Stonefield Nursery & Out of School Care
Day Care of Children

Congregational Church
Craig Street
Blantyre
Glasgow
G72 0NH

Telephone: 07886 914 934

Type of inspection:
Unannounced

Completed on:
21 May 2025

Service provided by:
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Service provider number:
SP2003001450

Service no:
CS2003006381

About the service

Stonefield Nursery & Out of School Care is located in Blantyre, South Lanarkshire. The service is registered to provide a care service to a maximum of 59 children aged from two years to 14 years of age. Of these 59 children, 19 children are aged two to those not attending primary school. Of these 19 children, a maximum of nine children are aged two to three. The school aged childcare provides a care service to 40 children who are attending school up to the age of 14. There are currently 68 children registered with the service, who attend on a flexible basis within the conditions of registration.

The service is provided from Blantyre Congregational Church Hall. During times of operation the nursery has exclusive use of the back hall and the school aged childcare has exclusive use of the large hall. The nursery can access the large hall when not in use. Children have access to enclosed play areas within the church grounds. The service is close to schools, shops, parks and public transport links.

About the inspection

This was an unannounced inspection which took place on 19 and 20 May 2025 between the hours of 09:15 and 17:15. Feedback was shared the following morning. The inspection was carried out by one inspector 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 ten people using the service and received feedback from 12 parents/carers
- spoke with eight members of staff and management
- observed practice and daily life
- reviewed documents
- received feedback from two external professionals.

As part of this inspection we undertook a focus area. We have gathered specific information to help us understand more about how services support children's safety, wellbeing and engagement in their play and learning. This included reviewing the following aspects:

- staff deployment
- safety of the physical environment, indoors and outdoors
- the quality of personal plans and how children's needs are being met
- children's engagement with the experiences provided in the setting.

This information will be anonymised and analysed to help inform our future work with services.

Key messages

- Staff were kind, caring and nurturing in their interactions with children. This contributed to children feeling safe and secure.
- Children were settled, happy, having fun and engaged in their play.
- A wide variety of play and learning opportunities were now available both indoors and outdoors, with a focus on responsive planning and child-led play.
- Improvements had been made to the indoor and outdoor environments, creating inviting and developmentally appropriate play and learning spaces.
- Plans were discussed about the provision of a suitable nappy changing area, to be in line with current guidance.
- To ensure a high quality provision, the provider should ensure more robust monitoring systems are in place and maintained.

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

Quality indicator 1.1: Nurturing care and support

Staff were kind, caring and nurturing in their interactions and knew children and families well. A keyworker system meant there was a named member of staff for a small group of children. This contributed to the provision of a safe, welcoming environment, with children and families building strong, trusting relationships with staff.

Personal plans were in place for all children. These had been reviewed and updated since the last inspection to ensure they were a current reflection of each child. This addressed an area for improvement at the last inspection. Improvements included school aged children completing their own 'all about me' sections which were linked to the United Nations Convention on Rights of the Child (UNCRC). Staff were working with the children to agree how to take their interests, preferences and suggestions forward. One child told us, "We have a 'Let's have a conversation' folder. We can put all our ideas there (pointed to display board) and then we chat about how we can make it happen."

Detailed information was in place for children who had additional support needs. To ensure consistency and continuity for individual children, agreed strategies were followed. One external professional told us, "Staff were welcoming and receptive to strategies discussed."

All 12 parents who responded to our questionnaire, agreed they were fully involved in their child's care, including developing and reviewing their personal plan. This included and respected parents. They added, "I have been included in my child's personal plan from the start and regularly asked to check its up to date. The staff keep me informed of things my child has particularly enjoyed or future plans they might like" and "Regular reviews and lots of informal catch ups." However, one person commented, "We completed a care plan when my child started, but I am not aware it has been updated since." The provider was keen to explore ways to include parents more.

One headteacher told us, "We have several children who attend this service after school. There are good systems in place for collecting the children. I ask for staff photos to ensure we know the staff. I don't visit often, but when I do, I am always made welcome. We work well together to support our children. The service helps children feel safe, secure and have a sense of belonging."

