Caldercuilt Nursery School
Day Care of Children

101 Inversheil Road
Summerston
Glasgow
G23 5JG

Telephone: 0141 946 7450

Type of inspection:
Unannounced

Completed on:
27 September 2018

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Service no:
CS2003014860

About the service

The Care Inspectorate regulates care services in Scotland. Information about all care services can be found on our website at www.careinspectorate.com

This service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011.

Caldercuilt Nursery School is situated in the Summerston area of Glasgow next to Caldercuilt Primary School. It offers term-time places for up to 40 children aged three years to those not yet attending primary school. The service is provided by Glasgow City Council

Each day there are morning and afternoon sessions and up to eight full day places available. Children have use of two playrooms, an enclosed outdoor play area and access to the school gym for physical play. The head teacher of Caldercuilt Primary School is the named manager for the service. A depute head teacher in the school has delegated responsibility for the nursery.

The service aims are shown in the following statement:

"We will provide a happy, healthy, secure and inclusive environment for all our children where they can develop as co-operative, independent learners who are able to achieve their potential socially and academically. We will create an ethos for our school which values respect, honesty, responsibility and co-operation, promotes the rights and responsibilities of all and seeks to remove discrimination of any kind and create opportunities for the nursery, its parents and the community to work together in enterprising ways to develop our children's skills, experiences and achievements."

What people told us

There were 12 children present during our inspection visit. We observed the children enjoying their play. Children who were attending the nursery for a second year were very confident, taking responsibility for tasks, leading their own play and supporting younger children.

The majority of other children were happy and settled, some were becoming familiar with the nursery environment and staff. Throughout the day, most of the children enjoyed playing outdoors.

We received six questionnaires from parent and carers of children. Their feedback told us that they were happy with the quality of care their child received in the service. We spoke with an additional four parents, during the visit, who shared similar views. Comments included:

"Warm welcoming ethos. Caring, friendly staff. Good language, rhyme, song development and encouragement. Regular local trips and events. Staff absence/attendance level is varied."

"The staff in the nursery can at times be quite unapproachable ... However, my child loves the nursery and staff. Communication can at times be poor. Events are often very last minute, making it difficult for working parents to attend."

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their improvement plan and quality assurance paperwork. These demonstrated their priorities for development and how they were monitoring the quality of the provision within the service.

From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	not assessed
Quality of staffing	5 - Very Good
Quality of management and leadership	not assessed

What the service does well

Staff present welcomed children and families into the nursery, creating a valuable opportunity for them to share information. Staff had also made very good use of children's settling visits to gather a range of information on children, their families and interests. This information was recorded in children's learning journals. Journals also showed that staff were observing and tracking children's individual progress and interests.

Staff had developed very good relationships with the children and we observed warm, caring interactions. They supported individual children through working with families, other agencies and implementing strategies when required.

We learned that the staff team had discussed the benefits of introducing the SHANARRI (safe, healthy, achieving, nurtured, active, respected, responsible and included) indicators into each of the children's plans as a way of evidencing how their wellbeing needs were met. Staff were in the process of taking this forward.

We spoke with some of the older children who were attending a second year at nursery. They were very confident within the setting taking responsibility for tasks and accessing resources independently. Staff were supporting the younger children, as some were still becoming familiar with the nursery environment and staff.

The majority of children chose to play outdoors, during our visit, moving freely from the playroom into the garden area. Children enjoyed opportunities to engage in active and sensory play, climbing on large equipment, building dens and mixing cakes and potions in the mud kitchen.

The established staff group had ensured consistency for children and families during a time of change in leadership. They had been receptive to suggested developments brought by new managers, implementing changes and monitoring the impact on outcomes for children. As a team, they had attended training and engaged in professional dialogue with each other and colleagues in the community.

Staff described how these learning opportunities had influenced their practice and supported them in further developing experiences for children. Staff were clear and confident about their roles and responsibilities in relation to safeguarding children. They attended yearly training which meant they were very familiar with child protection procedures. This meant they were well placed to take appropriate action to support children in the event of any concerns.

We noted that there were well-organised procedures in place for both administering medicines to children and recording any accidents and incidents. There was a designated first aider within the staff group who also carried out regular audits of written consent and records.

What the service could do better

We would encourage the service to proceed with its plans to further develop children's care plans. This would allow staff to record further the valuable information they are already aware of relating to individual children.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com

Inspection and grading history

Date	Type	Gradings	
19 Jun 2015	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good
2 Jun 2014	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 4 - Good 4 - Good
19 Jun 2013	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 4 - Good 4 - Good 4 - Good
10 Sep 2012	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good 4 - Good 4 - Good 3 - Adequate
13 Aug 2012	Re-grade	Care and support Environment Staffing Management and leadership	Not assessed Not assessed 3 - Adequate Not assessed
17 Nov 2011	Unannounced	Care and support Environment Staffing Management and leadership	3 - Adequate Not assessed 3 - Adequate Not assessed
26 Jan 2011	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good Not assessed 3 - Adequate Not assessed

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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

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