

Nithsdale Road Nursery School Day Care of Children

264 Nithsdale Road
Glasgow
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Type of inspection:
Unannounced

Completed on:
22 August 2024

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Service no:
CS2003014913

About the service

Nithsdale Road Nursery School is a daycare of children service, registered to provide care to a maximum of 40 children at any one time. The age range of the children will be from 3 years to those not yet attending primary school.

The nursery operates from a detached property in the Bellahouston area of Glasgow. The children are accommodated within four playrooms across two floors. There is also a lunchroom, an office and staff room. The attic is used as an additional office space, storage area and family space. The children have access to a fully enclosed outdoor area that is accessible from one of the playrooms.

About the inspection

This was an unannounced inspection which took place on 21 and 22 August 2024 between 08:30 and 17:15. One inspector carried out the inspection.

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.

To inform our evaluation we:

- received 16 completed questionnaires
- spoke with staff and management
- observed children's experiences and staff practice
- reviewed documents.

Key messages

Children benefitted from a respectful, caring setting where staff interactions were kind and supportive. All staff welcomed children and families warmly into the service, promoting an inclusive ethos.

The pace and flow of the day was attuned to children's needs and wishes, supporting them to feel settled and engage well in their play and learning.

Staff successfully created highly engaging opportunities for children. Language, literacy and numeracy was fully embedded throughout and well facilitated by staff.

Standards were effectively raised by empowered and motivated staff. Staff were encouraged to read up to date research and best practice, to reflect on their practice and enhance children's outcomes.

Informal quality assurance practices were in place. Staff often reflected informally as a team to monitor the quality of children's care, play and learning experiences.

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

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|--|---------------|
| How good is our care, play and learning? | 5 - Very Good |
| How good is our setting? | 5 - Very Good |
| How good is our leadership? | 4 - Good |
| How good is our staff team? | 5 - Very Good |

Further details on the particular areas inspected are provided at the end of this report.

How good is our care, play and learning?

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 1.1: Nurturing care and support

Children benefitted from genuine positive attachments with staff and other children. Staff always led with kind and warm interactions. This enabled children to feel safe, happy and ready to play and learn. A commitment to wellbeing and nurture ensured children were settled and content within the service. As a result, staff had successfully promoted a supportive ethos within the setting, ensuring that all children and families felt nurtured and cared for.

Staff knew children and families very well, further supporting positive attachments. A holistic approach to children's care ensured that their support was planned to meet their individual needs. Staff took part in regular meetings to share relevant information such as, changes in routines or developmental needs. This ensured children remained at the heart of the service. Families were fully involved in the planning of children's care and support. One parent told us, "Staff send regular emails keeping us updated. I have had one to ones with [my child's] key worker and also find the headteacher very approachable. They have regular sessions where parents can attend and be kept informed about how my child is doing". As a result, practice reflected family's personal preferences.

Staff were proactive in working with external professionals to identify appropriate next steps and strategies. They kept very good records of significant events and changing needs of children to support with decision making, as required. This ensured that children got the support they needed to reach their full potential.

Children experienced relaxed and unhurried snack and mealtimes. Staff recognised the rich opportunities that came from daily experiences such as these. They sat with children, supported conversations and responded effectively to their needs. As a result, children were able to develop key skills such as, communication and decision making. Children's likes, dislikes and dietary needs were well considered in menu planning. They were also able to develop their independence through self-serving their portions. This impacted positively on their health and wellbeing.

Personal care, such as toileting and nappy changing, were fully supported in a kind and respectful manner. Staff ensured children's privacy and dignity was protected. This ensured children felt safe and cared for.

Quality Indicator 1.3: Play and learning

All children were seen to be engaged in their play and learning and having fun as a result. Staff provided a very good balance of spontaneous and planned play opportunities, which drew from children's needs and interest. This created a rich and inclusive learning environment. All children were able to lead their own play as the environment promoted choice and independence. As a result, children were happy and fully immersed in their play and learning.

Children's play and learning environments were enriched with a variety of language, literacy and numeracy. Staff facilitated these opportunities well, for example, providing measuring tapes to extend interests and using signs to support communication. This impacted positively on all children's learning and development.

Children were empowered by staff who were responsive to their interests. The learning environment and planning approaches centred around children's voice. Staff used observations and mind maps to record and keep track of their views and opinions. Parents and carers were also invited to add to these as they wished to share their views. As a result, children and families were confident in sharing their ideas as they trusted staff would listen and act upon them.

Staff demonstrated a very good understanding of child development and relevant theories. They applied this very well to practice, resulting in children benefitting from skilled interactions. For example, they often used effective questioning to extend children's interest and explore problem solving. As a result, high quality experiences were created for all age groups to support them achieve their full potential.

Children's experiences and outcomes were captured in individual folders, in a digital book creator program and group learning folders. Along with photographs, staff recorded observations that illustrated children's learning and development. Individualised next steps ensured targets were realistic and manageable for children. Staff used tracking systems to ensure children developed a broad range of lifelong learning skills. Parents told us, "There is good communication on a regular basis in regard to my child's progress. Sometimes my child brings pictures home. We can request to view our child's progress folder at any time". As a result, children were progressing well.

Children's play and learning was enhanced through positive experiences in the community. For example, they took part in community projects such as, litter picking, visiting local parks and coming together to celebrate festivals. This positively impacted on children's sense of belonging and broadened their experiences.

