Kirktonholme @ Shettleston
Day Care of Children

129 Wellshot Road
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Type of inspection:
Unannounced

Completed on:
8 December 2023

Service provided by:
Kelly Care Limited trading as
Kirktonholme Nursery

Service provider number:
SP2003001303

Service no:
CS2003006004

About the service

Kirktonholme @ Shettleston is provided by Kelly Care Limited trading as Kirktonholme Nursery. The early learning and childcare centre is located in the Shettleston area of Glasgow and is in partnership with Glasgow City Council.

The centre operates from a converted two storey house and purpose-built cottage, within enclosed grounds, and outdoor play areas. The centre can accommodate 63 children aged from birth to those not yet attending primary school and operates Monday to Friday.

About the inspection

This was a full inspection which took place on Thursday 7 December and Friday 8 December 2023. 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 people using the service and their family;
- spoke with staff and management;
- observed practice and daily life; and
- reviewed documents.

Key messages

- There were good settling arrangements in place for children, with staff adopting a caring and sensitive approach.
- There were lots of warm, caring interactions between children and staff and positive relationships.
- Children were able to play outdoors every day and explore loose parts and natural play materials.
- The recently appointed manager provided good direction to staff who were committed to providing children and families with positive experiences.
- Arrangements were in place to promote continuity of care across the day and ensure positive transitions and communication 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?	4 - Good
How good is our setting?	4 - Good
How good is our leadership?	4 - 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? 4 - Good

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

Quality indicator 1.1: Nurturing Care and Support

We observed lots of warm, caring interactions between children and staff and positive relationships. Care provided to children was personally responsive to their needs, for example, younger children were sitting on staff knees and staff were using kind and nurturing interactions. "Is that funny?", "Are you running away?". These comments on their play and actions supported children's communication development and helped them to feel valued.

Staff were respectful towards children, taking time to listen and respond. Staff knew children well and had developed meaningful relationships which enabled them to support their learning and development.

There were good settling arrangements in place for children with staff adopting a caring and sensitive approach. The settling in process had recently improved and this supported opportunities to build positive relationships with parents and support children to feel safe and nurtured. A nursery welcome pack was available for parents, providing them with comprehensive information about the nursery. Staff were compassionate and reassuring towards children who were visiting other playrooms as part of their transition process.

There were good transition arrangements for older children in the service with staff maintaining links with primary schools. Stay and play sessions were being arranged for parents to encourage parents to stay, play and learn with their children. This helped children to adjust to change and feel more confident.

A new planning system, "child centred approach and responsive planning" had recently been implemented. This provided staff with more time to focus on children, build relationships and support children's learning and development. Staff were being supported to improve their skills in planning, tracking children's learning and development and self evaluation. The manager was preparing to transfer children's personal plans onto the family app to further enhance communication with parents. We discussed with the manager that more meaningful next steps for learning could be identified to support children's stage of development.

We observed children's lunchtime experience and found that children enjoyed a nice sociable experience with staff sitting with them to assist. We asked the manager to consider how children's independence could be promoted at lunchtime, for example, self serving food and tidying up. This helps to give children a sense of importance, belonging and self awareness.

We discussed with the manager how to keep food warm for a short period of time to allow children who were sleeping or resting to have a warm meal. The manager and staff had already discussed the use of hot boxes to ensure all children received a hot meal (see area for improvement 1).

Children's sleep routines were individualised with children being supported to sleep when they were tired. Staff were responsive to children's cues and recognised when they were ready for sleep and rest. Staff supervised children well during sleep, ensuring they were safe and protected. We discussed arrangements for sleeping for children and asked the manager to consider and explore this further (see area for improvement 2).

We looked at medication procedures in the service and found that these were satisfactory. Medication was appropriately stored and paperwork was in place to support safe administration of medication. We asked the manager to relocate the 3-5 medicine cabinet away from the changing area in accordance with good infection control practice.

Parents' evaluations of the care their children received were very positive. Parents were complimentary about the level of consultation, feedback and involvement they had within the service. They were confident that sharing of information about their child each day enabled staff to provide individualised care and learning and consistency and continuity of care.

Parents commented:
"I feel safe to leave my son there, knowing I am kept up to date with each part of his day and his care, the nursery is easy to contact throughout the day and quick to respond. His care and teaching feels personable to him and that he is cared about".

"The nursery staff are great about welcoming my child with a big smile each morning and about updating how my child has been at the end of every day. They've all built a great bond with my daughter and she speaks highly of them all at home".

"The staff team are like extended family. They are so gentle and caring, and always willing to chat and listen to any worries or questions I have about my child".

