Arnwood Nursery School
Day Care of Children

c/o Castleton Campus
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Glasgow
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Telephone: 01416 342 809

Type of inspection:
Unannounced

Completed on:
3 October 2024

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Service no:
CS2003014850

About the service

Arnwood Nursery School is located in Castlemilk on the southside of Glasgow. The service is registered to provide a care service to a maximum of 72 children aged three years to those not yet attending primary school. The provider is Glasgow City Council.

This is a purpose-built setting situated within a wider school campus. There are three main playrooms for children and an enclosed outdoor space. The service also makes use of the wider school grounds and of green spaces in the local community.

About the inspection

This was an unannounced inspection which took place on Wednesday 2 October and Thursday 3 September 20024. The inspection was carried out by three 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
- observed practice and daily life
- reviewed documents
- received feedback from six parents/carers.

Key messages

- Children were happy, confident and settled in the service.
- The setting was comfortable, spacious and stimulating for children.
- Management and staff should continue to develop planning systems to support children's progress and development.
- Staff had positive relationships with children and families.
- Staff worked well together to offer positive outcomes for children.
- Management should develop auditing and monitoring procedures to support children's wellbeing.
- The management team were friendly, visible and approachable, which strengthened relationships with families.

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?	5 - Very 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, as several important strengths, taken together, clearly outweighed areas for improvement.

Quality indicator 1.1: Nurturing care and support

We evaluated this quality indicator as very good, where significant strengths supported positive outcomes for children.

Staff were warm, kind and nurturing in their approach with children. Children were confident and happy within the setting. Staff knew children well and were attentive to their needs. One parent commented, 'The staff are all very caring and all know him so well rather than just the key worker, which is great as she could be off, but he wouldn't be upset by this as he has such a good relationship with all the staff.' This contributed to the positive relationships children had with staff and supported children to feel respected and valued.

Lunch was a relaxed and unhurried experience for children. Staff sat with children, engaging them in conversation, making it a sociable experience. Staff were aware of children's dietary needs, and these were catered for. This supported children's health, safety, and wellbeing. There were some missed opportunities for children to self-serve, which would have supported their independence. The service was in the process of reviewing the lunch experience to understand how to best meet children's needs, as they recognised that the lunchtime transition was disruptive for some children. Management should continue to develop this to ensure a positive experience for all children.

Staff understood the importance of sleep for children's overall development. Routines were reflective of individual children's needs and family wishes and promoted good habits around sleep. Children's rights were respected as personal care routines were carried out using sensitive and warm interactions. This meant children's needs were taken care of in a way that respected their privacy and dignity.

Personal plans were in place for children and contained information which supported children's individual needs. There were some discrepancies in the completion of plans, which meant they were not always being used as working documents. Regular updates to reflect changes in children's lives would support staff to meet their current needs. Strategies for children with additional support needs had been identified and staff were supported by external professionals with this.

Nurture and care were embedded within the service ethos and staff practice. The service delivered attachment led settling which meant the settling process met children's individual needs. Staff were training in wellbeing to support children. The service was nurture accredited and staff delivered nurture sessions with children, which reflected their needs and stage of development. Parents were welcomed into the nursery daily and for events such as stay and play, Bookbug and special person day which celebrated the important people in children's lives. This helped parents to feel involved in the service.

We evaluated this quality indicator as good, as several important strengths, taken together, clearly outweighed areas for improvement.

Quality indicator 1.3: Play and learning

We observed children having fun and being fully engaged in their play and learning. Children experienced a balance of spontaneous and planned activities and had opportunities to lead their own play and learning. This had a positive impact on their development and wellbeing. One parent commented, 'I feel my child is supported and encouraged to learn at his own level of development and the nursery is very good at focusing on his individual interests'.

Children had access to a range of resources, which promoted their curiosity, imagination, and problem-solving skills. These included role play, sand play and art experiences. Play opportunities supported children's development of literacy and numeracy skills. For example, reading stories and using large chalks to write numbers and letters.

Children benefited from direct access to outdoors. Children made good use of all the space in the outdoor area. Children were confident in leading their own play outdoors and were fully engaged in play. The outdoor area had recently been refurbished, and management and staff shared with us their plans to further extend children's play outdoors by developing free flow access. This would support children's independence and ability to lead their own play.

The service had made recent changes to their planning processes, and these were still at the early stages. Robust plans were in pace to support staff who were motivated to take this forward. Planning was child-centred with staff responding to children's interests and needs. Trackers were in place for staff to to evaluate children's progress and development. Staff referred to Realising the Ambition: Being Me document, to ensure experiences offered met the stages of development of individual children. While the service was unable to see to the impact of the new planning systems, they had the potential to support children's development and offer depth and challenge to children's play and learning.

