Onslow Drive Day Nursery
Day Care of Children

6 Onslow Drive
Dennistoun
Glasgow
G31 2LX

Telephone: 01415 543 061

Type of inspection:
Unannounced

Completed on:
21 February 2024

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Service no:
CS2003014835

About the service

Onslow Drive Day Nursery is provided by Glasgow City Council and registered to provide care for a maximum of 60 children aged from birth to those not attending primary school.

Care is provided from a two storey villa in the Denniston area of Glasgow. The service is close to local transport routes, schools nurseries and shops.

About the inspection

This was an unannounced inspection which took place on Tuesday 20 February 2024 and Wednesday 21 February 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
- received electronic feedback from parents and carers
- received electronic feedback from staff
- received electronic feedback from visiting professionals
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children were cared for by kind, nurturing and responsive staff.
- Children were very happy and confident in their nursery environment.
- The service had improved lunchtime experiences for all children.
- Improvements had been made to the safety of the outdoor environment.

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/people and clearly outweighed areas for improvement.

Quality indicator 1.1: Nurturing care and support

Staff were caring and nurturing towards children. Warm and compassionate interactions supported children's emotional wellbeing. Staff supported children to understand their emotions and provided cuddles and reassurance when needed. Children felt secure, valued and loved as a result. Parents and carers who provided feedback were positive about the care and nurture their child received at the setting. One parent commented "The staff are lovely, very caring and attentive. My child loves this nursery, enjoys going there and is always happy coming home telling me about their day. For me, it's the staff members though, I trust them caring for my child and everyone is just so nice."

Children's personal plans contained relevant information which helped staff to support children. Our discussions with staff highlighted how well staff knew children, their needs and what strategies were required to support them. More robust auditing and monitoring of personal plans would ensure that information known to staff was incorporated within children's plans.

Children who required additional support were well supported in the service. The management and staff team had strong, professional relationships with other professionals who supported children and families. The staff team worked well with other professionals to share and gather information. This meant that children received the right kind of support at the right time. We received some electronic feedback from other professionals who worked with the service. They spoke positively about their working relationships and how staff supported children in the service to thrive and develop. One professional wrote "My experience of partnership working around safeguarding and promoting the wellbeing of these families has been exceptional. They are incredible at recognising and responding to the minute, nuanced details and know the children in their care inside out which lends itself to the exceptional service they provide."

There were effective arrangements to make sure all staff knew about children's dietary needs and allergies. Procedures for the safe storage and administration of children's medication were in place to support children's health and safety.

The service had reviewed and improved lunchtime experiences for children. Younger children enjoyed a relaxed unhurried lunch in their own rooms. Children in the 3-5 room came downstairs in small groups and enjoyed lunch in the recently developed dining room. Children benefitted from eating in small groups, the experience was calm and unhurried. Children had much more opportunity to be independent. They could select what food they wanted and were encouraged to pour their own drinks and clear their own plates away when they were finished. Consistent staff supported children over the lunchtime experience. Staff knew what children liked and supported them to make appropriate choices. Staff sat with children when they ate and had casual conversations with them. Children enjoyed talking to staff and their peers reflecting on their morning and what they had been doing.

Quality indicator 1.3: Play and learning

Staff understood that children had a right to play and to have fun. Children benefitted from a range of experiences and resources that were suitable for their ages and stages of development. Children across all ages were observed to be engaged and having fun. Children upstairs could move freely across playrooms. Each playroom provided different experiences and resources, this helped stimulate their natural curiosity and learning to a good level. Where experiences were more adult led, staff played a vital part in facilitating and extending children's learning. We noted that children showed skills in areas such as numeracy, literacy and ICT. Older children were very confident leading and directing their own play and learning. Overall, parents and carers where happy with the range of resources and experiences their children were offered. One parent who provided feedback wrote "I really like the setting for the 3 to 5 year old where the child can choose what she is going to learn and when."

Children were learning about their emotions. Through PATHS programme some children were learning to cope with and deal with conflict, where children struggled with this staff were reassuring and encouraging. This helped children to become more confident and build resilience.

Staff recorded experiences that children had been involved in children's learning journals. These journals whilst attractive and reflective of experiences could be improved to show more clearly children's learning and identify possible lines of enquiry and next steps. The management team should ensure that staff are supported, and more robust monitoring of learning journals takes place.

Although the management team had developed strong links in the local community, children, particularly older children had few opportunities to go out and be part of their local community. Some parents who provided feedback told us that they would like their child to be able to participate in more experiences and outings in their local community. Children would benefit for exploring, learning about, and being part of their local community.

How good is our setting? 4 - Good

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

Quality indicator 2.2: Children experience high quality facilities

The nursery provided a welcoming environment for children and families and several cosy areas created a more homely feel. Children and families were very warmly welcomed into the service. There was ample space for children to move around and take part in a variety of play experiences. Children's photographs and artwork was displayed around the rooms which ensured children felt valued.

Furniture and resources were of a high quality. Appropriate storage of additional resources meant that children could choose and select resources which were of interest to them. Staff were seen to be encouraging children to be respectful of resources and to make sure that resources were cared for and put away safely after use.