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

The setting was furnished to a high standard. Staff used their knowledge and experiences to create spaces that met children's care, play and learning needs. Children were able to move freely between the four playrooms, ensuring they had ample space to play and learn. Each area of the nursery was welcoming and comfortable, this supported a homely environment. Sofas, enclosures and soft furnishings provided moments for rest and relaxation for children as and when they needed it. This impacted positively on their health and wellbeing.

Each playroom was dedicated to a different type of play and learning; curiosity, creativity, imaginative and STEM (Science, Technology, Engineering and Mathematics). Staff skilfully combined the principles of these spaces with children's likes, needs and wishes to create exciting and stimulating play spaces.

The indoor environment was well structured and took account of children's stages of development. Children were given some ownership of how these spaces were designed. Staff gathered their views and opinions to ensure their interests were at the heart of design. For example, children sparked interest in a book which staff skilfully used to extend learning into the wider environment, both indoor and outdoor. This resulted in children growing chillies and developing their understanding of their wider world.

Children were able to access outdoor spaces daily. Staff fully supported free flow play between the indoor and outdoor environments. This enabled children to have further choice in how they play and learn. While outside, children had access to a range of toys and games to promote high quality play and learning.

All parents strongly agreed that their children were safe whilst in this setting. We found the environment and equipment to be safe, secure and well-maintained. Staff encouraged children to share their thoughts and opinions when completing risk assessments. This enabled staff to have a deeper understanding of the safety of the environment from the child's perspective.

The setting was clean, tidy and well organised. Children were familiar with handwashing routines to keep them safe and healthy. Some inappropriate items, such as artwork, children's resources and mops, were stored in the children's upstairs toilet. This increased the risk of the spread of infection. The management team took prompt remedial action to minimise risk to children by removing all items in the toilet area. We signposted the management team to infection, prevention and control guidance to support embed safer storage procedures.

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

Children and families benefitted from a shared vision, values, aims and objectives that positively informed practice. Consultation was an ongoing commitment to ensure they remained reflective of the children, families, staff and wider community. As a result, the ethos in the service was warm, nurturing and fully inclusive.

The staff team had a full understanding of the importance of using the views of children and families. Feedback was gathered continually to inform children's care, play and learning as well as the development of the service. For example, one parent told us, "Parents are always consulted and involved in how to improve the service via, open days, information sessions and questionnaires". As a result, children and families felt meaningfully involved and could influence change within the setting.

Strong leadership at all levels resulted in staff being confident in their own capacity to improve. Leadership roles, such as eco lead and numeracy champion, gave staff ownership within the setting. Staff also led on areas for development such as, the creative room and digital learning. They skilfully applied theory to ensure any changes positively impacted on children's outcomes. This ensured children's care, play and learning needs remained at the heart of decision making.

Some quality assurance was in place which contributed to the self-evaluation and the improvement plan. Staff told us they measured the quality of children's care, play and learning informally through general discussions, with staff and parents, and observed children's level of wellbeing. This allowed some opportunities to be immediately responsive to children and families' requests and make changes. Use of quality audit tools such as, 'A quality framework for day care of children, childminding and school-aged childcare' would support more effective, formal quality assurance procedures. This would strengthen their culture of continuous improvement and result in these being based on robust evidence.

Management had not carried out a robust investigation following an incident where a child nearly left the service unattended. The staff team had reflected well on the incident and put mitigation measures in place such as, closing some doors, adding bamboo to fencing and reviewing risk assessments to provide a more secure environment. Most of the investigation was carried out informally, reducing management's ability to fully evaluate and reflect on the incident. The manager was confident in mitigations put into place and agreed to monitor changes to ensure any inconsistencies in practice are identified and improvements are well led.

How good is our staff team?

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 4.3: Staff deployment

Staff were warm, welcoming and engaged positively in the inspection process. It was evident through discussions that they were committed and enthusiastic professionals. A staff member told us that, "staff overall work extremely hard to provide the best and most beneficial care possible to all children and their families and I am proud to be part of this wonderful team". We found evidence of effective teamworking throughout the nursery. As a result, children received high quality care, play and learning experiences.

The knowledge and skills of staff across the whole day had a positive impact on children. They used their initiative to ensure children were safe and well supported. Staff at all levels of experience were observed engaging well with children, ensuring they were down at their level, listening to them and valuing their views and opinions. Staff were keen to support one another and communicated effectively to ensure the children were well cared for.

Reflective practices were fully embedded throughout the staff team. Staff told us they felt appreciated and listened to by management, which enabled them to feel empowered. This contributed to a good cycle of continuous improvement in the service.

The levels of staff were effective in providing high quality care and support. The deployment of the staff team enabled them to be fully engaged and present in children's care, play and learning. We observed staff maintaining very good supervision through effective communication. This enabled staff to follow children's needs and interests without compromising on other's experiences.

Families benefitted from an open-door policy, where they were welcomed into the service to see the environment and get to know staff. Any changes to staffing, such as children's keyworkers, were well considered. The management team ensured there was appropriate time for staff to provide a detailed sharing of information at the end of sessions. This ensured children and families experienced consistency and allowed positive attachments to be formed. Parents knew staff within the team and were able to share the positive impact staff had had on their children's experience and outcomes. A parent told us, "The staff are always warm and welcoming. They always make time to talk to you and always make you feel at ease".

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

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| How good is our care, play and learning? | 5 - Very Good |
| 1.1 Nurturing care and support | 5 - Very 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? | 5 - Very Good |
| 4.3 Staff deployment | 5 - Very Good |

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