

Eastwood Nursery School Day Care of Children

16 Bonnyrigg Drive
Glasgow
G43 1HW

Telephone: 01416 329 773

Type of inspection:
Unannounced

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Service provided by:
Glasgow City Council

Service provider number:
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Service no:
CS2003014876

About the service

Eastwood Nursery School is a daycare for children service situated within a residential area of the Eastwood area of Glasgow. The provider is Glasgow City Council. It was registered with the Care Inspectorate in April 2011. The service provides daycare service to a maximum of 79 children, 15 children aged from two years up to three years and 64 children aged from three years to not yet attending school. The accommodation comprises four main playrooms for children, and two outdoor areas children can access daily. The service is located close to local shop, amenities, transport links, and access to green spaces.

About the inspection

This was an unannounced inspection which took place on 26 and 27 June 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 20 children using the service and 15 of their family representatives
- spoke with 15 staff and management
- observed practice and daily life
- reviewed documents
- spoke with visiting professionals.

Key messages

- Children were happy and having fun.
- Staff had developed meaningful relationships with each other, children, families and visiting professionals.
- The staff team were skilled in supporting children's language development.
- Programmes with aims to raise children's attainment were supporting positive outcomes for children.
- The manager and team had developed a quality planning approach for children in line with best practice guidance.
- The manager had embedded a robust approach to improvement planning and self-evaluation.
- The staff team and manager engaged with the inspection positively and were keen to take forward any suggestions for improvement.
- The management of children's medication requires improvement.
- The manager and provider should further develop safe outdoor spaces to support quality outdoor learning.

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

Quality indicator 1.1: Nurturing care and support.

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

Children were being cared for by staff who were nurturing in their approach. We found staff interactions were sensitive and respectful. Parents who provided feedback strongly agreed, 'I am confident staff are nurturing and responsive to my child's needs'. Staff nurtured children through their daily experiences, promoting positive relationships, and supporting children to feel safe, and confident within their learning environment.

Staff knew children well and delivered their care in line with their needs, routines, and preferences. All children had a personal plan, and this had been created and updated in line with best practice guidance. Staff included parents within the personal planning process. Almost all parents who provided feedback strongly agreed, 'I am fully involved in my child's care, including developing and reviewing their personal plan'. When sampling plans, we found the process and systems could be further refined to make it easier for staff to access and update the information that supports children's care. Prior to the inspection the manager had recognised this as an area of improvement and had planned to review and streamline the personal planning process. We signposted the management team to Care Inspectorate personal planning guidance.

We found the service's storage of medication could be improved. Children's medication was stored in the manager's office. This meant that staff did not have immediate access to emergency medication such as inhalers. We reviewed the documentation records for medication and found them to be in line with best practice guidance. We suggested medication records could be stored beside the medication to support medication to be administered safely and in line with the prescription instructions (see area for improvement 1).

We did not see any children sleeping during the inspection. We noted that there were appropriate cosy places for children to rest and relax both inside and outdoors. Staff told us children could sleep when they wanted to, or if staff recognised children were tired. A safe sleep policy was in place and all staff had taken part in safe sleep training. Almost all parents who provided feedback strongly agreed, 'My child is able to rest or sleep when they need to within an area that is comfortable and cosy'. We concluded that children were able to rest and sleep safely, in line with their personal needs and preferences.

Children were invited to have their lunch and snack within the nursery playrooms. Children enjoyed sitting and chatting with their peers during mealtimes. All children had lunch at the same time in a large group, staff told us they liked the opportunity to sit with their key children during these times. Children had some opportunities to develop their independence at lunch time, they were able to choose their lunch and together with an adult serve this on their plate.

Opportunities for children to be independent at mealtimes could be further enhanced, by encouraging children to be more involved in the preparation, and serving of all snacks, meals, and drinks. We signposted the staff to food matters guidance to help them reflect on their snack and mealtimes.

The service is working very well with families and professionals to support children's overall wellbeing. Children's support plans identified appropriate next steps and timely interventions to support children. Feedback from a visiting professional stated, 'The staff at Eastwood Nursery provide a supportive, inclusive, nurturing setting for all their children'. The staff were working closely with speech and language therapy to embed universal supports for children's language development. They were working towards being a language and communication friendly environment. We observed the positive impact of this during the inspection. This meant children benefitted from a staff team that were skilled in supporting children's language development by; modelling language for children, extending children's language by using Makaton, listening to children, and giving them appropriate time and space to respond.

