Belhaven Nursery School
Day Care of Children

54 Kelvinside Avenue
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Type of inspection:
Unannounced

Completed on:
11 January 2024

Service provided by:
Glasgow City Council

Service provider number:
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Service no:
CS2003014853

About the service

Belhaven Nursery School is a daycare for children service situated within the North Kelvinside area of Glasgow. The provider is Glasgow City Council. It was registered with the Care Inspectorate in April 2011. The service provides a daycare service to a maximum of 56 children aged 3 years to those not yet attending primary school. The accommodation comprises of three main playrooms for children, and an extensive outdoor play area to the rear, which is safely enclosed. The service is located close to local shops, amenities, transport links, and access to green spaces.

About the inspection

This was an unannounced inspection which took place on 9 and 11 January 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
- spoke with staff and management
- reviewed feedback from 12 families, and 12 staff
- observed practice and daily life
- reviewed documents.

Key messages

- Children were happy and having fun.
- Staff knew children very well, responded to their needs sensitively in line with information recorded in their personal plans.
- Staff had developed meaningful relationships with each other, children, and families.
- The staff team and management team engaged with the inspection positively and were keen to take forward any suggestions for improvement.
- Children benefited from a social and enjoyable lunch time experience.
- The management team had carefully deployed staff across the service to ensure all children needs were being met well.
- Staff and children respected their environment, taking time to make sure it was homely and welcoming.
- The management team should continue with plans to invite families back into the playrooms at drop of and pick up times.
- The provider should ensure maintenance issues are actioned promptly to support the quality of the environment.
- The manager and provider should agree an action plan to ensure Infection, prevention and control practices are followed in the children's toilets and cloakroom areas.

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.

Children experienced warm, caring interactions and support from staff. Staff cared for children in line with their personal preferences recorded within children's personal plans. Staff responded to children's requests sensitively while supporting their rights and their independence. Parents comments were positive about the care and learning approaches.

Comments we received included:
"Within a few days everyone knew my sons name, he was welcomed with open arms and standard of care from all staff was evident."

"My child has flourished in learning and development since joining Belhaven Nursery School. Her health and wellbeing is at the forefront of all experiences."

Children enjoyed a social snack and mealtime with their peers and staff. Children were fully involved in the preparation of lunch time and were offered opportunities to develop their independence and social skills. We observed a relaxing and calm experience for all, where staff ate with children in an unhurried manner. Meals were nutritious, children were able to request more food if still hungry. Dietary and allergy requirements were catered for carefully, respectfully, and safely. We concluded staff had developed and facilitated mealtimes that were nurturing for children and supported their overall wellbeing and development.

The management and team were using a robust personal planning approach that supported children to reach their full potential. We sampled personal plans and found they reflected the holistic needs of each child. Children's care and learning routines were recorded, and staff cared for children with kindness and compassion. All children received a personal plan drawn together using wellbeing Indicators; Safe, Healthy, Achieving, Nurtured Active, Respected, Responsible and Included (SHANARRI). Plans were created in partnership with parents, and reviewed and updated in line with guidance. This meant staff could respond quickly and sensitively to changes in children's lives.

Medication was stored and administered safely. The management team were auditing medication regularly, this was done informally as a member of management was responsible for this, and very small amounts of medication were being stored and administered in the service. The management agreed to ensure consistency and prevent any confusion, they may need to formally record the auditing of medication in the future if more children require this.

Staff worked proactively with children, families, and other professionals to identify timely and supportive interventions for children and families. All parents who provided feedback strongly agreed 'Overall, I am happy with the care and support my child receives in this setting'. Children's next steps and strategies were strength focused and built on prior learning and achievement. We concluded staff work effectively with families and supporting agencies to ensure children get the support they need to reach their full potential.

Quality indicator 1.3: Play and learning.

