

Summarised inspection findings

Fullwood Nursery

North Lanarkshire Council

3 September 2024

Key contextual information

Fullwood Nursery is privately owned and part of a chain of four nurseries. They are in partnership with North Lanarkshire Council to provide 1140 hours of early learning and childcare. The nursery can accommodate 48 children aged from six weeks to starting school. They open 50 weeks per year from 8.00 a.m. till 6.00 p.m. Children can access a mix of full-day and half-day places. The nursery accommodation is a converted church building with three spacious playrooms. There is access to a fenced outdoor area through the main entrance for children aged two to five. The youngest children have direct access to a separate outdoor space from their playroom. The nursery has a manager, two senior early years practitioners, 11 early years practitioners, a cleaner and a cook. At the time of inspection, the nursery was experiencing challenges recruiting early years practitioners, which is a concern shared throughout the sector.

2.3 Learning, teaching and assessment

satisfactory

This indicator focuses on ensuring high quality learning experience for young children. It highlights the importance of a very good understanding of child development and early learning pedagogy. Effective use is made of observation to inform future learning and identify the progress made. Children are involved in planning for their own learning. Together these ensure children's successes and achievements are maximised. The themes are:

- learning and engagement
- quality of interactions
- effective use of assessment
- planning, tracking and monitoring

- Practitioners welcome children warmly into the nursery. They listen to children, know them well as individuals and recognise their emotional needs. As a result, children are happy, safe, secure, and developing confidence. Children aged two to three years settle well and enjoy their time in nursery. They are engaged and enthusiastic in a few areas of play and learning and enjoy being creative with the resources in the outdoor area.
- Throughout the nursery there is a caring and friendly ethos. Practitioners work well together and have recently reviewed the learning environment. They have introduced a wider range of resources and organised the playrooms to make resources more accessible for the children. They need support to ensure children have age-appropriate opportunities to explore and take part in appropriately challenging experiences. Children are developing their independence and take responsibility for a few aspects of their learning. Practitioners have created quieter areas such as the calm corner where children can relax and take time to manage their emotions. Practitioners should now support children consistently to speak to each other at an appropriate volume. This should help to reduce the noise levels and promote values of kindness and respect as children interact with each other.
- Practitioners interact well with children and use conversation to find out about children's interests, ideas, and prior knowledge. They should continue to build their skills in extending children's thinking through a more consistent use of open-ended questions and commentary. Practitioners should review the balance of time children spend between free-play and more adult supported sessions. This will help to ensure children concentrate on tasks. Children have a few opportunities to use digital technologies, for example the interactive board and metal detectors. Practitioners should now increase children's access to a wider range of digital technologies to support and extend their learning.

- Children enjoy periods of free-play during the nursery session. During this time, practitioners make observations and record children's experiences using photographs and comments in online journals. This process is not yet consistent and does not always capture significant learning or show clearly the progress children are making. As identified by the manager, practitioners will benefit from professional learning to increase their knowledge of child development. This has the potential to help them to identify significant learning, make quality observations and use this information to plan appropriate next steps in children's learning.
- Practitioners plan for learning regularly using seasonal events and in response to children's interests. This planning process needs to be developed further to ensure practitioners are planning developmentally appropriate experiences across all areas of the curriculum. The manager should, as planned, continue to put in place a system to track and monitor progress across the curriculum to improve children's learning.

2.1 Safeguarding and child protection

- The service submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. At the time of the inspection, there were no identified areas for development.

3.2 Securing children's progress

satisfactory

This indicator relates to the development and learning of babies, toddlers and young children. It requires clear understanding of early learning and development and pedagogy. It reflects the integrated way young children learn and the importance of experiences and development happening on an individual basis within a supportive, nurturing and stimulating environment. High quality early learning and childcare contributes significantly to enhancing children's progress and achievement as they grow and learn. It can benefit all children by closing the attainment gap and ensuring equity for all. It is about the holistic nature of development and learning ensuring these foundations are secure in order to achieve future attainment success. The themes are:

- progress in communication, early language, mathematics, and health and wellbeing
- children's progress over time
- overall quality of children's achievement
- ensuring equity for all children

- Most children are making satisfactory progress in communication and early language. They enjoy looking at books and listening to stories. Children talk to adults and each other and take part in conversations with confidence. A few children are attempting to write their name and enjoy mark-making. Practitioners need to provide more real-life opportunities for children to develop their skills in mark-making.
- Children are making satisfactory progress in mathematics. They can match and recognise two dimensional shapes using games on the interactive board. Most children can count to five with a few counting to ten and beyond. Practitioners need to consider how they can embed experiences for mathematics into their daily routines. This will help children to consolidate their skills and make better progress in all areas of mathematics.
- Children are making satisfactory progress in health and wellbeing. They enjoy playing in the outdoor area and nearby playground and woods. They are developing skills using balance bikes and climbing frames. Children are becoming more independent as they serve themselves at snack and lunchtimes. Practitioners should encourage children to take more responsibility during lunch time routines, for example setting the table for their friends.
- Most children are making satisfactory progress across most aspects of their learning and development. Practitioners encourage them to talk about their interests and provide appropriate experiences to support their learning. Children are developing their imaginative skills well as they take part in role play in the shop and house corner. They enjoy problem solving as they create models in the construction area. Overall, children play well together and are learning to share resources and take turns. However, there are times when children need more support help them respond appropriately. Practitioners should consider how they can help children to be more aware of the established "golden rules" and embed them into daily routines. This has the potential to help children to take more responsibility for their interactions.
- Practitioners share information about children's progress regularly with parents through informal chats and organised parents' evenings. They praise children's achievements in the nursery and encourage parents to share children's achievements from home. They should explore how they can build on this and find ways to make children's learning more visible.
- The nursery staff team promote equity across all aspects of their work. They create a supportive and inclusive ethos where children and parents are treated with respect.