Quality indicator 1.3: Play and learning.

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this quality indicator as very good.

Children were meaningfully involved in leading their play and learning. We observed staff encouraging children to make choices and responding to their interests during free flow play. The resources particularly indoors provided choice for children, staff had set them up in an attractive way that invited children to play and learn. Almost all parents who provided feedback strongly agreed, 'My child has access to a good range of quality toys and play materials'. Staff were skilled in facilitating play that supported children to be curious, and develop their language, numeracy, and literacy.

The planning process was highly informed by staff observations of children's play, stages of development, next steps, and interest. Staff told us how they developed an intentional learning plan linked to current best practice curriculum guidance. The plan also highlighted other key learning focuses including Makaton sign of the month, children's choice of the favourite story of the moment, schematic play possibilities, children's rights, and top tips for language development. This demonstrated that staff were skilled in current best evidence-based practice, theory, and child development. This was supporting children's play and learning, wellbeing and, respecting their right to play.

All though the planning approach was supporting children's right to play during free flow time, we noted that the playroom routines had increased transitions across the session. Staff told us how children stopped play to attend for an altogether snack, lunch, and planned learning opportunities. The manager and staff team should review the pace and balance of the day to ensure that children can come to a natural break in their play during transition periods. This will allow children to have more choice throughout the session and further enhance their wellbeing, and right to play.

We found staff were skilled in observing and analysing children's play and learning. Children's learning observations were shared with parents in an online app. We sampled these observations with families via the app. We found staff were analysing learning, highlighting children's achievements and key skills they had developed. Staff were using the information gathered during observations to share children's progress with families, and plan children's next steps.

Children had taken part in trips within the community. Staff had shared children's experience and learning from these trips with families. This supported and extended children's play and learning and links with their local and wider community.

Areas for improvement

1. To ensure that every child is cared for in a way that reflects their individual needs and rights, the provider should improve the storage of children's emergency medication. Emergency medication should be stored in line with best practice guidance and be easily accessible to staff.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My care and support meets my needs and is right for me' (HSCS 1.19); and 'Any treatment or intervention that I experience is safe and effective' (HSCS 1.24).

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 nursery environment was well presented for children to play, learn and explore. There were high quality furnishings and resources, and the play spaces were welcoming and offered challenge. As a service working towards being awarded as a communication friendly establishment, they had audited the environment to ensure that it was a place where children were supported well with communication. There were high quality resources to support literacy and numeracy, and these had been audited and developed to enhance children's experiences. Children were engaged in the experiences provided. This meant that the learning environment was rich and offered challenge.

Lunch was provided for all children at the same time across the nursery. This led to the playrooms having a lot of tables to accommodate this. As we highlighted previously, it would be beneficial to look at ways of providing lunch in smaller groups or across a longer period, staff agreed this was an area they wanted to develop further. Staff should audit playrooms to ensure that they have a good balance between tables top experiences and larger free play experiences. This will further enhance the environment to offer curiosity and wonder, and support positive outcomes for children.

Children were playing and exploring indoors in the morning. As the session progressed, children could choose to play both indoors and outdoors. Three to five years old children had access to large playground to the front of the nursery, while younger children played in the space at the rear of the nursery. The playground was a large concrete space and there was space for bikes. The staff had created shaded areas with tarpaulin, and children enjoyed playing under these and having a rest and a drink. A small group of children enjoyed the space to play football. This was supporting children's physical development and wellbeing through access to regular outdoor play and fresh air.

We noted the outdoor area at the front had a low fence. We found staff were vigilant in the area and had clearly risk assessed this to ensure mitigation and measures were in place to keep children safe. The staff team had reviewed the Care Inspectorate's practice notes; Keeping children safe - Look, Think, Act campaign (SIMOA) as part of their risk assessment. The grounds benefitted from a third space at the back of the building. At the time of the inspection, the space was overgrown and was not in use, however staff had identified this as a safe and secure space that could be developed. This was a space with mature trees and natural play spaces that was safe and secure and easily accessible from the nursery.

The outdoor play opportunities for children could be further enhanced by accessing this space along with staff skills and training being taken forward specifically in offering outdoor natural play opportunities. We have made an area for improvement with regards to this (see area for improvement 1).

