Sandy Road Day Nursery
Day Care of Children

557 - 561 Dumbarton Road
Glasgow
G11 6HE

Telephone: 01413 341 581

Type of inspection:
Unannounced

Completed on:
11 February 2025

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Service no:
CS2003014841

About the service

Sandy Road Day Nursery is situated in Partick in the west end of Glasgow. The service shares a building with a health centre and NHS Scotland. The service is on a main bus and train route and is situated very close to shops, schools and other community amenities.

The service is provided by Glasgow City Council and is registered to provide a care service to 48 children aged from birth to those not yet attending primary school.

About the inspection

This was an unannounced inspection which took place on 10 and 11 February 2025. 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
- spoke with staff and management
- spoke with one area manager from Glasgow City Council
- received electronic feedback from nine parents/carers whose children attended the service
- observed practice and daily life
- reviewed documents.

Key messages

- Staff knew children and families well and were caring and nurturing in their approach.
- Children enjoyed playing and learning in the setting. Staff were skilled and confident in supporting children's learning and development.
- The provider should address the lack of ventilation in the 2-3 room changing area.
- Improved quality assurance processes and procedures had improved outcomes for children and families.
- The management and staff team worked well together and were all equally committed to the future development of 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?	4 - 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? 4 - Good

We evaluated different parts of this key question as very good and good, with an overall grade of good. Several strengths impacted positively on outcomes for children and clearly outweighed the areas for improvement.

Quality indicator 1.1: Nurturing care and support

Staff knew children and families well. We observed children and families being warmly welcomed into the service by staff who asked how they were and how they had spent their weekend. Asking about children's weekends provided staff with the information they needed to revisit experiences with children and encourage them to recall and talk about what they had been doing. Parents and carers who provided feedback were positive about the relationships they and their children had with the staff team. Some of their comments included:

"The teachers and caregivers at the Sandy Road Day Nursery are really caring. My child feels comfortable and safe around them, which makes drop-offs easier and ensures that they enjoy their time at the nursery."

"The staff at the nursery are incredibly friendly and approachable. From the very beginning, they made both my child and me feel welcome and valued. They are always willing to listen to any concerns or questions I have and respond with understanding and empathy."

Interactions between staff and children were overall warm and nurturing. Parents commented very positively about the warm nurturing relationships staff had with their children. During our inspection we observed staff providing safe, nurturing care to children, we saw children who were upset being cuddled and reassured. We observed close physical relationships between staff and children. This helped children to feel safe and secure. We highlighted to the manager one observation where a child's needs had not been met and where staff had not responded to the child's cues. We agreed with the manager that we did not feel this was the way staff would normally respond and that staff were perhaps nervous of the inspection procedure and observation.

Staff had worked very hard to develop and improve how they planned to meet children's needs. Parents and carers were consulted and involved in developing personal plans for their children. Staff added very detailed information to children's plans which highlighted how they planned to meet their needs, interests and wishes. Personal plans sampled showed how well staff used personal plans to support children and help them to develop and achieve.

We observed children's meal time experiences. We noted that a lot of reflection and research into best practice around mealtimes had taken place. Older children were now experiencing a rolling lunchtime whereby they could choose when they had lunch and with whom they sat. We observed this to be a very natural and calm experience for children. Children were skilled at deciding when they wanted to go for lunch and confident in making healthy choices when choosing their foods. Younger children also enjoyed a positive lunchtime experience where they were encouraged and supported by kind nurturing staff.

Staff were aware of children's medical conditions including food allergies and intolerances. Where a child required medication they received it safely and in privacy. We sampled medication records and noted that safe and effective systems were in place to ensure that the correct documentation was completed and that the medication was stored safely. These procedures and practices helped to support children's health and wellbeing.

The management and staff team were clear about their responsibilities in terms of safeguarding and protecting children. Staff attended annual child protection training and were familiar with local and national guidance. Information relating to how the service would respond to child protection concerns was transparent and displayed within the foyer of the service. This meant that all staff, visitors, parents and carers knew who they should report any concerns to. This contributed to the health, safety and wellbeing of children.

Quality indicator 1.3: Play and learning

Children across all playrooms were having fun at nursery, indoors and outdoors. The small numbers of children attending meant that children benefitted from working and playing with staff in small groups, using resources and participating in experiences which were of interest to them.

