Buchlyvie Nursery School
Day Care of Children

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Type of inspection:
Unannounced

Completed on:
30 November 2023

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Service no:
CS2003014858

About the service

Buchlyvie Nursery School is a day care of children service in a suburban area in the north east of Glasgow. The service is provided by Glasgow City Council.

The service can accommodate 80 children at any one time. The age range of the children will be from three years to those not yet attending primary school. The accommodation consists of two play spaces, and a sensory room. Children have access to an outdoor play area for physical play and outdoor learning. There is changing and toilet facilities for children, office, catering, staff facilities, and a reception area.

About the inspection

This was an unannounced inspection which took place on 29 and 30 November 2023. 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 15 parents and carers whose children use the service
- reviewed feedback from eight staff members employed in the service
- spoke with management and staff
- observed practice and staff interactions with children
- reviewed documents.

Key messages

- Children were cared for by staff who displayed very warm and nurturing approaches.
- Children were spoken and listened to in ways that encouraged them to feel valued and included.
- The service had implemented a rolling lunchtime contributing to a positive experience for children.
- Children experienced interesting and motivating play and learning opportunities within creative spaces.
- The service had developed and maintained strong partnerships in the local community.
- The manager recognised that self-evaluation was the responsibility of all. Self-evaluation was embedded in practice.
- There was an ethos of distributed leadership within the service, and staff were passionate about their additional responsibility of champion roles.
- Children benefitted 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?	5 - Very 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 evaluated this key question as very good, where significant strengths supported positive outcomes for children.

Quality indicator 1.1: Nurturing care and support
Staff had developed a nurturing ethos in the service and this was evidenced through their very warm and caring approach towards children. The interactions between staff and children were responsive and engaging. We observed staff comforting children. This helped children to feel safe and secure. Children were happy and had developed friendships which enhanced their wellbeing. They were confident in their environment and were familiar with nursery routines. All parents who provided feedback strongly agreed or agreed staff are nurturing and responsive to children's needs.

There was an inclusive ethos in the service which celebrated children's individual diversity. The services welcome board had recordings of children and staff saying hello in various languages. There was a language of the month, with the written word noted in different languages. The services programme of English as an Additional Language (EAL) supported and extended children's learning. This contributes to children and their families feeling included and secure. One parent who provided feedback shared with us, "I love that they are inclusive and celebrate different cultures and background. I also love that my child gets to take part in the forest school once a week."

Personal plans were in place for children. A robust approach to personal planning supported children's wellbeing. Plans were created in partnership with parents and carers, and reviewed regularly. These contained the information staff needed to support children and meet their needs. Staff knew the children very well and confidently described children's individual needs and how they are supported. Information gathered on children was being used consistently and effectively to ensure positive outcomes and achievements for children and families. All parents and carers who provided feedback strongly agreed or agreed they are involved in their child's care, including developing and reviewing their personal plan. One parent who provided feedback shared with us, "I like how personal the nursery is, teachers learn your name, learn the personality of your child, and tell you snippets of their day. It's always nice knowing the staff know your child, what they like/dislike, and enjoy their stories."

A rolling lunch experience for children supported children to have lunch when they were ready. This meant that children were experiencing a natural end to their play. Self service encouraged children to be independent and responsible. Support was provided by staff for children requiring this. Table decorations, such as centre pieces, were used and real cutlery and crockery to contribute to creating a relaxing and homely environment. Lunch was an unhurried and sociable experience. Children were engaging in quality conversations with staff who were sitting at tables with children. Staff confidently shared children's dietary requirements, and meals were provided to meet these. The service had effective systems in place to minimise the risk of children being given food they are not permitted. This contributes to children's health and wellbeing.

Children with medical conditions were well supported. Children's medicine was labelled with the child's name. We asked for the child's date of birth to be added to meet the Care Inspectorate 'Management of medication in daycare of children and childminding services' best practice guidance. This was actioned during the inspection. Medicine was administered safely. Children's health care plans were reviewed and updated every three months to meet best practice. We asked for emergency life saving medication to be stored within the playroom, accessible to staff, and out of the reach of children. This contributes to ensuring medicine is quickly accessible should this be required. The manager agreed to make these changes.