Planning meetings were in place to allow staff to discuss learning strategies, to positively impact on children's outcomes. Learning journals had recently been introduced online to share learning and experiences with parents. Parents could also access this to inform the nursery of children's interests and learning at home. This supported parents to feel involved in their children's play and learning.

How good is our setting? 5 - Very Good

We evaluated this key question as very good, where significant strengths supported positive outcomes for children.

Quality indicator 2.2: Children experience high quality facilities

Children were cared for in a bright, clean, comfortable, and welcoming environment. The large indoor playrooms offered plenty of space to meet children's needs. Children had free flow between two rooms and had further access to a snug room, used for nurture groups and a multi-purpose room. The setting made good use of the indoor environments, which were furnished to a high standard. This gave children the message that they mattered.

The environments were structured to take account of children's stages of development and learning. Children's right to play was supported by resources which were age and stage appropriate and easily accessible to children. This further promoted their independence and ability to lead their own play. Resources were organised to support children's choices and curiosity. These included a curiosity corner with natural and metal resources and puzzles. There were cosy spaces for children to rest and relax, contributing to supporting children's health and wellbeing. Equipment was well maintained and there were lots of natural resources and furniture.

The outdoor space was safe, secure and spacious, and offered play experiences which supported children to develop their physical skills and movement. For example, some were working together using barrels to transport crates to create a jumping platform. There were a variety of stimulating resources including a sand kitchen, loose parts and writing area. One parent commented, 'My child loves the water outdoors he happily puts on the waterproofs and wellies provided by the nursery, I have been told he spends a lot of time playing outside with the water'.

Children also had access to a separate woodland area within the grounds. The outdoor play areas offered opportunities for risky and challenging play including climbing apparatus, swings, and balancing equipment. There were sheltered areas and cosy spaces for children to rest and relax outdoors. Environmental print outdoors supported children's numeracy and literacy. Staff and children risk assessed the outdoor areas before use to make sure they were safe to use. This supported children to understand risk and develop life skills.

How good is our leadership? 4 - Good

We evaluated this key question as good, as several important strengths, taken together, clearly outweighed areas for improvement.

Quality indicator 3.1: Quality assurance and improvement are led well

There had been some recent changes to the leadership team since the last inspection. The management team were friendly, approachable and engaged well with the inspection process. Staff told us they found the management team to be supportive and approachable. One staff member commented 'The head of nursery feels very strong about the wellbeing of everyone including the staff team, she always looms out for every one of us and will support and help the best she can. All the leaders are very supportive and understanding of everyone's individual needs.' This meant staff were supported in delivering positive outcomes for children.

An improvement plan was available, which staff had been consulted on. The plan was in the early stages of development and highlighted strengths and areas for development within the service. We could see progress had started to be made in some areas, including the development of the outdoor area and parental engagement.

There was an ethos of distributed leadership with staff having champion roles and responsibilities. The staff were confident and passionate when telling us about their roles. This had the potential to extend staff knowledge and skillsets and to continue to improve outcomes for children and their families.

A quality assurance calendar was in place, which was used to support to monitor and audit aspects of the service such as medication, accidents and personal plans. We discussed with management that they should introduce more robust procedures for auditing personal plans. This would support management to identify missing information and strategies to support children's needs.

Management understood the value of parents and staff contribution in quality assurance processes. Feedback from the parent and staff consultations would help parents and staff to understand how their opinions had affected change within the service. We discussed with management that children could be more involved with quality assurance and development. This would support them to have ownership of the service.

How good is our staff team? 4 - Good

We evaluated this key question as good, as several important strengths, taken together, clearly outweighed areas for improvement.

Quality indicator 4.3: Staff deployment

Leaders understood the importance of deploying staff well across the day to meet children's needs. Children's safety and wellbeing featured strongly in deployment plans. This supported staff to positively meet the care and support needs of children attending the service.

Recent improvements to the staffing structure of the service meant that children's needs were better met. Some families and staff shared with us how the recruitment of more staff had contributed to better outcomes for their children. On the day of the inspection, we observed that there were enough staff to meet children's needs. Staff responded to and supported children to ensure their safety and wellbeing. Leaders had carefully considered the mixture of staff skills and knowledge and deployed staff with this in mind. This resulted in positive experiences for children across the day.

Management and staff should continue embedding and strengthening their approach to staff deployment. Some staff told us that they would at times benefit from extra support to meet children's individual needs. Staff told us they felt that having a more stable staff team had supported their confidence and motivation to improve outcomes for children. The provider should continue to support the current management and staffing structure to ensure the service achieve their plans to offer high quality experiences for children.

The additional staff meant that leaders had more time to focus on quality assurance that leads to improvements for children. The team and made a positive start on this and should continue developing their approach to ensure continuous improvement. For example, in relation to planning children's play and learning.