Practitioners are proactive in identifying and reducing any barriers to children's learning. They set individual targets for a few children with parents. As a result, these children are making strong progress in their learning.

1.1 Nurturing care and support

Children were happy, settled and confident in the setting. They received care in a welcoming environment and were greeted warmly by staff. Staff took time to get to know families well and valued opportunities to share key information, helping to meet children's care and wellbeing needs.

Staff used kind and caring interactions, supporting children to feel safe and secure. For example, children received cuddles and were confident to approach staff to get their needs met. Most staff worked well together to share information to meet children's needs and were respectful of children's wishes. However, some temporary staff did not know children as well and found it more difficult to respond to their interests.

Important information was gathered in children's personal plans to help meet their needs. This included their likes, dislikes, routines and medical information. Plans were reviewed with families and updated to support children's learning. We discussed with the manager the need to develop plans further. This would help to ensure children's learning and wellbeing targets are meaningful and reflective of their current needs.

Children mostly experienced relaxed and sociable mealtimes, which helped ensure their nutritional needs were met. They had the option to eat when they were hungry and could choose from a selection of fruit throughout the day. This supported the development of positive eating habits for life. The manager recognised improvements to lunchtime routines would further promote children's independence. For example, involving children more in preparation of meals and supporting younger children to self-serve. Babies who were bottle fed experienced warm and nurturing approaches, helping support positive attachments.

Children's personal care needs were carried out sensitively, to help ensure their comfort. Staff understood the importance of flexible sleep routines, which supported children's overall wellbeing. They had participated in safe sleep training, helping ensure children's safety.

Care Inspectorate evaluation: good

1.3 Play and learning

Children explored a wide range of play materials and resources that met their needs and interests. For example, home areas, mud kitchen and cosy dens. Play spaces had recently been reviewed and children enjoyed exploring the revamped areas.

Children benefitted from many natural and real materials to support their curiosity. For example, walk-in sand pit with jugs, sieves, funnels and utensils. However, at times children moved quickly between the play spaces. Staff should now monitor and observe children, to ensure they can identify where more challenge is needed to deepen children's play. Consideration should be given to training opportunities for staff to help widen their understanding of high-quality play.

Great fun was had making potions in the mud kitchen with bark, mud and water. This supported children's creativity and discovery. Staff supported children to access outdoor play as much as possible and children were familiar with the routine of getting ready to go outdoors. Staff used walkie-talkies to help ensure communication promoted meeting children's needs. If children wanted to come indoors, they were able to do so.

Children's physical skills were developed as they explored the garden, which included different levels and surfaces. This supported children to manage risk and build their confidence and sense of adventure. They persevered and learned to climb the slopes and use the slide. This promoted opportunities for building strength, balance and coordination.

Sensory materials supported babies to be curious and make connection in their brains. This included balls, mirrors and musical resources. This encouraged children to explore and discover.

Approaches to planning took account of children's interests and helped staff engage children in play and learning. Planning systems were under review and the staff team were developing a consistent approach to using them. We agreed this would be beneficial to help children progress.

Care Inspectorate evaluation: good

3.1 Quality assurance and improvement are led well

We acknowledged the manager had been in post for less than a year. They engaged well during the inspection process and welcomed advice and support. They were committed to building positive relationships with families. This was reflected in their vision to provide a safe, happy, secure and nurturing environment.

Parents were welcomed into the service, which supported building trusting relationships. The service acknowledged they would like to continue to build on parental engagement. This would further support connections between families and help gather views and ideas to support improvements.

Staff had respectful relationships with each other, helping create a positive environment for children. Whilst staff had undertaken some training to support them in their role, they would benefit from further opportunities to discuss their development needs. Increased access to training would support improvements in children's care, play and learning.

The manager was committed to helping improve positive outcomes for children and families. They welcomed support from the local authority to help prioritise improvements needed. Recent audits of play spaces had resulted in reviewing the quality of children's play materials and staff had softened the environment to make the setting more calming and homely. This had created inviting and interesting play spaces to support curiosity.

We recognise the manager is in the early stages of supporting staff in developing the service. Progress had been made in addressing improvements needed to the environment. Moving forward, quality assurance, including monitoring and self-evaluation now needs to be more firmly embedded into the process of evaluating and improving the nursery (see area for improvement 1).

Care Inspectorate evaluation: good

During the previous Care Inspectorate inspection, the setting had no requirements and no areas for improvement. As a result of this inspection, there are no requirements and one area for improvement.

Area for improvement 1

To ensure that quality assurance processes impact positively on outcomes for children, they should be developed to become more robust, helping to identify and prioritise improvements needed.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes'. (HSCS 4.19).

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.