We sampled the storage, procedures and documentation for medication. Following our discussions, improvements were made to the storage of forms to ensure all information could be accessed and completed by staff more easily. Further monitoring of medication would ensure robust procedures were maintained, contributing to children's health, safety and wellbeing.

Children were supported to remain hydrated. Individual water bottles were freely accessible to children and staff promoted the importance of drinking water throughout the day, particularly in the hot weather. Snacks and lunches were prepared in the service. Parents and children were consulted on new, healthy menus to be in line with updated nutritional guidance 'Setting the Table." Improving the menu options addressed an area for improvement made at the last inspection.

Families were invited to share their favourite recipes, preferences and suggestions and children voted on the trial dishes using stars and visual objects. This ensured everyone who used the service had opportunities to share their views and preferences. Nursery children told us, "I like sticky chicken" and "I like the noodles, but not the peas in it." Children from the school aged childcare added "My favourite snack is baked rolls or sometimes we get pasta or crackers and cheese."

Snack and lunchtimes were observed to be relaxed and sociable experiences. Children chose food from serving dishes on their table, with staff mostly sitting alongside each small group of children. We reminded staff and the manager about the importance of staff sitting at the table as children ate and to consider drinking and eating along with children. This would contribute to the homely atmosphere, support children's safety in case of choking, offer opportunities for relaxed conversation and role modelling by staff.

Staff were clear about their roles and responsibilities in keeping children safe. They were aware of the Care Inspectorate's safety campaign, 'Keeping children safe - look, think, act.' The introduction of an associated toy elephant SIMOA, raised awareness to protect and support children's safety and wellbeing. Staff asked a child, "Do you think SIMOA would think that was a safe thing to do?" when playing. This assisted children in risk assessing play and some areas with staff.

Staff told us they had child protection training annually within the service or as part of their coursework while training. Varied scenarios supported staff to think more about their knowledge, confidence and appropriate actions to take, should particular situations arise. Staff told us, "Child protection training adapted my practice to protect and safeguard the children and their needs." Additional information was displayed to inform and include all staff, families and visitors about keeping children safe.

Quality indicator 1.3: Play and learning

Children had fun as they experienced good quality play, learning and development opportunities. Nursery children could freely access the playroom and garden area throughout their session. This meant children could choose where to play and what to play with. Both areas were well resourced, offering children a variety of activities and open-ended play experiences. As a result, children were more engaged and meaningfully and actively involved in leading their play and learning.

Play experiences developed children's skills in language, literacy and numeracy. During imaginative play with staff outdoors, children said, "The ice cream shop opens soon" and "Here is the menu. You need to write your choice. Do you want strawberry? Or we have chocolate." Having books, paper, pencils and writing tools in all areas supported children with mark making and early language and literacy skills.

While building with construction bricks, children explained, "I need all the bricks. This wall has 15 windows" and while mixing sand, soil and water to make soup in the mud kitchen, children said, "It needs ten minutes, no it needs five minutes", as they stirred their mixture. Staff supported children to be fully involved, interact and share with others, while developing early numeracy skills and mathematical language.

'In the moment' planning had recently been introduced in the nursery. Planning approaches for different age groups and stages were in the early stages. Staff were beginning to be more confident in identifying children's interests through observations and discussions and taking these forward. They told us, "Staff carry out observations to find out what the children's interests are and this is used to provide play experiences. Mind maps are filled out for each area that show what their interests are and this is used to set up areas that reflect the interests of the children."

We observed an example where a child's interest in spiders, led to research online, good questioning to extend the child's knowledge and thinking and the use of magnifying tools to investigate spiders and their webs further. As a result, children were happy, engaged and confident. Staff enthusiastically shared the positive outcomes for children and how this could be developed and extended.

School aged children had opportunities to play indoors or outdoors daily. This offered them choice and variety in play, rest and relaxation after school. Children also visited the local park, particularly during good weather to extend active, physical play opportunities. One child told us, "I do like outside, but I'm staying in today."

