Heathery Knowe Primary School Nursery
Class
Day Care of Children

Whitehills Terrace
Murray
East Kilbride
Glasgow
G75 0NG

Telephone: 01355 221042

Type of inspection: Unannounced
Inspection completed on: 16 November 2017

Service provided by:
South Lanarkshire Council

Service provider number:
SP2003003481

Care service number:
CS2003015300
About the service

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website at www.careinspectorate.com.

This service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011.

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure they have the best start in life, are ready to succeed and live longer, healthier lives.

We check services are meeting the principles of Getting it Right for Every Child (also known as GIRFEC). Set up by Scottish Government, GIRFEC is a national approach to working in a consistent way with all children and young people. It is underpinned by the principles of prevention and early intervention. The approach helps services focus on what makes a positive difference for children and young people – and what they can do to improve. Getting it right for every child is being woven into all policy, practice, strategy and legislation that affect children, young people and their families.

There are eight wellbeing indicators at the heart of Getting it Right for Every Child. They are: safe; healthy; achieving; nurtured; active; respected; responsible; and included. They are often referred to as the SHANARRI indicators. We use these indicators at inspection, to assess how services are making a positive difference for children.

Heathery Knowe Primary School Nursery Class is a local authority run nursery provided by South Lanarkshire Council’s Education and Learning Service. The service is situated in Heathery Knowe Primary School and consists of one main playroom, accessible outdoor garden and welcome area.

Heathery Knowe Primary School Nursery Class is registered to provide early learning and childcare to a maximum of 40 children aged from three years to those not yet attending primary school. The service operates morning and afternoon sessions, Monday to Friday during term time.

The service is managed by the headteacher with some management responsibilities delegated to the depute head teacher. The team, which consists of the teacher, team leader and early years practitioners, deliver the early learning and childcare service on a daily basis.

In summary the main aims of the service include the commitment to provide a safe, secure and stimulating environment for all children. Parents/carers are central to their children’s overall development and they believe that working in partnership with parents/carers is essential.

A full statement of aims and objectives is available from the service on request.

This report was written following an unannounced inspection carried out by one care service inspector over the course of two full days. Our first visit took place on Wednesday 15 November 2017. We concluded the inspection on Thursday 16 November 2017, when we provided the head teacher with feedback on our visit.

A new acting head teacher had been appointed since the last inspection.

During the inspection we spoke with many of the children, parents/carers, nursery team and acting head teacher.
We looked at the quality of care and support and management and leadership in this inspection.

**What people told us**

Children’s views:

We observed children at play and chatted to them about their experiences. We observed how staff cared for, and interacted with the children.

We could see that children were happy, content and very confident in the setting. They enjoyed spending time at nursery with their friends. Staff knew the children extremely well and interacted with them in a very positive and respectful way. They listened to them and were responsive to their ideas. The children had fun and enthusiastically engaged in the wide range of well planned activities on offer. They spoke confidently about what they enjoyed doing at nursery.

Their comments included:

“We’ve been learning about money. We painted our coins. I paid for my snack yesterday. It was one pence for grapes and two pence for rolls”

“This is my learning book. It tells you all about my targets. Look, I got a caterpillar for that one. That shows I got my target. I have new targets now, I am very clever”

“I love watching Johnny. I’m a great dancer and I love singing”

“I have special friends. I like to have snack with them”

“We’ve got special suits to wear outside. We splash in the puddles when it’s raining”

“I like having a story in the tunnel”

“I’m looking for bugs in the bug house”

“We wash our hands before snack to make sure they are clean and don’t have any germs. Germs can give you a sore tummy”

Parents/carers views:

We spoke with eight parents/carers during our visit. They told us that they were extremely happy with the service and spoke very positively about staff, describing them as “friendly and helpful”. They told us “they are always at hand to help and share lots of information.” They described their child’s nursery experience and the impact this had on their learning and development. They felt fully involved in their child’s care and informed about their progress.
They commented:

*my child has come on leaps and bounds*

*my child is speaking better now and is well ready for school*

*my child was very shy and is much more confident now*

*my child loves telling me about his targets and it’s great for him to see how he is learning*

Parents/carers who completed the care standards questionnaires agreed/strongly agreed with all of the statements. These related to the quality of care and support, the environment, staffing and management and leadership. Their comments indicated that overall they were highly satisfied with the service.