We found staff to be warm, welcoming and committed to the needs of children and families. They worked well together, creating a positive environment that supported children's wellbeing. Staff interacted positively with children, ensuring they felt valued and loved. Parents agreed and many told us that they felt staff were approachable and supportive to them. One parent commented, 'I feel comfortable to talk to all the staff in the nursery and know all their names, so does my son including the clerical and catering staff. All the staff seem to know my child really well. They are all very friendly, happy to chat to you about any concerns and very approachable.'

Staff took time to welcome parents into the service and chat about children's needs and their day. This supported children's attachment and relationships with staff. One parent commented, 'Staff are amazing, always being caring and nurturing towards all the kids. Anything I want to know all I would do is ask and if they don't know they would find out for me.' Knowing the families and children well helped staff to offer care which met their individual needs.

A keyworker system was in place, which meant children knew who they could go to if they needed help or support. This created a special bond between individual children and staff and strengthened relationships with families that supported meeting children's needs.

Staff development was actively encouraged within the service. Staff had attended training to enable them to meet children's needs and help offer positive outcomes. This included training on wellbeing, outdoors, and nurture. This enabled staff to plan for continued support, learning and progression for children. We discussed with management how staff could benefit from evaluating the effectiveness of training attended. This would help to identify any gaps in knowledge or further information needed to implement training in practice. All staff had a mentor for personal and professional support. This meant they were supported to offer positive outcomes for children.

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

Requirements

Requirement 1

The provider must make proper provision for the health, welfare and safety of children. In this instance, the provider must ensure that levels of staffing are sufficient to meet the needs of all children attending the service.

To be completed by: 31 August 2024.

This is to ensure care and support is consistent with Health and Social Care Standard 3.15: My needs are met by the right number of people.

This is in order to comply with: Regulation 15(a) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210)

This requirement was made on 10 June 2024.

Action taken on previous requirement
When assessing this requirement, we found additional staff had been employed in the service and changes had been made to the nursery environment, to provide better outcomes for children.

Met - within timescales

Requirement 2

By 1 June 2022, the provider must demonstrate to the Care Inspectorate that members of staff who are responsible for raising fitness to practice concerns relating to registered Social Service Workers with the Scottish Social Services Council (SSSC) are familiar with how, and when, referrals to the SSSC and other agencies should be made.

This is in order to comply with Regulation 3 and Regulation 4(1)(a) 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 state that:

"I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes." (HSCS 3.14)

This requirement was made on 18 February 2022.

Action taken on previous requirement

When assessing this requirement we found that management were aware of the procedures for reporting to Scottish Social Services Council (SSSC). The provider had made staff and management aware of appropriate procedures for raising fitness to practice concerns. Management were aware of the referral process and when to do so.

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 further develop personal plans for children. These plans should detail the individual needs of children and show how staff monitor, plan, track and assess children's learning and development. Learning journals should evidence how staff plan for, and evaluate, progression in children's learning.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state 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 18 February 2022.

Action taken since then

When assessing this area for improvement, we found that personal plans had been developed and updated in consultation with parents/carers. The plans contained information to support staff to know the children and meet their needs. Staff knew the children well. Planning had been developed to support staff to track and evaluate learning. We discussed with management that personal plans should be used as working documents to meet children's currents needs.

This area for improvement has been met.

Previous area for improvement 2

The manager should work with staff to formally assess the potential risks and hazards associated with the environment indoors and outdoors, as well as particular activities children are involved in.

This is to ensure that the environment is consistent with the Health and Social Care Standards (HSCS) which state that:

"I can independently access the parts of the premises I use and the environment has been designed to promote this." (HSCS 5.11)

"My environment is secure and safe." (HSCS 5.17)

This area for improvement was made on 18 February 2022.

Action taken since then

When assessing this area for improvement we found that the outdoor area had been developed by staff in consultation with children. Staff and children carried out daily risk assessments of outdoor areas before use. Children had direct access with an open door policy for outdoors. The service planned to extend this to free flow access when staff and children were familiar with outdoor routines. An outdoor champion had participated in outdoor training and was cascading learning to other staff.

This area for improvement has been met.

Previous area for improvement 3

The recording systems in relation to personal information should be audited and organised, to ensure that information is accessible and relevant to meet the needs of children.

This is to ensure that management and leadership is consistent with the Health and Social Care Standards (HSCS) which state that:

"I experience high quality care and support based on relevant evidence, guidance and best practice." (HSCS 4.11)

"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 18 February 2022.

Action taken since then

When assessing this area for improvement we found that child protection records were completed and stored securely. A system was in place to ensure communication between the management team of any

records of concern. The child protection policy updated to clearly reflect staff and management responsibilities.

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	5 - Very Good
1.3 Play and learning	4 - Good

How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very 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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