Festival Park Day Nursery
Day Care of Children

62 Lorne Street
Glasgow
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Telephone: 01414 272 301

Type of inspection:
Unannounced

Completed on:
3 July 2024

Service provided by:
Glasgow City Council

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About the service

Festival Park Day Nursery is a day care of children service in a suburban area in the Kinning Park area of Glasgow. The service is provided by Glasgow City Council.

The service can accommodate a maximum of 79 children. This includes nine children under two years old, 20 children two to under three years old and 50 children three years to five years old. At the time of our inspection there were a total of 35 children present.

The service operates from a two storey purpose built premises with outdoor play spaces at both levels. The accommodation consists of four play spaces and a 'cosy' room. Outdoor play spaces are accessible from playrooms. Children also have access to the multipurpose sports ground in the adjacent primary school. There is changing and toilet facilities for children and office, catering, staff facilities and a family room. The service is close to schools, transport routes, shops and community services.

About the inspection

This was an unannounced inspection which took place on 2 and 3 July 2024. 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
- reviewed feedback from 11 parents and carers whose children use the service
- spoke with two parents whose child/children attend the service
- reviewed feedback from 16 staff members employed in the service
- spoke with management and staff
- observed practice and staff interactions with children
- reviewed documents.

Key messages

- Staff used kind and nurturing approaches which contributed to children feeling welcome, safe and secure and contributed to positive relationships.
- Management and staff should review their lunchtime experience for three to five years old children.
- Children were happy and having fun. Experiences provided were child led and responsive to children's interests.
- Nappy changing facilities and infection control practices needed to be improved.
- There was an ethos of distributed leadership within the service and staff were passionate about their additional responsibility of champion roles.
- The management team were confident and knowledgeable, had a clear improvement vision and were leading with improved changes to the service.
- Children benefited from a skilled staff team who worked very well together. The staff team provided a wide range of skills and experience to the service.

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

Quality Indicator 1.1: Nurturing care and support
Staff had developed a nurturing ethos in the service, and this was evidenced through their warm and caring approach towards children. We saw staff comforting children. This helped children to feel safe and secure and contributed to the positive relationships they had with staff. High quality interactions and engagement were taking place. The interactions were responsive and engaging. This supported children to feel respected and valued. One parent who provided feedback shared with us, "The nursery staff are very welcoming and capable. I feel confident that I am leaving my child in a safe place with carers who care about her."

Children were happy and had developed friendships which enhanced their wellbeing. They were confident in their environment and were familiar with nursery routines. We observed some children approach staff for support. This showed they felt comfortable.

Lunch was a relaxed, unhurried and a sociable experience for children with some older children engaging in quality conversations with staff. Staff were aware of children's dietary requirements and shared this information with each other which supported children's health and wellbeing. Older children were involved in the preparation of mealtimes with the setting of tables and children were independently pouring water. Lunch was served by staff to older children and could be improved with children self-serving to further support children's independence and responsibility.

Personal plans were in place for children and were developed in partnership with parents and carers. All parents who provided feedback shared with us they are fully involved in their child's care, including developing and reviewing their personal plan. Plans included information and comments in relation to individual SHANARRI wellbeing indicators (safe, healthy, achieving, nurtured, active, respected, and responsible). They contained the information staff needed to support children and were regularly reviewed. We discussed with the manager developing the plans further to show when the recorded targets had been achieved to support with information on children's progression and development.

Staff knew the children well which meant they were able to respond to their individual needs and preferences. Staff confidently described children's individual needs and how they were supported. Staff worked collaboratively with external professionals to share next steps and strategies for children's care, play and learning. Effective systems were in place to record communication and plans for children with additional support needs. Information gathered on children was being used consistently and effectively to support positive outcomes and achievements for children and families.

Children with medical conditions were well supported. Children's medicine was clearly labelled and administered safely, and medication was reviewed monthly. We discussed with management updating children's individual health care plans to include next steps to be taken, should there be no improvements to children's health and wellbeing from the medication administered. This was actioned during the inspection. This supports children's health and wellbeing.

Parental involvement and engagement was important to the service. Management and staff were passionate about their programmes to include a diversity week and family learning week where parents

were invited to engage in experiences in the service. Sessions took place to introduce parents to programmes to include PATHS (Promoting Alternative Thinking Strategies) and Colourstrings. PATHS supports children with their emotions and self regulation in a meaningful way. Colourstrings is an approach where children are taken on an adventure through music where they develop their sense of pitch, rhythm and beats through musical activities including songs and rhymes.

