Carmyle Nursery Class
Day Care of Children

Carmyle Primary School
Hillcrest Road
Carmyle
Glasgow
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Telephone: 01416 420 048

Type of inspection:
Unannounced

Completed on:
18 May 2023

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Service no:
CS2003014796

About the service

Carmyle Nursery Class is registered as a day care of children service. The service is provided by Glasgow City Council to provide a care service to a maximum of 40 children from 3 years to those not yet attending primary school.

The service is based in converted portable cabins located on the grounds of Carmyle Primary School in Glasgow. There are two main playrooms and two garden areas. One of the garden areas is a community garden shared with the school, there are mature trees and bushes where the children can play and explore. The children played indoors and outdoors throughout the session. The service is a key part of the local community.

About the inspection

This was an unannounced inspection which took place on 17 and 18 May 2023 between 08:30 and 18:00. Two inspectors carried out the inspection.

To prepare for the inspection, we reviewed information about the service. This included registration information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation of the service we:

- observed practice and daily life
- spoke with 20 children using the service
- gathered views of five parents
- reviewed documents
- spoke with the head teacher, the team leader and the staff team.

Key messages

- The children were confident and happy, they were playing and having lots of fun.
- Strong family links gave a sense of belonging and established positive working relationships to support children.
- Children benefited from playing and having fun outdoors in a natural environment.
- Strong leadership and clear direction had enhanced the provision for families.
- Staff brought a range of skills and values to the team, and these were nurtured and developed through positive and respectful working relationships. This impacted positively on outcomes for children.

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?	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 evaluated this key question as very good as there were major strengths.

1.1 Nurturing care and support

Staff were warm, welcoming, and approachable. They provided safe and nurturing relationships for children and families. This was evident through the interactions and quality of care children received. A key strength of the staff team was the proactive and positive relationships they had developed with families and other professionals to ensure children's needs were met. Partnership working enabled children to be well-supported using strategies targeted to their individual needs. The service's involvement and engagement with other professionals in multi-agency meetings meant that information was shared with the right people at the right time. This supported children's confidence and helped them to achieve and develop.

Trauma informed practice, where staff took account of all the experiences that impacted on children and families' lives, was a key element of the staff approach to connecting with people to build strong relationships. Staff and management spoke confidently about what supports they had put in place to build children and family resilience where needed. Management had a very clear understanding about how they safeguarded and protected children. Staff knew who the child protection co-ordinator was and what their responsibilities were to keep children safe. There were records in place to ensure the safety and wellbeing of children. All of this contributed to children being safe and protected.

Children enjoyed a relaxed, homely, and connected lunch experience. Lunches were delivered from a local primary school and children enjoyed the food available. Mealtimes were relaxed, unhurried and calm, with a high level of engagement between staff and children. Mealtimes were a good time for staff and children to connect and we saw staff talking with children about their day and what they had been playing with, this brought conversation and fun to the experience. Children knew the routines and were very independent at serving themselves at mealtimes and clearing away. They were encouraged to try things and staff supported them to develop their independence by being supportive and encouraging. This contributed to children being healthy and achieving self-help skills.

There were systems in place to store and administer medication safely. Policies and procedures were in line with best practice guidance. However, we did find that action needed to be taken to improve and support safe administration of medication. The medication being administered should be in line with the dispensing labels. This was not always checked and discussed with parents as part of children's care plans. The manager should ensure that procedures for accepting, storing, gathering consent and administration of medication is robust. This is to ensure the health and safety of children using the service (see area for improvement 1).

1.3 Play and learning

Children were having lots of fun and leading their play experiences, supported well by the staff team. The layout of the setting, and availability of resources, encouraged open-ended play which promoted children's curiosity, imagination and creativity. The digital platform Seesaw was shared with children and families and showcased children's learning journeys and recorded their ideas, thoughts, plans and outcomes. Having sampled children's learning journals, we could see how the staff shared children's learning and development with families and how they had the opportunity to contribute and make comment about their child's

learning and planned learning experiences. Parents shared with us, "We receive updates on Seesaw showing photos and videos of our children having fun" and "The children's views are very much taken into account for new topics." All of this contributed to a community of learning and development that had the child at the centre.

As part of family engagement, the stay and play sessions led by the staff team had contributed to strengthening partnership working with families. These sessions allowed staff to focus on literacy and numeracy and key areas of development ensuring that children and their families had access to lots of ways of building strong bonds through play and learning in a fun way that enhanced family experiences. This was evident in the way that families participated in the stay and play sessions. Lots of families attended and were welcomed into the service, children were excited and proud to have family in the playrooms playing with them. Family members played with their children and engaged in all the activities that had been set out for them. Parents who spoke other languages told stories. We saw a parent tell a story in Mandarin. They used pictures and props to bring the story to life for families, who sat and watched and listened intently. Children and parents felt a sense of belonging through very good family engagement and participation.