Although improvements had been made to the safety of the outdoor area, children had too few opportunities to play and learn outdoors. We acknowledged that the logistics of the building meant that children could not have direct access to outdoors, however, staff needed to be more proactive and creative in their thinking to ensure that all children are able to play and learn outdoors every day. We discussed this with the management team who agreed that they needed to review the outdoor environment and the opportunities children had to play and learn outdoors.

Infection prevention and control measures were in place and were followed throughout the day. Staff washed hands at appropriate times and children washed hands before and after mealtimes, after toileting and after messy and outdoor play. Surfaces were wiped down to maintain a clean environment and to minimise any possible risk of spread of infection. We asked the management team to review and develop their procedures for the use of and storage of potties. The management team agreed to do this.

Accidents and incidents were recorded and shared with parents. The manager told us how she planned to but had not begun to carry out audits of accidents and incidents within the service. We shared with the manager how such audits would support them to identify possible patterns relating to specific areas or resources involved in specific accidents.

How good is our leadership? 4 - Good

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

Quality indicator 3.1: Quality assurance and improvement are led well

The management and staff team engaged well throughout out inspection visits. They were keen to demonstrate the improvements they had made and showcase the quality of the service they provided.

The management and staff team were committed to developing and improving the quality of the service and the experiences and outcomes for children and families who attended. The team were clear about improvement priorities and the actions and tasks that needed to be carried out to ensure improvement.

The service shared and involved parents and staff in planned improvements. A good example of where planned improvements had taken place was in the service's approach to improving lunchtime experiences for children. A clear action plan which had been shared with parents highlighted why improvements had to be made. We saw evidence of how children, staff and parents had been consulted and their opinions considered when making changes. This showed how the service valued parents, children's and staff's opinions.

Monitoring of staff practice, environments and play experiences for children had been carried out by the management team. We noted within some of these auditing tools that areas for improvement had been identified. We discussed this with the management team who were able to provide reassurance about how further monitoring and planned staff development sessions would be carried out to support improvement.

Staff told us that they felt included and valued by the management team. They shared that they felt supported not only professionally but personally. The management team recognised staff's particular skills and interests and used these to enhance provision, for example, some staff had lead roles in developing particular areas of the curriculum.

Parents and carers who provided written feedback spoke very highly of the management team and their approach to developing and improving the service. Some of their comments included: "The leaders in the nursery are fantastic and I am confident that they provide great leadership to the care staff" and "The manager is a very approachable and understanding person, she has helped me through some difficult situations. I am often invited to coffee mornings etc due to my work I am unable to attend but I am invited and sent regular emails and updates."

How good is our staff team? 4 - Good

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

Quality indicator 4.3: Staff deployment

Children benefitted from a service that was appropriately staffed to meet their needs despite several staff being absent during our inspection visits. The management team were committed to trying to ensure that children received consistent care and support from familiar adults. In order to achieve this at times the management team and part time staff were able to cover or work additional shifts. The management and staff team recognised that some absence had an impact on the team structure, however, their team approach and commitment meant children received consistency in care and support. One parent who provided written feedback told us "It can be difficult for the staff at times staff from other rooms need to cover later in the afternoon or bring children together due to staff being off but I am informed if someone different will be in my child's room that day".

Staff were respectful of each other and communicated well with each other throughout the day. Staff rest breaks were managed well to ensure that children's care and learning was not interrupted.

The service operated a keyworker system which promoted continuity of care across the day. Children knew, and were able to tell us who their keyworker was. The keyworker system promoted positive transitions for children and good communication with families. Key persons were available to chat and exchange information with parents. We received some mixed feedback from parents and carers about the contact they had with keyworkers. Some of their written comments included:

"Maybe a little bit more conversation at the end of the day handover (however I know it can be incredibly busy) it's just sometimes when I collect my child I don't know how their day has been as no one has said much" and "Staff are always professional and approachable. They always have time to talk to you and take on any concerns parents have."

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

Requirements

Requirement 1

By 30 May 2023, the provider must ensure that children are cared for in an environment that is safe and secure.

To do this, the provider must, at a minimum, ensure:

a. The low wall at the rear of the nursery is made secure to ensure that it is not risk to children.

This is to comply with Regulation 4(1) (a) (Welfare of service users) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

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

5.17 My environment is secure and safe.

This requirement was made on 17 May 2023.

Action taken on previous requirement
A fence had been erected above the low wall. This created a safer environment for children.

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

The manager should review and improve the lunchtime experience for children. She should ensure that staff provide opportunities for children to choose and be independent at lunchtimes.

Health and Social Care Standards:

"I can choose suitably presented, healthy meals and snacks, including fresh fruit and vegetables and participate in menu planning." (HSCS 1.33)

This area for improvement was made on 17 May 2023.

Action taken since then

Improvements had been made to the lunchtime experience. More information about this can be found in the nurturing care and support section of this report.

Previous area for improvement 2

To ensure that children experience high quality care and support the provider should ensure that their maximising attendance policy is utilised. They should ensure that at all times suitably qualified and competent persons are working in the care service in such numbers as are appropriate to meet the health, safety and wellbeing needs of all children.

This ensures care and support is consistent with the Health and Social Care Standards, which state that:

"My needs are met by the right number of people." (HSCS 3.15)

This area for improvement was made on 17 May 2023.

Action taken since then

Enough suitably qualified and competent staff were employed to meet the needs of children. More information about this can be found under the deployment of staff section of this report.

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	5 - Very 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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