Quality Indicator 1.3: Play and learning

Children were having fun and engaged in a variety of experiences. They had very good opportunities to lead their own play and learning, which impacted positively on their development and wellbeing. We saw children playing and interacting with each other. Staff were joining in high quality interactions and were responsive to children's interests. Children were supported in their play and learning by staff through appropriate timing of questions relevant for age and stage of individual children. Staff recognised where further challenge would be beneficial and equally, where support was required. Staff were skilful in knowing when to step back from play and join in again to spark children's play and curiosity.

Play experiences indoors and outdoors provided opportunities for children to develop their skills in language, literacy and numeracy. Younger children were playing with sand and water, joining in story and song time, imaginative play, and mark making. Babies had opportunities to develop their gross motor skills indoors with physical apparatus. Older children had opportunities for creativity, curiosity, and imagination through experiences such as block play and playdough. Children told us, "we make lots of tea and coffee, "my favourite is block play, I love tidying it all up" and "I like to play with the animals."

We saw children transporting items to other areas of playrooms and staff supported this. Showing their understanding of child development and schematic play. Schematic play is repeated actions or behaviours that children display as they explore the world around them.

Children had opportunities to spend time outdoors in play spaces and we saw older children playing in the mud kitchen and younger children joining in risky and challenging play as they moved over the apparatus. Programmes of forest school supported and extended children's learning and opportunities for risky and challenging play.

We discussed with management re-visiting the routine/pace of the day for older children and reviewing the lunch routine and together time to support children with a natural end to their play before lunch.

Staff planned individually for children and had designated areas of responsibility within play spaces. They observed children, and experiences were based on children's interests and stages of development. Plans were linked to national curriculums and best practice guidance, supporting staff to gather children's progress, plan next steps and celebrate children's achievements. Planning was child centred. Floor books were used to capture group learning. They were strong with children's voice and supported them to revisit and consolidate their learning.

Online learning journals shared information with families of children's learning and skills. This supported learning to continue at home and kept parents informed. Some observations were basic and would benefit from more depth. We saw more detail was contained in children's summative end of term reports.

Programmes were in place for links between the service and home. These included lending library, bunny chef and playdough recipes. This provided opportunities for children and their families to participate in play and learning together at home.

How good is our setting? 4 - Good

We evaluated this quality indicator as good as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

Quality Indicator 2.2: Children experience high quality facilities
Children were cared for in an environment that was clean, bright, welcoming and well ventilated. This supported children's health and wellbeing. Playrooms were homely and furnished to a high standard. There was ample space for children to play independently or in groups. There were cosy spaces for children to rest and relax. The use of materials and soft lights contributed to a calm environment. Toys and resources including natural materials were organised to support children's choices and curiosity. We discussed with management three to five years old children would benefit from maximising direct access to outdoors, and free flow within the play spaces indoors to further support children's play and learning.

Wall displays and environmental print contained valuable information for parents and children. There was a good use of digital QR codes (machine readable code) that linked to guidance for both staff and families. Some displays showcased children's learning and others supported children's skills, for example print on the stairs. We saw children count the stairs when going home.

The indoor environments were safe and secure for children. The service had taken additional measures to support children's safety with the installation of gates at the main entrance and within playrooms. The lowering of the window in the reception increased visibility of children and their families for management and staff.

Children and staff were observed handwashing before and after mealtimes and after activities of outdoor play. This was carried out well. We observed infection prevention and control practices could be improved. Sinks in playrooms were being used for multi-purpose use and handwashing. There is potential for cross contamination when staff hand wash in a sink that was used for other purposes. We discussed with management regular checks of children's toilets should take place to minimise overflowing bins and ensure toilets are flushed to support a clean and hygienic environment. Two nappy changing areas within the service did not follow current best practice in relation to infection prevention and control and privacy and dignity for children. We signposted the provider/manager to Care Inspectorate guidance on Nappy changing for early learning and childcare settings (excluding childminders); and the Scottish Government document Space to Grow (see area for improvement 1).