Some parents and carers were choosing to come into the play spaces when bringing and collecting their child from the service. Others were being welcomed into the service in the reception area by a member of staff who brought the children into the play spaces. We discussed with management moving towards all parents coming into the play spaces when bringing and collecting their child. We discussed the benefits of doing so for relationships, belonging, and involvement for children and their families.

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, and staff were joining in high quality interactions. 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 responsive to children's interests. Staff were skilful in knowing when to step back from play and join in again to spark children's play and curiosity.

Children had the freedom and choice to access all areas of the playroom and spend time in the discovery room, sensory room, and outdoors. Play experiences indoors and outdoors provided opportunities for children to develop their skills in language, literacy, and numeracy. There were opportunities for mark making across the playroom. Indoors, children were using construction materials to create models, joining in imaginative play, story time, and a yoga session. Opportunities were available for children to be creative in their play through sand and water, arts and crafts, playdough, making salt dough, and experiences included provocations. One parent who provided feedback shared with us, "My little one has come on leaps and bounds being at Buchlyvie, lots of help with speech and language skills, confidence building."

Planning and learning profiles were in place for children. Long term and medium term plans were developed and included experiences from staff observations and children's interests. Staff and children evaluated planning. Children had the opportunity to comment on what they had learned, and staff shared and created goals with the children. Planning and experiences were shared with parents and carers through the online Seesaw application. Children had opportunities to be involved in taking and selecting photos to be shared. This supported parents to see and talk about experiences with their child at home, and to take their learning forward. One parent who provided feedback shared with us, "Staff are lovely. Very approachable. Updated regularly on my child's progress via Seesaw."

Staff were passionate about supporting children with additional support needs. Staff collaborated with external professionals to identify next steps and strategies for children. Learning support workers and child development officers supported children and used strategies to support learning and progression.

Programmes were in place for links between the service and home. These included a lending library, numeracy, literacy, and forest school bags. These provided opportunities for parents, carers, and children to participate in play and learning together at home.

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 an environment that was clean, bright, welcoming, and well ventilated. The service had truly embraced an ethos of a free flow experience. The layout and organisation of the environment supported free flow spaces from the main play area to the discovery room and outdoors. Children confidently moved between and within these spaces. There was ample space for children to play independently or in groups. Children had access to the sensory room which provided an opportunity for rest and relaxation. Play spaces were homely and furnished to a high standard. There were cosy spaces for children to rest and relax. One parent who provided feedback shared with us, "I like the facilities and the setting which offer free flow spaces and separate rooms where children can have quiet time with less noise." Staff were creative in the organisation, and storage of the toys and resources, including natural materials, to support children's choices and curiosity. Children were able to lead their own learning independently and join in experiences which were of interest to them.

The indoor and outdoor environment was safe and secure for children contributing to children's health and wellbeing. The service had made improvements to the outdoor play area. Developments had increased opportunities for challenging and risky play. We saw children using hammers to break through ice that had formed, to free the dinosaurs. Children were exploring how they could slide on ice, and what happened when it started to melt.

The outdoor classroom had been removed due to disrepair. This contributed to supporting children's health and wellbeing. We discussed with the management team providing covered areas for shelter in all weathers.

Children were provided with the opportunity to attend weekly visits at the forest school programme. The forest visits provide children with the opportunity to take positive risks and to be challenged in their play. The service had fostered and developed links with another early years service for their visits. This supports children to extend their interactions, play and learning with other children, and supports with their transitions to school.

The service had developed and maintained strong partnerships in the local community. Children and staff visited the local college and had opportunities to experience a restaurant theme. Children visited an allotment and were learning about harvesting, as they grow vegetables. This provides children with a deeper understanding of where food items come from. The food items were brought back to the service. Children engaged in chopping and cutting, and the produce was used for mealtimes. Staff shared with us that some children chose to eat foods they would normally say no to.