Children were actively involved in leading their play and learning through a balance of spontaneous and planned high quality experiences. We noted experiences promoted independence, choice, and creativity. Staff were observed resetting resources and experiences attractivity to meet the agreed plan that was responding to children's interests and stages of development. Children had opportunity to develop their language, literacy and numeracy skills throughout their play, staff encouraged this naturally in their interactions. We concluded children were having fun as they experienced high quality learning and development opportunities.

Planning approaches were child-centred and responsive to children's interest. Staff used a mind map to gather children's interests, and this then fed into the learning plan. The learning plan linked to Education Scotland's national guidance document curriculum for excellence experiences and outcomes. This supported and guided staff to gather children's achievements and show their progress. We reviewed evidence that children were progressing well because of the child-centred planning approach being used by staff.

Staff used an online app to record children's individual observations and share them with children's parents. Parents who provided feedback agreed or strongly agreed 'I am fully involved and informed about my child's learning and development'. This meant the service were valuing parental contribution to children's learning and supporting learning to be extended and consolidated at home.

We found staff had a very good understanding of child development. They supported children's right to play and skilfully offered support and challenge when needed. Children were empowered to be fully involved in their play and learning through the skilled interactions of staff. Staff were observed using effective questioning to extend children's learning and thinking. This meant children benefited from a staff team who were skilled in observing and extending their learning.

How good is our setting? 4 - Good

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

Quality indicator 2.2: Children experience high quality facilities.

The setting was comfortable, furnished to a high standard, homely, welcoming, and benefited from natural light and ventilation through open windows. Children had ample space for their needs. We observed children taking good care of their resources and taking pride in resetting the areas for children to use the next day. This meant children and staff respected the environment and sent a strong message to children that they matter.

Parents were encouraged to enter the playrooms to support their children to settle. This encouraged positive relationships. We found there was missed opportunities to further enhance the relationships with families. Parents were dropping and collecting children at the door since Covid restrictions were first introduced. The management team should continue with their plans to invite parents back into the building safely, at the start and end of children's sessions. Building and maintaining positive relationships with all children and their families will continue to support children's wellbeing throughout their daily experience at their nursery setting.

The indoor and outdoor environments were well structured and developmentally appropriate for children. Spaces were well resourced and set out attractively. They reflected children's interests and invited them to explore, be curious and supported their play and learning. Children had access to the outdoor area at planned times, accompanied with an adult, there was no free flow access. Children did get access to the outdoors daily, however we found free flow access would allow children more choice, allowing them to extend their learning and further support their right to play.

A register was used to account for children. Staff communicated well with each other as children left the nursery with their adult. This meant children were being accounted for and kept safe within the service.

The service reported maintenance issues to the Janitor who reported them on to the provider for repair. We found some of the maintenance issues were taking a long time to get fixed. There was a large open space in the ceiling in one play space, although safe, it was unsightly and was not in keeping with the respect that staff and children had for their environment. We acknowledged the manager had taken the appropriate action to report this to the provider. The manager should continue to pursue this, and the provider should ensure action is taken to make the repair.

Robust Infection, Prevention, and Control (IPC) policies and procedures were in place. For example: we observed staff and children practice effective hand washing, the building was visibly clean, resources were maintained well, and we reviewed evidence within staff meeting of IPC reminders and discussions. The service had a previous area for improvement about IPC within the toilet and cloakroom area. Although the manager had reported this to the provider, appropriate action had not been taken. We have repeated and reworded this area for improvement, to be actioned. The manager should continue to communicate with the provider for a solution to ensure the bathrooms and cloakrooms are in line with best practice guidance. They should support privacy and dignity, and keep children safe and protect children from the possible spread of infection. See area for improvement 1.

Areas for improvement

1. The manager and provider should review the cloakroom facilities for children and agree an action plan to improve these. This is to ensure that adequate measures are in place to respect children's privacy and dignity within toilet areas, and to comply with best practice guidance around infection prevention and control.

This is to ensure care and support is consistent with the Health and Social Care Standards(HSCS) which state that: 'As a child: '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 that 'my environment is secure and safe' (HSCS 5.17).