Their comments included:

*Heathery Knowe is a fantastic nursery and has helped my son enormously with his confidence. Also, in helping him learn things that he enjoys while challenging him to learn new skills”*

*My son loves attending Heathery Knowe Nursery. He has good relationships with staff and I feel they know him and his needs very well. They give him extra support and encouragement went needed”*

*My son has enjoyed his two years at Heathery Knowe Nursery. We can clearly see he has developed well within his time. Staff have always been helpful and approachable. They always have my son’s best interests at heart”*

*Heathery Knowe is a fantastic nursery. I have noticed progress with my child in regards to her numbers which will help her when starting school”*

*My child has attended the nursery for two years. The staff are very welcoming and caring. The activities are varied and educational. I am very happy with the level of care she receives”*

**Self assessment**

We did not request a self-assessment from the service prior to this inspection. We looked at the service’s improvement plan and talked to the head teacher and staff about progress from the last inspection and future plans for improvement.

**From this inspection we graded this service as:**

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<th>Quality</th>
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<tr>
<td>Quality of care and support</td>
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<td>Quality of environment</td>
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<td>Quality of staffing</td>
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<td>Quality of management and leadership</td>
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What the service does well

Heathery Knowe Primary School Nursery Class has created a very inclusive, nurturing ethos. Children were at the very heart of this service and staff had their best interests at heart. Children were respected, included and fully involved in making decisions about their nursery. The methods used by staff to involve and consult children were meaningful and effective. For example, children had recently been involved in reviewing the nursery values. The way in which this was explored, supported them to be responsible and develop a positive, respectful attitude.

Staff had established very positive relationships with children and their families. They knew children extremely well and spoke confidently about how they planned for them as individuals. Positive relationships with parents/carers supported effective information sharing about children’s changing needs. This ensured continuity of care between home and the nursery setting, supporting children to feel settled and safe.

Staff had gathered a wide range of important information about children’s care needs. Where children had specific health needs, important information had been documented and plans had been agreed with parents/carers. Where children required additional support, staff worked effectively with a range of professional agencies to ensure they received the support they needed to achieve their potential.

Children were happy, safe and settled in the setting. They told us they enjoyed spending time at nursery with their friends. They were extremely confident and independently accessed all areas of the nursery. Skilled and experienced staff provided high quality play experiences for children. Activities were well planned and were influenced by children’s interests and development needs. As a result children were enthusiastic, engaged and motivated by the activities on offer.

Children had a good understanding of their personal learning journey. They were fully involved in setting their own targets and spoke enthusiastically about the new skills they had developed. Staff used meaningful, motivating ways to involve children in planning their own learning. Successes and achievements were celebrated well across the setting and were documented effectively in floor books and learning journals.

Staff were clear about their roles and responsibilities in keeping children safe and protected. They participated in annual in house refresher sessions. The acting head teacher is the child protection co-ordinator and had attended training relevant to her role. Details of child protection procedures were clearly displayed for parents/carers and visitors.

A new acting head teacher had been appointed since the last inspection. Staff and management were committed and passionate about improving outcomes for children and their families. Staff told us they were very well supported by the management team. They engaged in a range of professional learning opportunities to benefit children and families. The management team worked closely with staff in the playroom, enabling them to support staff, model good practice and monitor children’s experiences.

The acting head teacher and staff confidently discussed key priorities for the service, which were set out in the service’s improvement plan. Best practice frameworks were being used well to strengthen self-evaluation practice in the setting. This supported them to ensure high standards were maintained and continuous improvement is ongoing.
What the service could do better

We agreed the following areas for improvement with the acting head teacher:

- review the children’s routine at the end of the session.
- continue with plans to ensure staff have regular opportunities to engage in professional reviews.
- continue to develop self-evaluation, quality assurance and monitoring systems that support the continuous improvement of the service.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Complaints

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

Inspection and grading history

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