Quality indicator 1.3: Play and Learning

Children were supported to learn and develop through their play.

The playrooms for children aged under 3 had recently been refurbished and resourced, creating bright and interesting environments with natural materials and soft, cosy spaces. Plans were in place to improve the playrooms for children aged 3 -5.

We saw children having lots of fun and actively leading and shaping their play with support from staff. Staff were responding in a meaningful and engaging way with some staff using effective questioning to scaffold and extend children's thinking and learning. We observed some skilled interactions that helped children to develop and extend their play, be creative and curious and make their own decisions. There were free flow play experiences and stimulating and challenging resources for children to develop their skills. We could see that staff had carefully considered the presentation of play areas and resources.

Babies had access to a variety of play materials to support curiosity, discovery and problem solving, for example, heuristic play basket with wooden brushes, spoons and coasters to explore. Babies enjoyed baskets with accessible baby books, wooden rings, cup stands and shiny shapes. They engaged in sensory play, exploring porridge and broccoli.

The layout of the 1-2 and 2-3 playrooms benefitted children in moving around freely and being able to access resources. Children played with construction, explored flour and gloop in floor trays. They enjoyed painting outdoors, exploring and chatting about mixing colours.

Older children in the 3-5 playrooms engaged in arts and craft activities, construction and small world play. The manager and staff shared their plans for development of these playrooms.

There was a focus on the development of natural and loose parts play across the nursery to promote curiosity and experimentation, to help children to develop creative and critical thinking skills.

Large shelters were available in the outdoor play areas to keep children warm and dry and encourage children to spend time outdoors.

Parents commented:
"Nursery always have a wide variety of activities for the children to do and provide regular updates for parents".

"The playroom looks really inviting and interesting. I love how the staff get to know the child's families through family photos and asking for pictures from holidays we've been on. My child has come on leaps and bounds with Kirktonholme and loves singing all the songs and rhymes".

"My child has recently transitioned to 3-5 , this has been her smoothest transition yet. She is happy, absolutely loves the room. I have noticed how much more independent she is becoming".

Areas for improvement

1. To ensure children's health, wellbeing and safety is protected, the provider should ensure that food should be stored, prepared and presented in a safe and hygienic environment that complies with The Food Safety Act.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that:

'I experience high quality care and support based on relevant evidence, guidance and best practice.' (HSCS 4.11).

2. To ensure children's health, wellbeing and safety is protected, the provider should review sleep arrangements for young children.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that:

'I experience high quality care and support based on relevant evidence, guidance and best practice.; (HSCS 4.11).

How good is our setting? 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 2.2: Children experience high-quality facilities

The setting was well planned, comfortable and welcoming. Children had lots of space to freely move around indoors and outdoors. Staff had created a homely environment with space for children to relax. The baby cottage was warm, homely and cosy for babies, supporting them to feel safe. There was lots of natural light and ventilation and the playroom was well decorated. Furniture supported storage for easy access to resources and for children to pull themselves up, supporting physical development.

Play areas were planned well to support children's play and opportunities for movement. There were resources to meet different stages of development, for example, baby swing, v shape cushions and rugs for tummy time. We discussed some environmental improvements with the manager which would further protect children (see area for improvement 1).

Play spaces for older children reflected their interests and provided a range of opportunities for active play and learning. Resources were of good quality and were accessible to children. Children enjoyed construction and small world play, imaginative play and messy play.

We saw staff helping children to use resources in their own way to develop their play and match their own interests and intentions. Children were shaping and designing their own play outdoors, supporting imaginative play and problem-solving. Children were settled and confident within their environments, accessing and taking part in the experiences on offer.

We discussed the planned development and refurbishment of the 3-5 playrooms and the intention to provide new resources for children. The manager had a clear vision for this.

Children could access toilet facilities within the playrooms. Where children needed support, this was carried out in a designated changing area, meaning children's dignity and personal preferences were respected.

Children were able to play outdoors every day and explore loose parts and natural play materials. Wooden shelters in the garden provided dry play spaces for children in inclement weather.

Older children had forest school opportunities with the park ranger in Tollcross park. Children enjoyed learning about the natural world, risk and safe play and were carrying out risk assessments with help from staff.

There were playroom quality assurance checklists and risk assessments in place to monitor areas and ensure safety and security for children. Staff worked well together to identify and minimise risk to children within the setting, both indoors and outdoors. This meant that children's activities were not compromised and they were supported to enjoy challenging, fun experiences.

Accidents and incidents records were completed and shared with parents. Monthly audits were carefully completed to identify any areas of potential risk or concern.