The hall was well resourced and children could request additional resources from a walk-in cupboard. This offered choice and variety for children. Children told us, "I like reading books. There are lots for my age and sometimes I read stories to my brother" and "I really love the inventing box. All the things don't work and you can make it into anything you want. I made a fun computer with controllers from old computers and a shaded bit from the sun. It was cool. It's just old things, old fashioned things."

The majority of parents told us children were always involved in a range of opportunities and fun experiences to meet individual needs and support their development. They added, "The children take part in various activities and often bring home something they have done" and "My child plays a variety of games, active and less so, does a range of crafts, has been involved in food preparation, baking and goes outside. The range of activities on offer has always impressed me. The staff seem to be very imaginative."

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

There was a safe, secure entry system in place for parents and visitors to the service. Parents dropped their children off in the playroom, which welcomed and included families. All parents who completed the Care Inspectorate's questionnaires agreed their children were cared for in a safe, secure and well-maintained environment. One parent added, "I find the service very safe, secure and well-maintained. The service is also clean and you need to get a member of staff to let you in or out of the building."

The indoor and outdoor environments for nursery children had been reviewed since the last inspection. The playroom was bright and airy, well-furnished with cosy, comfortable spaces for children to sit, rest and relax. There was now more floor space for play. Areas were better resourced with low-level labelled storage to enable children to make choices from a variety of materials. Additional resources and play experiences had been added outdoors. This extended children's play opportunities and most children were fully engaged in play throughout the inspection. Sheltered spaces from sun and rain meant children could play comfortably and safely. These improvements had created more developmentally appropriate and inviting spaces for children to play, learn and have fun.

Risk assessments were in place. We recognised where improvements had been made, for example, children's coat pegs had been brought into the playroom. This minimised the need for children to leave the playroom for jackets and shoes before going outdoors and therefore lessened the potential risk of children leaving the premises. The garden was fully enclosed with high fencing and secure fastenings on the gate. Children could safely move between the indoor and outdoor spaces and access toilets independently.

We advised the risk assessments for outings could be extended to include staff deployment and responsibilities. This would contribute to children's safety and ensure staff were clear about their roles when accompanying children outwith the service.

Staff promoted and followed effective hand hygiene practices with the children. This contributed to maintaining a safe, hygienic environment and supported infection control procedures. We advised the provider to review the use of some cleaning products and the storage of toilet brushes to ensure these were used and stored in line with current infection control guidance. Infection prevention and control practice is underpinned by the 'Health protection in children and young people settings, including education' guidance which was published by Public Health Scotland in March 2024.

School aged children used the large hall which offered sufficient space for quieter and more active play experiences and activities. Children had access to an enclosed outdoor area to the front of the building. There was a balance of indoor and outdoor activities daily, which children could choose from. Information boards with children's artwork and ideas was displayed. This shared the message that children's work and suggestions mattered and were valued.

The provider had been seeking solutions to provide a suitable and acceptable nappy changing area in line with current guidance, since the last inspection. Provisional plans were in place to address this repeated area for improvement. We advised the provider to formally notify us of refurbishment plans once these were known.

There were systems in place to log repairs and maintenance issues to the church who leased the premises. The majority of repairs were addressed timeously, which supported a safe environment. Arrangements were in place to ensure any vehicles used to transport children were recorded. We discussed where these systems could be improved to ensure the provider had a clear overview of all drivers and vehicles, to assist with monitoring.

To support all aspects of safety and security, children's personal plans and online learning journals were stored and managed in line with general data protection requirements (GDPR). The service were registered with the Information Commissioner's Office (ICO). This meant the service were fully informed about their responsibilities in protecting and managing children and families personal information.

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

The vision, values and aims of the service were shared with parents. This informed practice and reflected the aspirations of children, families and staff. The provider was also the manager of the service. Due to changes in staffing, this meant they were often required to work as part of the staff ratios. This had an impact on management time and as a result, some improvement and development work was still in the early stages.

