Nightingales Nursery
Day Care of Children

20 Sandyford Street
Yorkhill
Glasgow
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Telephone: 01413 376 133

Type of inspection:
Unannounced

Completed on:
25 March 2025

Service provided by:
Nightingales Nursery Ltd

Service provider number:
SP2003001234

Service no:
CS2003005811

About the service

Nightingales Nursery is a private nursery provided by Nightingales Nursery Ltd. The nursery is registered to provide a care service to a maximum of 67 children not yet attending primary school at any one time. At the time of inspection 39 children were in attendance.

The service is located in the centre of Glasgow close to local amenities such as shops, parks and schools. Children were cared for in three playrooms and had access to a large outdoor area.

About the inspection

This was an unannounced inspection which took place on Monday 24 and Tuesday 25 March 2025. The inspection was carried out by two inspectors from the Care Inspectorate. 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 children using the service
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- received feedback from 15 parents/carers

Key messages

- Children were happy, confident and settled in the service.
- The setting was comfortable, spacious and stimulating for children.
- Children benefitted from access to a range of learning opportunities outdoors.
- Staff had positive relationships with children and families.
- Staff worked well together to deliver positive outcomes for children.
- The management team were friendly, visible and approachable, which strengthened relationships with families.

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?	5 - Very Good
How good is our setting?	4 - Good
How good is our leadership?	5 - Very 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? 5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children/people, therefore we evaluated this key question as very good.

Quality indicator 1.1: Nurturing care and support

Staff were warm, kind and nurturing in their approach with children. Children were confident and happy within the setting. Staff knew the children well which meant they were able to respond to their individual needs and preferences. One parent commented, 'Our daughter gets excited when we get out of the car and recognises where she is. The staff are loving, competent, caring and I never have any hesitation leaving my daughter in their care.' One child commented, 'All the teachers are so kind to me and they always help us if we are hurt. They help me to learn and do really cool activities with us. I love my nursery because it makes me happy.' This contributed to the positive relationships children had with staff and supported children to feel respected and valued.

Lunch was a relaxed, unhurried and sociable experience for children. Older children had opportunities to develop independence and life skills through self-serving and taking responsibility for clearing up after lunch. Staff sat with children throughout lunch supporting them to have a safe and sociable experience. Staff were aware of dietary requirements and these were catered to. This contributed to the health, safety and wellbeing of children.

Children's rights were embedded in the service ethos and were promoted to parents and children. This supported their knowledge and understanding. Children's rights were respected as personal care routines were carried out using sensitive and warm interactions. This meant children's needs were taken care of in a way that respected their privacy and dignity. Staff understood the importance of sleep for children's overall development. Staff had participated in safe sleep training and followed safe sleep practice, regularly checking on children. We discussed with management that staff should ensure sleep routines meet all children's individual needs.

We reviewed the procedures for the storage and administration of medication. Overall medication was managed well. Staff were aware of children who required medication. The service should ensure that a review is carried out with parents to ensure that the medication is still required, and that dosage, signs and symptoms remain the same.

Personal plans were in place for children and contained the information staff needed to meet children's individual needs. Plans were regularly updated in collaboration with parents and carers to reflect progress and changes in children's lives. We discussed with management that information updated in plans should be more robust to detail how children's care, learning and development will be planned and supported. Strategies for children with additional support needs had been identified and supported staff to meet children's individual needs.

Quality indicator 1.3: Play and learning

We observed children having fun and being fully engaged in their play and learning. Children experienced a balance of spontaneous and planned activities and had opportunities to lead their own play and learning. This had a positive impact on their development and wellbeing. One parent commented, 'So many activities! I am amazed by the number of different activities and learning experiences offered. Our daughter has a fabulous time.'

Play experiences supported children's development of language, literacy, and numeracy skills. For example, younger children were exploring the 'five little ducks' song with staff, using a tuff tray with books and ducks. Older children were using a smart board to play a spot the difference game. Staff were skilled in using questioning and daily opportunities to support children's language and numeracy. For example, encouraging children to count empty spaces when setting up for snack.

We saw children engaged in play experiences for prolonged periods of time showing engagement, excitement, wonder and joy. Children were using a range of resources that supported their creativity and imagination, which impacted positively on their development.
Staff planned for children based on their interests and needs. Children's ideas and thoughts were being taken forward by staff to support children's play and learning. Staff observed children's play and learning and evaluated these observations. This supported staff to identify what action was necessary to extend and support children's learning and development. Children's learning was tracked by staff to understand their development and progression.

Learning journals noted observations and photos of children's experiences. These were shared with parents online. This supported parents to be involved in their child's learning experiences. Learning journals were clear, personal and showed progression. The journals sampled were of a high quality. Staff reported confidently to parents about their child's progress and development. Next steps for children's learning were recorded. We discussed with management that these could be more specific to support children's development.

How good is our setting? 4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children/people and clearly outweighed areas for improvement.

Quality indicator 2.2: Children experience high quality facilities

Children were cared for in an environment that was bright, welcoming, and clean. Playrooms were furnished to a high standard. There was ample space for children to play independently or in groups. Toys and resources including natural materials were easily accessible and organised to promote curiosity and support children's choices and interests for their play and learning. Playrooms were homely with cosy spaces for children to rest and relax.