The enthusiastic staff team were committed to their own personal development. Training to support child development through theory and practice had increased staff confidence, knowledge and understanding of how children learn and progress. As a result of this children were being supported and encouraged by staff who were aspirational about children's learning and development.

Throughout our observations we observed adults using effective open-ended questions to extend children's learning and knowledge, and to promote numeracy and literacy. Adults skill in questioning and challenging children meant that children were excited and enthusiastic about their learning. Parents and carers who provided feedback were very positive about their child's learning and progression. Some of their comments included:

"Their development has came along at an exceptional rate since joining this service. He has learned more than what I am capable of teaching him at home and I am so thankful that I have a place like Sandy Road Day Nursery to send him to."

"My child has developed confidence, learning life skills and be engaged to do their job by herself and also have the activities."

We found planning approaches to be child centred and responsive to children's interests. Each child had an individual planning folder which highlighted the kinds of experiences they had been involved in and also their progression in their knowledge and understanding of literacy, numeracy and wellbeing. Children's learning journeys were easily accessible to children and parents, and were something that children were very proud of. Some children enjoyed showing us their learning journey and recalling the types of experiences they had been involved in.

Planning stories were recorded twice per week. These included information about what children had been learning at nursery and at home. These helped to correlate the strong link between home and nursery.

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

Children were welcomed into a warm, cosy environment. The welcoming entrance hall provided parents, carers and visitors with lots of information about the service, and services available within the local community. Small changes had been made in playrooms, such as soft lighting and soft furnishings to create a softer more homely environment. As a result of these small changes playrooms were calm and children relaxed.

At the time of the inspection, the service was operating below capacity and as a result, children had adequate space to play. The introduction of a free-flow outdoor experience improved how children made use of the overall space. Over the years some large resources and a sectioned nappy changing area had reduced the floor space. We asked the manager to continue to monitor the quality of environment in relation to the number of children attending the service. This would help to ensure that children are consistently comfortable with space to play and learn.

At our last inspection we highlighted areas for improvement around infection prevention and control. We acknowledged significant improvements had been made in these areas, in particular the disposal of nappy waste and baby changing facilities. We continued to be concerned about the lack of ventilation in the 2-3 room changing area. We discussed this with the manager and a Glasgow City Council area manager who provided assurances that this would be addressed. We concluded that the previous area for improvement had not been fully met and has been repeated within this report. (See Area for improvement below)

As a result of auditing, monitoring and reflection the outdoor environment and learning experiences had improved for children. The introduction of a free flow opportunity and the purchasing of outdoor weather suits meant that children could play and lead their own learning outdoors. The development of resources and areas outdoors had led to children being able to engage with and use natural resources which stimulated their curiosity and imagination outdoors. Outdoors was well used and children were having lots of fun. Staff should ensure that they monitor temperatures within the playroom. We noted at times that as children accessed outdoors temperatures within playrooms dropped. Parents and carers who provided feedback valued the opportunities their children had to play outdoors whilst benefitting from fresh air and exercise. Some of their comments included:

"Enjoying new baby garden area plus foam and sensory exploration outside."

"My daughter loves the garden and is often there."

"On mother's day I received a little plant which my son potted for me in the garden. He loves being outdoors and the nurseries safe and secure garden allows for him to go outside most days (weather permitting), he is usually outside playing with cars when I got to pick him up."

Areas for improvement

1. The provider should address the infection prevention and control issues identified within this inspection report. They should ensure that sufficient mechanical ventilation is available and in good working order.

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

"I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishings and equipment." (HSCS 5.22)

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/people, therefore we evaluated this key question as very good.

Quality indicator 3.1: Quality assurance and improvement are led well

The service's vision value and aims was displayed in the foyer and reflected their ethos and aspirations for children and families who attended the service.

The management and staff team were committed to the improvement and development of the service. Together they had taken a more formal approach to monitoring and auditing of the service. The manager told us that the work she had carried out with the Care Inspectorate improvement team had aided her understanding of how to plan and test improvement. She told us how learning had been shared with the staff team to develop a shared understanding of improvement cycles.

A meaningful improvement plan was in place, which was based on effective quality assurance processes, like practice audits, feedback from children and families, supervision and self-evaluation. We noted that where the service had taken a focused approach to improvement and identified staff to champion improvements, experiences and outcomes for children had improved. Examples of improved outcomes for children were seen through meal time experiences and outdoor play.