The service had received positive input from the local authority to assist them with improvement and had taken an active part with the Care Inspectorate's Improvement Programme.

Following discussions with other professionals and on reflection, the provider now recognised the importance of taking time to review, develop and embed the changes with the now stable staff team. This included developing 'in the moment' responsive planning, child-led play, ensuring staff were clear on guidance for the different ages and stages of children and keeping abreast of updates to guidance, policies and procedures. Staff told us, "The service is on a positive journey."

Children and families had been involved in some consultations to influence change within the service. The majority of parents who responded to our questionnaire said they had been involved in meaningful ways to develop the service and they all strongly agreed that overall, they were happy with the care and support their child received at the service. Comments included, "Always able to give suggestions or ask questions." The manager was now considering the re-introduction of 'stay and play' sessions for parents and carers and providing food preparation or cooking sessions for families. This would offer an opportunity for families to try the new menus at home and nursery and increase parental engagement.

The staff team had informal meetings with the manager and a staff appraisal system was in place. We advised expanding these to enable staff to reflect on their strengths, interests and training needs. This would feed into leadership roles with staff having responsibility and accountability for some areas within the nursery. Staff we spoke with were keen to be part of working parties and take on monitoring and leadership roles. This would assist the manager, the improvement focus within the service and ensure continued positive outcomes for children.

We reviewed staffing and sampled staff recruitment files following a requirement made at the last inspection. As all information was now in place this requirement had been met. Quality assurance, monitoring, self evaluation and improvement plans were still to be progressed. We have repeated an area for improvement made at the last inspection, as having robust systems in place would lead to continuous improvement.

How good is our staff team? 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 4.3: Staff deployment

There were sufficient numbers of staff in place to meet the needs of the children in attendance. There had been recent staff changes and a system in place to support new staff. The staff team was now stable with a mix of skills, knowledge and experience and all staff were observed working well together. This contributed to the calm, welcoming environment and ensuring positive outcomes for children.

Some staff worked between the nursery and the school aged childcare. This enabled staff to build relationships with all children and families and offered them different professional learning experiences. Although this was now managed more effectively to ensure consistency and continuity for children, we advised the manager to ensure staff were better informed of where they would be working each day. This would ensure staff were clear about their roles and responsibilities and minimise the potential of any disruptions to children's routines, care or play experiences.

All parents who returned our questionnaires said there were enough staff to meet their child's needs. They added, "Plenty staff around at all times" and "I find all staff friendly, approachable, helpful and nothing is too much for them. Staff members keep me up to date with everything. They have got to know my child very well and are happy to support them in anyway possible."

Staff were confident, flexible, communicated and supported each other well throughout the inspection. Staff told us, "Things have improved a lot", "We are now using wipe clean boards to record the numbers of children as they arrive and leave. This has been really good at keeping accurate numbers of children" and "I have a great bond and relationship with parents. I love working here."

Safe recruitment procedures were followed and staff were registered with the Scottish Social Services Council (SSSC) or General Teaching Council (GTC), where relevant. These regulatory bodies have the responsibility for the registration of social care staff or teaching staff. They provide public protection by promoting high standards of conduct, practice and support the professional development of staff. This ensured only those deemed fit to work with children were working within the service.

What the service has done to meet any requirements we made at or since the last inspection

Requirements

Requirement 1

By 29 November 2024, the provider must ensure safe recruitment systems are improved and implemented in line with current safe recruitment guidance. This is to ensure children's safety.

To do this, the provider must, at a minimum:
a) ensure a clear Protection of Vulnerable Groups (PVG) certificate is received prior to staff starting to work with children in the service
b) create and maintain an overview record of all staff registration status with Scottish Social Services Council (SSSC) or General Teaching Council (GTC) as applicable
c) ensure all staff are registered with relevant regulatory bodies, either SSSC or GTC within timescales, as required.

This is to comply with section 7(1) of the Health and Care (Staffing) (Scotland) Act 2019. This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "I am confident that people who support and care for me have been appropriately and safely recruited" (HSCS 4.24)

This requirement was made on 23 October 2024.