Outdoor play spaces were secure and there were sheltered areas to support children's health and wellbeing. Management and staff shared with us they were continuing with plans to develop their play spaces. The service had established links with a local community group to support with this project. Children and staff had access to the outdoor school multi use game area to provide a space for physical and active play. All parents who provided feedback shared with us their children had the opportunity to play outdoors. We discussed with management how safety could be improved in the three to five years old outdoor space with the re-positioning of planters. These could potentially be a climbing attraction for children and a risk of children falling from a height. Staff were vigilant when outside, making sure children were supervised and not climbing on these. The service removed these to support children's safety.

The service had positive and strong links with the local community and intergenerational visits were taking place at a local care home. This supported with community connections and meaningful interactions between different age groups. Staff shared with us the development of skills from both generations.

Areas for improvement

1. To ensure that children have a hygienic and dignified nappy changing experience, The provider should improve nappy changing facilities.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state, 'If I require intimate personal care, this is carried out in a dignified way, with my privacy and personal preferences respected' (HSCS 1.4), and 'I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishings and equipment' (HSCS 5.24).

This is to ensure changing facilities are consistent with the Care Inspectorate Document: 'Nappy changing for early learning and Childcare settings (excluding childminders)'.

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, therefore we evaluated this key question as very good.

Quality Indicator 3.1: Quality assurance and improvement are led well
The management team were confident and knowledgeable and had clearly defined roles and responsibilities. They were visible, friendly, and approachable to children, families, and staff. Strong leadership within the service promoted a culture of continuous improvement. There was an ethos of distributed leadership with staff having responsibility and champion roles in areas to include forest school, diversity, transition working groups, PATHS & Colourstrings programmes. Staff were passionate and knowledgeable. They were confident to tell us their responsibilities and the positive impact this was having on children and families and progress in children's play and learning.

Management and staff were clear about improvement priorities, and staff were supported and actively involved in engaging in the settings improvement journey. We could see progress being made in the areas of digital technologies, professional engagement/community partnership and nurture principles. The management team were very aware about the pace of change and having a whole team approach for example when implementing online learning journals and their rolling snack experience.

Self-evaluation was embedded in practice and used to identify strengths and where improvements could be made. The recording of information for improvements taken forward captured the outcome and impact for children's care, play and learning. Almost all staff who provided feedback shared they were fully involved in self-evaluation of the service. We discussed with management self-evaluation could be improved through supporting staff to engage in self-evaluation tasks using the quality framework 'How good is our early learning and childcare'? and 'A quality framework for daycare of children, childminding and school-aged childcare.'

Parents were consulted on various aspects of the service. Regular consultations had taken place and were used to measure and evaluate processes. We could see their suggestions were taken forward to support with improving outcomes for children and their families. All parents who provided feedback shared with us, they are involved in a meaningful way to help develop the service. We discussed with management involving children in more consultations. Consulting regularly with children for changes to be made has the potential to improve outcomes for children and support with increased ownership.

The management team's quality assurance systems included audits of accident and incidents, medication

and personal plans. This contributed to having identified strengths and areas where improvements could be made.

The service linked with local services for moderation exercises. This was an opportunity to evaluate the service to identify strengths and areas for improvement, and to share best practice, knowledge, and skills. Management and staff valued these opportunities to learn from each other and supported the service with continued improvements.

How good is our staff team? 5 - Very Good

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

Quality Indicator: 4.3 Staff Deployment
The service had reduced numbers of children as result of the summer holiday period and term-time children not attending. The management team recognised and valued the importance of ensuring the service was always appropriately staffed. All parents who provided feedback shared, there are always enough staff in this service to meet their child's needs. One parent told us, "I'm aware of the ratio's set for early years and I've never felt concerned about the number of staff available when I'm dropping my child or collecting from nursery. I've observed staff communicate via the telecom to ask for assistance if needed."

Staff deployment worked well to support the needs of the children. The staff team provided a wide range of skills and experience to the service. Staff worked very well as a team to provide high quality care and learning.

Procedures were in place to account for children. Staff updated each other of numbers of children as they changed throughout the day, contributing to the safety of children.

Key working arrangements ensured there was continuity in individual children's care across the day. Parents commented positively about the keyworker system. Some staff had moved with children when they transitioned into another playroom. When keyworkers are off parents are informed about who is caring for children. These support continuity of care.

We observed examples of communication and team working taking place. Staff informed each other when leaving a space or attending to a child's need. This supported children's safety and wellbeing. Staff worked well to plan breaks that had minimal impact on children but gave time for staff to rest and refresh.

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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