The service was proactive at making changes and improvements. Areas where they could make quick improvements to the environment had been completed for the second day of the inspection. This included a cosy room; we identified that this would be a good space for children to have quiet time, or for visiting professionals to use. We also requested that the bin area was better maintained to ensure a safe hygienic outdoor space. This supports children to be cared for in an environment that is safe, clean and well maintained.

Areas for improvement

1. To ensure children have access to quality outdoor learning experiences, the provider should develop outdoor spaces that are safe, secure and well maintained.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'As a child, I play outdoors every day and regularly explore a natural environment' (HSCS 1.32); and '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 management and staff promoted a shared vision across the service. The vision values and aims had been agreed in partnership with all stakeholders and had recently been revisited. The manager had carried out consultations with staff and families to ensure the vision, values and aims were shared, and reflected the high aspirations of all staff, children, and families. Staff were highly involved in self-evaluation and informed changes within the service.

The manager valued effective consultation. Staff told us they felt listened to and one staff member said, "As a staff team we work closely to ensure everyone's opinions and points of view are listened to and taken on board." We reviewed various consultations that had taken place and found they were valued and used effectively as a starting point for improvement. For example, the manager was in the early stages of developing distributive leadership responsibilities amongst the staff team. Staff had been consulted about the leadership role they would like to develop; the manager was now using this feedback to agree leadership roles that would further develop the practice and outcomes for children and families.

The skilled management team ensured high-quality learning through play was at the heart of their improvement planning. A well understood, improvement plan was in place. The manager and staff team were utilising Education Scotland's guidance: How good is our early learning and childcare, and Care Inspectorate's guidance: A quality framework for daycare of children and school-aged childcare, to successfully self-evaluate the service. Both staff and family feedback demonstrated they were regularly

involved in improvement planning and self-evaluation activity. This meant children and families benefitted from a staff team who understood and valued meaningful self-evaluation and improvement planning.

The manager and staff ensured recorded self-evaluation activity was gathered to show progress. Various quality calendars were in place to support the self-evaluation and improvement plan actions. The calendar tasks included: audits, evaluating children's progress data, scheduling playroom practice, staff monitoring, and peer monitoring. This meant the manager was skilfully gathering triangulated data that supported them to measure the impact of the improvements they were making. All stakeholders were benefiting from quality assurance processes that were focused on improving outcomes for children.

The manager and some of the staff team had been involved in projects and sessions to moderate, develop and share practice with other Glasgow City Council establishments. This included developing a guide for staff to use to support them with children's play and learning within the two to three years. The staff involved in developing this told us that the tool will be used to support staff to agree on possible lines of development for children's experiences in the planning process. We noted this was also a good resource to support staff understanding of children's development. The manager demonstrated she had a corporate responsibility, working closely with other professionals and services to share and moderate practice across Glasgow City Council. Professionals who provided feedback suggested the shared practice and moderation opportunities had been valuable and led to improved outcomes for children in various settings.

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.

There was a dedicated staff team available across the day to meet the individual needs of children. Children benefitted from a staff team who brought a range of skills, knowledge, and experience to the team. This was evident through the high-quality interactions and play experiences we observed. The deployment of staff took account of children's needs; this meant there was always enough staff in the right roles to support children. We saw staff throughout the inspection using their time effectively. We concluded staff were being deployed in a way that used their skills effectively to facilitate high quality learning experiences.

Staff worked hard to develop meaningful and respectful relationship with families. Parents' feedback about the staff team was positive. One parent said, "The staff are amazing! They go above and beyond." There were good links with families, and they were welcomed at the door by staff. Most parents chose to come into the building and meet with staff. They were continuing to build ways of offering more opportunities for parents to come into the service. This will continue to extend and develop relationships which will lead to children feeling safe and secure with the adults and the environment.

Children and families benefitted from a consistent staff team and children had confidently adapted to the changes due to the summer term. This was well supported through the joining of rooms, offering children consistency. Very good use was made of staff experience, knowledge, and skills to ensure children's experiences were positive. Staff communicated very well with each other and worked well as a team. This meant that key tasks and responsibilities could be carried out whilst ensuring continued positive outcomes for children.

Staff engagement with children enhanced play experiences. Staff were motivated and committed to providing a high quality play and learning environment where they offered a programme of activities for children across the indoor and outdoor areas that were varied and offered fun and challenge. This was evident in the close relationships and interactions we saw between staff and children. A key strength of the service was the way staff spoke positively about working as part of the team. One person said, "Staff work well together and are very knowledgeable and hard working."

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?	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

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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

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