Children with additional support needs were well-supported through strong partnerships with other agencies. We saw evidence of review meetings with parents and outside agencies. The variety of recording documents could be more streamlined to more clearly identify individual targets and achievements. This will help to ensure positive outcomes for children.

Areas for improvement

1. The management team should review, update and implement the service's medication procedures, ensuring these reflect best practice guidance. The manager should ensure staff clarify the dose of medication with parents/carers, where this differs from the instructions.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: "My care and support is provided in a planned and safe way, including if there is an emergency or unexpected event" (HSCS 4.14) and "Any treatment or intervention that I experience is safe and effective" (HSCS 1.24).

How good is our setting? 4 - Good

We evaluated this key question as good, where there were important strengths with some areas for improvement.

2.2 Children experience high quality facilities

There had been significant improvements made to the environment and resources available for children across all areas of the playrooms and garden. Play spaces were well presented and well-resourced to offer an exciting and challenging environment for children to play and learn in that reflected the needs and interests of the children. Play spaces indoors were comfortable and homely. A natural and welcoming environment helped to put children at ease and allow them to express themselves.

Children were playing and having fun both indoors and outdoors. Most of the children chose to play in the outdoor area, particularly the woodland community garden, where there were mature trees and bushes that offered opportunities for climbing and making dens and exploring the natural environment. Children were

engaged and challenged outdoors. The outdoor environment provided exciting opportunities for risky, active, and energetic play. Children enjoyed climbing the trees and exploring the woodlands. They were curious and creative with loose parts which offered challenge and depth to their play. Children were quick to tell staff when they had spotted bugs and requested staff help them identify the bug as part of their learning and curiosity about the world. Staff skilfully took the children's lead, scaffolding learning, they photographed the insect and used an online search engine to formally identify it. Other children chose to use their imagination, playing in the newly developed fairy garden and playhouse. These experiences increased children's confidence in managing risks.

There was plenty space for children to play and explore. We observed children move freely through connecting rooms to their large outdoor environment. Children were comfortable within the setting. They selected resources easily, adapted play spaces and made decisions on how resources could be used.

Further training for staff in risk assessment for outdoors would support staff better with the ways that they manage the outdoor space, to ensure children are always supervised and to ensure this while they still engage children in rich and meaningful learning and play experiences outdoors. They should consider regular checks of gates and use their professional judgement for when to close areas off while not restricting the choice for children. This will ensure children have a safe and enriching outdoor play experience (see area for improvement 1).

Areas for improvement

1. The provider should give staff opportunities for further training on risk assessment for outdoor spaces to ensure children are well supervised at all times in the garden area.

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? 5 - Very Good

We evaluated this key question as very good, where there were major strengths that were impacting positively on outcomes for children.

3.1 Quality assurance and improvement are led well.

The management team had high aspirations for all the children attending the service. This was reflected in the staff team and the investment they had made in nurturing and developing staff skills and confidence. Staff were committed to providing the best care and experiences for all children, this was evident in the quality of interactions we saw with both children and families. Staff communicated and shared information with each other well on a daily basis. Communication between each other and the management team promoted an ethos of continuous improvement and partnership working that was impacting positively on outcomes for children and families. For example, there had been significant improvements to the way they shared children's learning with families and there had also been significant improvement with engagement with both children and families. Children and families were key partners in the service and their involvement and contribution was highly valued. The management team along with the staff team were very committed to delivering the families in partnership programme to enhance family engagement and participation in the day-to-day life of the service. Staff recognised the strengths that families brought to the setting and how this impacted positively on outcomes for children.

Staff told us they were valued and supported well by the management team. This meant that children benefited from a staff team who were motivated and responsive to meeting their needs. Leadership opportunities, training and development and mentoring opportunities for staff in areas such as literacy and numeracy and science and technology had developed staff confidence. Staff understood the impact of this on improving outcomes for children and adding breadth and balance to children's learning experiences. The positive ethos meant staff were proactive in adapting to change and were willing to carry out small tests of change that meant everyone was on board with the improvement journey and they were successfully implementing change.

How good is our staff team? 5 - Very Good

We graded this quality indicator as very good, where there were major strengths that were impacting positively on outcomes for children.

4.3 Staff deployment

There was a dedicated staff team available across the day to meet the individual needs of children. As a nursery class setting the team leader worked closely with staff within the playrooms, this was a highly effective model of distributed leadership within the setting. There were enough staff in place to meet the ratio of staff to children. Staff made time and were available to speak with families during drop off and collection times. This supported good relationships with children and families. It also made families feel welcome and part of the nursery community. Children and families experienced a warm welcome as staff greeted them on arrival. Positive relationships with children and families supported meaningful and detailed handovers at the beginning and end of sessions. This meant that important information was shared, and this supported positive transitions between home and nursery. Parents told us: "They [staff] are very supportive, they are caring and my child is well looked after with regards to learning and personal care within nursery" and "All staff in this nursery are extremely amazing."