A quality assurance calendar was used to plan focused audits and monitoring. We could see how this supported the manager to ensure that effective monitoring and auditing of things such as medication, children's learning journals and medication were carried out. As a result of this effective monitoring we noted that there were no gaps in these areas.

Staff told us that they felt empowered and trusted by the management team to lead improvements in particular curriculum areas. They shared their training experiences and were enthusiastic about the future development and improvement of the service.

Parents, carers and visitors were made very welcome in the service. The service recognised the importance of partnership working with parents. They valued parent's opinions and ideas. Parents and carers who provided feedback told us that they felt involved in the service. Some of their comments included:

"Yes I am fully involve to it. The nursery staff regularly involve me in discussion about my child's progress and any adjustments that may be needed to their plan, so I am always informed about their development."

"I am invited in for stay and play with my child which allows me to see him in class what he is doing daily."

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/people, therefore we evaluated this key question as very good.

Quality indicator 4.3: Staff deployment

Staff were warm, welcoming and engaged positively in the inspection process. It was evident through discussions that they were committed and enthusiastic professionals. We found evidence of effective team working throughout the nursery. Parents and carers commented very positively about the staff team. Some of their comments included:

"The staff at the nursery are incredibly friendly and approachable. From the very beginning, they made both my child and me feel welcome and valued. They are always willing to listen to any concerns or questions I have and respond with understanding and empathy."

"I have a fantastic relationship with all staff connected to my child also Linda and Angela who go above and beyond to accommodate any needs."

"Staff are approachable, attentive, child focused, professional and genuinely care about the children in their care."

"When I am picking up or dropping off, the classroom always has a safe child to staff ratio. This also allows for an informative run down of my son's day as there is enough staff to take care of the other children whilst this conversation is taking place."

There were plenty of child development officers and support for learning workers to meet minimum ratios and meet the needs of children. Careful deployment of staff to cover varying shifts and breaks meant that children received consistent care from staff who knew them well.

The team were committed to improving outcomes for children and were very supportive of each other. They were passionate about sharing learning across the whole team to ensure that all staff had the knowledge and understanding. As a result, children received very good quality care, play and learning experiences.

The staff routinely engaged in a range of professional learning activities that built on and sustained their practice. We found staff were confident in discussing how they had improved their practice as a result of their own professional learning activities. Staff were particularly proud and enthusiastic about their leadership roles. We could see how staff leadership roles had a positive impact on the quality of experiences for children, their progress and wider improvements in the setting.

The staff team valued the support from the management team and local authority leader of learning. They told us that the positive support, training and feedback on their practice helped to build their confidence and ultimately improve outcomes and experiences for children.

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

Children should be provided with a good range of age-appropriate activities, play opportunities and experiences, to encourage their interests and support their overall development through play.

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

"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 to my age and stage, which stimulate my natural curiosity, learning and creativity." (HSCS 2.27)

This area for improvement was made on 30 October 2023.

Action taken since then

A review and audit of resources, experiences and play opportunity had taken place. As a result children were challenged, stimulated and excited in their play. We have therefore concluded that this area for improvement has been met.

Previous area for improvement 2

The provider should address the infection prevention and control issues identified within this inspection report. They should ensure that sufficient mechanical ventilation is available and in good working order and that effective procedures are put in place for the safe disposal on nappy waste.

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

"I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishings and equipment." (HSCS 5.22)

This area for improvement was made on 30 October 2023.

Action taken since then

Some aspects of this area for improvement remain outstanding. We have made another area for improvement under "How good is our setting?" section of this report.

Previous area for improvement 3

To support the service to identify their strengths and areas for further improvements, the provider should further develop their quality assurance processes. This should include but is not limited to:

(a) Developing robust processes for auditing the quality and suitability of the environment.
(b) Developing robust processes for auditing and auditing children's personal plans and learning journals.
(c) Undertake monitoring of service procedures and staff practice.

This is to ensure management and leadership is consistent with the Health and Social Care Standards which state: "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 30 October 2023.

Action taken since then

Significant improvements had been made in this area as detailed under "How good is our leadership?" section of this report. We have therefore concluded that this area for improvement has been met.

Complaints

Please see Care Inspectorate website (www.careinspectorate.com) for details of complaints about the service which have been upheld.

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	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

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànain eile ma nithear iarrtas.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.