us "they plan and deliver excellent learning opportunities for the children and help them to develop" and "the variety of learning opportunities the children are provided with is excellent. The staff are fantastic at planning fun and exciting ways to help children develop within these core areas."

Children's opportunities for play and learning were enhanced through strong connections within the community. The service had made good use of local space, using parks and were delivering a forest school approach further supported children to develop their knowledge and understanding of the world around them. One parent told us "They encourage outdoor learning and regularly use the wider community to further enhance this. I note that my children has been taken to the chemist, post office, shop etc to learn about the world around them. The opportunity to attend forest play has been excellent and my child has absolutely loved this and the experiences she gains for it."

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

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