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 service had revisited their vision, values, and aims as a staff team. It was meaningful and reflected the aspirations of children, families, and staff. All staff who provided feedback told us their views had been gathered to inform the vision, values, and aims. This meant children benefited from leaders who created conditions were people worked towards the same goals for children.

The manager and staff gathered people's views informally during daily practice. We observed staff spending quality time with families at drop off and pick up to listen to parents and take their views on board. Staff views were gathered in many ways including informal discussions, open door policy, and at team meetings. Children's views were respected by staff, and we reviewed evidence of these being gathered to shape experiences offered to children and families. Formal gathering of parental views was planned to take place as part of the self- evaluation process. A programme of staff reviews was planned to support staff and gather their views. This meant children benefited from a management and staff team who valued people's views and used them to influence change.

Communication with families was strong, we reviewed evidence and received feedback that demonstrated parents felt their views were respected and they were kept informed of their children's progress and the life of the centre.

There was a well understood improvement plan in place. Staff told us they had opportunity to discuss and shape the plan. The plan was specific to the current needs of the service. This meant children benefited from quality early learning and childcare that was tailored towards children and family's particular needs and choices.

The management team ensured recorded self-evaluation activity was gathered to show progress. A quality calendar was in place to support the self-evaluation and improvement plan actions. The staff team were using Education Scotland's How Good is Our Early Learning and Childcare to support their self-evaluation activity. The management team should now continue with their plans to carry out further staff self-evaluation and reflection time linked to other frameworks such as, Care inspectorate A Quality framework for daycare, children and school-aged childcare, and relevant best practice guidance and frameworks. We concluded, children were benefiting from the effective quality assurance, including self-evaluation and improvement plans that were leading to continuous 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 management team recognised and valued the importance of ensuring that the service was appropriately staffed throughout the full day. Staff breaks were planned in a way that minimised the impact on children, while allowing staff to rest and be refreshed. Effective staff deployment meant staff were supporting nurturing experiences and were able to meet all children's individual needs well.

The service was experiencing staffing issues with multiple staff being off. We received feedback from staff and parents that suggested when staff were off, the provider was unable to allocate supply staff to cover.

The manager had capped the number of children being enrolled to ensure enough staff were present to meet the ratio and support children's individual needs. We concluded although staffing was a challenge for the staff team some of the time, the manager had deployed staff, accordingly, using their skills to best meet the needs of children. As a result, we observed children having high quality experiences and interactions from staff. Staff were very dedicated to ensuring all children's needs were being met and children achieved their full potential.

Staff communicated and worked well together to ensure children were safe and engaged in quality experiences throughout the nursery session. They were proactive when anticipating where and when support might be needed. Staff feedback suggested the team worked well together. This created a respectful atmosphere which ensured children's experiences were high quality, positive, and appropriately supported throughout the day.

Staff knew children very well and secure relationships between them had been established. We witnessed children being supported by staff in ways which were appropriate to meet their needs. This meant that children felt safe, secure, and happy in a service where a caring staff team nurtured and supported them. Parents commented positively about the staff team and their skills. The comments we received included:

"I truly appreciate every member of Belhaven Nursery School and acknowledge the peace of mind when I drop my child off in the morning knowing she is valued, thriving and nurtured especially at this crucial time of her early years in education."

"The staff are all welcoming and supportive in every way possible."

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 service manager should review the cloakroom facilities for full time children. This is to ensure that adequate measures are in place to respect children's privacy within toilet areas and to prevent the spread of infection.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that as a child: '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 that 'my environment is secure and safe.' (HSCS 5.17)

This area for improvement was made on 3 September 2018.

Action taken since then

No action has been taken to meet this area for improvement. We have repeated and reworded this area for improvement in 2.2 Children experience high quality facilities of this report.

This area for improvement has not been met.
Please see section 2.2 area for improvement 2.

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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