Children's information was stored securely within the office and children were monitored by staff when using IT equipment. Children's personal information was safe and protected. The premises and resources and equipment were well maintained.

Parents commented:
"The nursery ensures my child has a range of age appropriate toys and activities to participate in".

"It's a warm and nurturing environment for my child".

"I can see recent improvements in change of staff and the environment, which I can see has improved the morale and energy of the building".

Areas for improvement

1.
To ensure children's health, wellbeing and safety is protected, the provider should ensure children are cared for in a safe, clean and well-maintained environment.

This should include, but not limited to, controlling the temperature of radiators, safe storage of hazardous materials and improving ventilation in the changing area in the baby cottage. A toilet door should also be fitted in the 3-5 playroom and medication should be relocated to ensure safe storage.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that:

My environment is secure and safe.' (HSCS 5.19).

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

We found the leadership team engaged well during the inspection process, taking on advice and support, demonstrating a commitment for improvement.

The depute manager was recently promoted to service manager and has had professional discussion with staff to build and support the team and gain their views on the development of the service. An action plan and a range of quality assurance processes were in place to assure and improve quality. There was a focus on transitions for children with the manager supporting staff to confidently manage these. Building positive relationships with parents and families was an important element of this with staff implementing a key person approach. This helped staff to work in partnership with parents and provide continuity of care for children.

Staff were beginning to engage with children and parents to encourage them to contribute to learning journeys, share in their child's learning and inform planning and development of the service. Plans were in place to involve parents in creating a shared vision for the service.

A new planning system had recently been introduced to ensure that gaps in children's learning were easily identified. Staff were in the early stages of evaluating this. The leadership team should support staff with opportunities to further develop their skills in self-reflection and evaluation to improve outcomes for children.

The recently appointed manager provided good direction to staff who were committed to providing children and families with positive experiences. We could see, and staff told us, that there was a strong sense of teamwork and an open and honest ethos in the service. There was good staff morale which impacted positively on children's experiences. Staff told us they welcomed increased involvement in service development and the opportunity to use all of their skills. They would also welcome increased time for collegiate working and regular professional development opportunities.

Parents commented:
"I feel like it is improving greatly since the new manager took over. Little snagging issues taken care of, a wobbly lock fixed, outdoor areas tidied and cleaned, rooms getting decorated etc. All very positive".

"They have recently had refurbishment of their rooms, and were able to share their developments on the family app. It is clean, well resourced, warm and welcoming".

"Just recently had a change in management which I see as a positive step in making the nursery a better environment for my child. Very confident in new manager's ideas and abilities".

How good is our staff team? 4 - Good

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

Quality indicator 4.3: Staff Deployment

Staff were welcoming and engaged well in the inspection process. They were committed to providing the best care to children and their families.

Staffing levels supported delivery of good care. A full complement of staff each day meant that children received one-to-one care when needed. Children benefitted from having a consistent staff team. This helped to promote continuity of care for children with staff sharing information and observations of children with other staff.

Staff were well deployed based on expertise and experience to ensure that their differing experience, knowledge and skills were well used to support children. Effective staff deployment also ensured very good supervision of children, for example, staff communicated when a task took them away from their responsibilities, ensuring children were safe. Staff used walkie talkies effectively across the service to communicate, for example when children wanted to go inside from outdoor play areas. This meant that children were being kept safe.

Staff told us that they were well supported by the leadership team. This helped to build positive working relationships. Staff were generally happy, engaging and sharing tasks through working as a team. Staff breaks and lunches were organised to minimise disruption, ensuring the day ran smoothly to support the play, care and learning of the children.

Arrangements were in place to promote continuity of care across the day and ensure positive transitions and communication with families. Key persons were available to chat and exchange information with parents. Parents could contribute to children's learning journals and easily follow play and learning activities.

There was a very respectful ethos in the service with staff treating children as individuals. Staff communicated well with each other and worked together to ensure effective supervision and quality engagement with children across the day.

All staff had a clear understanding of their responsibility to keep children safe and protected. Child protection training had been completed, supporting staff to keep their knowledge up to date. Staff were clear on reporting and recording procedures.

Staff were safely recruited and were registered with Scottish Social Services Council (SSSC) to protect children and keep them safe from harm and abuse.

Parents commented:
"The staff are always so helpful, the girls have all been a fab extra support system and they will always go extra mile to help".

"Staff are all very friendly, everyone knows my child's name and they are supporting all their kids with such care".

"There are many things I like about this service, the staff meet the needs of the children to the best of their ability and show such love and care for them each day".

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?	4 - Good
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	4 - Good

How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - 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?	4 - Good
4.3 Staff deployment	4 - Good

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