Action taken on previous requirement
Recruitment systems were improved to take account of current safe recruitment guidance and the Health and Care (Staffing) (Scotland) Act 2019.

We sampled staff files for two members of staff recruited since the last inspection and all required information was in place in line with this legislation and guidance.

Met - within timescales

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

To support children's care, support, learning and development, the provider should ensure children's personal plans contain all required information. These should be reviewed and updated regularly with children and families, in line with legislation.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: "My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices." (HSCS 1.15).

This area for improvement was made on 23 October 2024.

Action taken since then

Children's personal plans had been reviewed with parents and updated to ensure they contained all required information. Children in the school aged childcare were more involved in completing their own 'all about me' information. We discussed where ongoing improvements could be made, for example to ensure it was clear how all children's individual next steps and interests would be met int the service.

This area for improvement has been met.

Previous area for improvement 2

To support a healthy, balanced diet and provide relaxed, sociable eating experiences, the provider should ensure menu options and routines take account of current nutritional guidance and good mealtime practice notes.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: "I can enjoy unhurried snack and mealtimes in as relaxed an atmosphere as possible." (HSCS 1.35).

This area for improvement was made on 23 October 2024.

Action taken since then

Snack and lunchtime routines and practice had been reviewed. We observed these times to be more relaxed, sociable and enjoyable experiences for children. We advised there should be more consistency with staff routinely sitting alongside children while they ate, while another staff member attended to any associated tasks.

Menu options had been reviewed to be in line with the updated 'Setting the Table' nutritional guidance. Families and children had been consulted and some options trialled and reviewed by children and families.

This area for improvement has been met.

Previous area for improvement 3

To ensure children's health and safety, to be in line with current infection prevention and control and updated nappy changing guidance, the provider should ensure nappy changing facilities, procedures and associated resources are improved.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: "The premises have been adapted, equipped and furnished to meet my needs and wishes" (HSCS 5.18).

This is to ensure nappy changing facilities take account of Care Inspectorate's current guidance, 'Nappy changing for early learning and childcare settings (excluding childminders)' Publication date: July 2023 (updated February 2024).

This area for improvement was made on 23 October 2024.

Action taken since then

The service had not yet made any changes to the nappy changing facilities or procedures since the last inspection. They were keen to explore all options with the landlords of the premises and to ensure any adaptations were in line with current nappy changing guidance.

Proposed plans were shared. We advised the provider of the current nappy changing guidance 'Nappy changing for early learning and childcare settings (excluding childminders) Publication date: July 2023 and 'Space to Grow and Thrive', design guidance for early learning and childcare and school age childcare settings. This would assist them with any adaptations.

This area for improvement has not been met and remains in place.

Previous area for improvement 4

To ensure children receive high quality care and support, the provider should ensure more robust monitoring systems are completed and maintained.

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

This area for improvement was made on 23 October 2024.

Action taken since then

The provider had a monitoring calendar in place and some blank templates to assist with monitoring. Changes in staffing had an impact on the provider/manager's managerial time in recent months. This meant several monitoring and quality assurance procedures were not able to be completed and maintained, as planned.

This area for improvement has not been met and remains in place.

Previous area for improvement 5

To support children's wellbeing, continuity and consistency of care, the provider should ensure staff are deployed more effectively within the setting.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which states that: "My care and support is consistent and stable because people work well together." (HSCS 3.19) and "My needs are met by the right number of people." (HSCS 3.15)

This area for improvement was made on 23 October 2024.

Action taken since then

Staff deployment had been reviewed since the last inspection. Staff were deployed more effectively within the service. We observed staff communicating and working better as a team throughout the day. We acknowledged another member of staff was due to start in the service within the next few weeks. This would mean less movement of staff between the nursery and the school aged childcare at the start and end of the nursery children's day. To fully support consistency and safety for children and staff, we advised the provider to ensure staff were better informed of their responsibilities each day. This included informing staff earlier in the day if they were required for school pick-ups and which school they would be collecting from.

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?	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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