Children and families benefited from a consistent small staff team, with few changes throughout the session. Very good use was made of staff experience, knowledge and skills to ensure children's experiences across their day were positive. Staff communicated very well with each other and worked well together as a team. This meant that key tasks and responsibilities could be carried out whilst ensuring continued positive outcomes for children. Staff engagement with children enhanced play experiences. Staff were motivated and committed to providing a high-quality play and learning environment where they offered a varied programme of activities for children. This was evident in the close relationships and interactions we saw between staff and children.

We recognised the benefit of having a free flow indoor outdoor experience and the children were really enjoying the woodland garden and playing outdoors and exploring. However, there were occasions that children were not adequately supervised due to the vastness of the garden and the number of gates and number of staff outdoors. This is highlighted as an area for improvement under How good is our setting? We asked the provider to consider making good use of the space available to them, but ensuring this is done safely. Further training on using outdoor spaces effectively could develop staff confidence and skill in the outdoors.

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 ensure the health, wellbeing and safety of children, the provider should ensure that playroom risk assessments are monitored to ensure that all risks to children's health and safety are minimised within each room and actions taken to reduce risks are recorded when actual and potential hazards are identified.

This is to ensure that the care and support is consistent with the Health and Social Care Standards My support, my life. Standards:

3.25 "I am helped to feel safe and secure in my local community."

4.23 "I use a service and organisation that are well led and managed."

5.17 "My environment is secure and safe."

This area for improvement was made on 29 October 2021.

Action taken since then
We observed playrooms to be safe.

This area for improvement has been met.

Previous area for improvement 2

To ensure planning records are focussed on supporting children's progress staff should enhance the frequency and detail of recording of next steps within children's individual learning journals. This should ensure that planning records more closely reflect ongoing changes in the breadth and depth of children's learning through play.

This is to ensure that the care and support is consistent with the Health and Social Care Standards My support, my life. Standards:

1.31 "As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open ended and natural materials."

2.27 "As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity."

3.13 "I am treated as an individual by people who respect my needs, choices and wishes."

This area for improvement was made on 29 October 2021.

Action taken since then
The staff team was successfully using tracking children's learning and planning next steps.

This area for improvement has been met.

Previous area for improvement 3

To support children to achieve their full potential through play, the provider should monitor play environments to ensure they are attractively presented, offer challenge and stimulation, and are richly resourced.

This is to ensure that the care and support is consistent with the Health and Social Care Standards My support, my life. Standard:

2.27 "As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity."

This area for improvement was made on 29 October 2021.

Action taken since then
Play environments had been improved and offered challenge and were richly resourced.

This area for improvement has been met.

Previous area for improvement 4

To support children to achieve their full potential through play, the provider to ensure children have regular access to challenging outdoor play and learning experiences beyond the nursery class setting.

This is to ensure that the care and support is consistent with the Health and Social Care Standards My support, my life. Standards:

1.10 "I am supported to participate fully as a citizen in my local community in the way that I want."

1.25 "I can choose to have an active life and participate in a range of recreational, social, creative, physical and learning activities every day, both indoors and outdoors."

1.32 "As a child, I play outdoors every day and regularly explore a natural environment."

This area for improvement was made on 29 October 2021.

Action taken since then
Children could freely access outdoor play.

This area for improvement has been met.

Previous area for improvement 5

To ensure staff possess the right skills and knowledge to support children to reach their full potential, the provider should provide training and development opportunities that extend staff skills in child-centred, responsive planning and play based observation approaches.

This is to ensure that the care and support is consistent with the Health and Social Care Standards My support, my life. Standards:

1.9 "I am recognised as an expert in my own experiences, needs and wishes."

2.27 "As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity."

3.14 "I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice."

This area for improvement was made on 29 October 2021.

Action taken since then

Training and development was impacting positively on outcomes for children.

This area for improvement has been met.

Previous area for improvement 6

To ensure children and families are included in decisions about the way the service is provided, and their suggestions, feedback and concerns are considered, the provider should widen formal and informal opportunities to shape the nursery's improvement priorities.

This is to ensure that the care and support is consistent with the Health and Social Care Standards My support, my life. Standards:

4.6 "I can be meaningfully involved in how the organisations that support and care for me work and develop."

4.7 "I am actively encouraged to be involved in improving the service I use, in a spirit of genuine partnership."

4.8 "I am supported to give regular feedback on how I experience my care and support and the organisation uses learning from this to improve."

This area for improvement was made on 29 October 2021.

Action taken since then

Engagement with families to improve and develop the service was impacting positively on outcomes for children.

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?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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