Children benefitted from access to a large, safe and secure outdoor area. Outdoor play offered opportunities for children to join in risky and challenging play including climbing equipment, loose parts for balancing apparatus and tyre swings on trees. This contributed to supporting children to develop their physical development and movement skills. Parents commented, 'The garden has been transformed in the last 6-12 months and is a very special place. Mud kitchen, toys, climbing frames, picnic tables. My child absolutely

loves the space' and 'A brilliant, safe and spacious garden where they can increase their skills with encouragement and freedom.'
There were some small, sheltered areas for children to play in outdoors and we discussed with management that these could be made more cosy for children to have space to rest and relax.

Risk assessments were carried out daily by staff to support children's safety. Staff were vigilant when walking children to the garden area, which was accessed via the car park. Staff had set procedures to follow, and children were familiar with the routines. Staff supported children to be aware of potential risks when walking outside, helping them to develop important life skills.

We observed that overall infection prevention and control procedures were followed to support children's wellbeing. Staff were vigilant regarding children washing hands, with staff supporting children when needed. There was a laundry room within the baby changing area. We discussed with management that to prevent cross infection, changing facilities should be designated for that use only. An external laundry service was used weekly by the service. Due to this management assured us that the washing machine would be moved swiftly to support children's health, safety and wellbeing.

How good is our leadership? 5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children/people, therefore we evaluated this key question as very good.

Quality indicator 3.1: Quality assurance and improvement are led well

The management team were friendly, approachable and engaged well in the inspection process. Staff told us they found management to be supportive and approachable. One staff commented, 'Mentors and team leaders support their staff each day and their team are aware that they can go to them if they need any help. Management are always thinking of ways to best support the staff, and therefore the wellbeing of the children too.' This helped to develop a motivated staff team who were committed to the children and families who attended the service.

The service vision, values and aims were available for families to see and were regularly reviewed. An improvement plan was in place which identified strengths and areas for development within the service. Staff were supported to engage in the settings improvement journey. We saw evidence of progress being made in areas such as digital learning and the development of children's rights awareness.

Self-evaluation was used to identify strengths and where improvements could be made to improve the service. Self-evaluation processes involved staff, families and children. The service reflected on practice and evaluated where they were regarding their improvement plan. Management and staff were using good practice publications to support their reflections, enabling them to benchmark against best practice. This enabled them to celebrate achievements and successes and identify where further development was required.

Children's voices were heard through a variety of experiences, planning and children's committees. Staff training, and the impact this had on children's experiences was shared with parents. Children also had the opportunity to reflect on the experiences and share their opinions. This supported families and children to feel involved in the service.

Monitoring and auditing of aspects of the service took place as part of the quality assurance procedures. Management carried out monitoring of staff practice. This had led to strengths and areas for improvement being identified. Yearly appraisals supported staff to reflect on their practice alongside management and identify any support or training needs required. Accidents and incidents were also monitored and audited. We discussed with management that a quality assurance calendar would support them to identify any further areas for improvement in children's care such as medication and personal plans.

How good is our staff team? 4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children/people and clearly outweighed areas for improvement.

Quality indicator 4.3: Staff deployment

During our inspection, we found that staff deployment within the setting meant that children's needs were being met by the right number of staff. The staff to child ratio allowed staff to be responsive to individual needs, which supported children's experiences. On the first day of inspection the manager and team leader were required to cover on the floor for part of the day. We discussed with management the importance of planning for staff deployment in the event of unforeseen absences.

Staff told us they worked well as a team, and we observed this in the setting. Staff communicated well with each other when moving areas or leaving to go outdoors. Procedures were in place to account for all children. Staff used registers and regular headcounts of children took place. This supported children's safety and wellbeing.

Staff development was encouraged within the service and staff had attended a variety of training. This included Glasgow counts, Science, Technology, Engineering and Mathematics (STEM) and outdoor play. Some staff shared with us how their training had supported them to reflect on their practice. One staff commented, 'Training has opened my eyes to lots of new ideas and how I can present certain experiences differently to ensure the best possible learning outcome for children.'

The staff team provided a range of skills and experience to the service within and across environments. There was an ethos of distributed leadership within the service with staff having senior roles and responsibilities. We could see that staff in these positions were obvious leaders within the rooms and role modelled good practice for other staff.

We reviewed the procedures for safe recruitment within the service. We found that staff were overall recruited safely in line with best practice guidance. We discussed with management some discrepancies in their procedures which they agreed to address to support safer recruitment.

Management and staff understood the importance of having positive relationships with parents. Staff told us, 'I feel like I have a strong relationship with the children's families both immediate and extended such as grandparents. I feel trusted that parents approach us with such important things in their children's life such as toilet training and other big changes or transitions.' Parents agreed that they had positive relationships with staff. One parent commented, 'The staff at Nightingales are extremely nurturing and take time to form relationships with every child and their families. The handover is always informative and communication is excellent throughout my child's day.' Knowing the families and children well supported staff to offer care which met their individual needs and interests.

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

The service should improve the format of the wellbeing plans for children who present with additional support needs. This is to ensure the care and support is consistent with the Health and Social Care Standards which state, that as a child "my future care and support needs are anticipated as part of my assessment" (HSCS 1.14), and that "my care and support meets my needs and is right for me" (HSCS 1.19).

This area for improvement was made on 19 April 2018.

Action taken since then

When assessing this area for improvement we found that the service had continued to develop children's personal plans. Plans contained the information that staff could use to support and care for children. Wellbeing plans had been created for children who presented with additional support needs. These plans contained the information staff needed to meet children's needs. **Therefore 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?	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?	4 - Good
2.2 Children experience high quality facilities	4 - Good

How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good

How good is our staff team?	4 - Good
4.3 Staff deployment	4 - Good

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