Infection prevention and control measures were in place in line with current best practice guidance. The service had a clear infection prevention and control policy and procedures to reduce the spread of infection within the setting. Children were observed washing hands when coming into the service, after outdoor play, and before and after mealtimes.

How good is our leadership? 5 - Very Good

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

Quality indicator 3.1: Quality assurance and improvement are led well
The management team were confident and knowledgeable. They were visible, friendly, and approachable to children, families, and staff. Strong leadership within the service promoted a culture of continuous improvement. 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 science, technology, engineering, and mathematics (STEM) and nurture approaches.

The management of the service was very committed to initiate change by involving and recognising the contributions of staff. Management was very aware of consideration to the pace of change, and having a whole team approach when making changes. They shared with us how this approach was used when implementing their rolling lunch routine. Children's views were actively sought to inform the development of the service. Most recently through consultation with the rolling lunch, and developments to the outdoor play area. Staff had recently made changes to play spaces and we discussed how children's voice could have been further improved with the changes made.

There was an ethos of distributed leadership with staff having responsibility and champion roles in areas to include forest school, STEM, health, and wellbeing. 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. Staff shared with us, when they are faced with challenges, they come together to find solutions and will share these with management. One parent who provided feedback shared with us, "I feel that all staff are leaders in this setting, as they all go above and beyond to ensure they are providing the best possible service for the children. I feel they take the time to know each child individually and ensure they are meeting their needs."

A quality assurance calendar was in place, and tasks supported the service to identify strengths and areas for improvement. The manager recognised that self-evaluation was the responsibility of all. Self-evaluation was embedded in practice and used to identify where improvements could be made. Parents were consulted on various aspects of the service. Regular consultations had taken place and were used to measure and evaluate processes to improve outcomes for children and their families. All parents and carers who provided feedback strongly agreed or agreed, 'My child and I are involved in a meaningful way to help develop this setting, and our ideas and suggestions are used to influence change.'

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 improvement.

The staff team had been involved in peer assessment exercises to include 'two stars and a wish' approach. The management team were developing peer assessment approaches to make the processes more formal. This has the potential to encourage staff to reflect on their own and each others practice, and provide further opportunities for professional dialogue amongst the staff team.

Staff told us they felt supported by management, professionally and personally. Staff had opportunities to meet with the manager on a one-to-one basis and was an opportunity to look at individual's progress, support, and learning. Staff also had the opportunity to attend 'clinics.' This was an opportunity to meet with a member of the management team, when they needed support with tasks or new initiatives. Staff told us these were valuable.

How good is our staff team? 5 - Very Good

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

Quality Indicator 4.3: Staff Deployment
The management team recognised and valued the importance of ensuring the service was always appropriately staffed. Staff deployment worked well to support the needs of the children. Staff worked very well together to provide high quality care and learning. The staff team provided a wide range of skills and experience to the service. One parent who provided feedback shared with us, "Buchlyvie nursery have a great staff team, it is clear to see they are very supportive of each other and all want the best for our children."

Staff ensured children were always accounted for. Staff used registers and updated numbers of children on noticeboards throughout the day, contributing to the safety of children.

The service benefitted from support for learning staff who provided one-to-one support for children with additional support needs. Key working arrangements ensured there was consistency in individual children's care across the day. Staff shared they had planning partners and would plan together, ensuring continuity of care and learning for the children. The support of a catering staff member, working alongside staff with the replenishing of lunches, supported children's wellbeing and safety at this critical time of the day.

We observed examples of communication and team working taking place between and within play spaces. The staff team communicated with each other when leaving a space or attending to a child's needs. Staff had a system of doorbells and walkie talkies in place to support children transitioning safely from indoors to outdoors.

Staff breaks were planned to minimise the impact on children whilst enabling staff to rest and be refreshed. Staff told us, and we observed, they had opportunities for protected time off the playroom floor for planning and observations. This enabled staff to plan for continued support, learning, and progression for children.

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?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very 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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