Winter Gardens Nursery
Day Care of Children

595 Tollcross Road
Glasgow
Glasgow
G32 8TF

Telephone: 0141 554 1460

Type of inspection:
Unannounced

Completed on:
15 September 2023

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Service no:
CS2003014916

About the service

Winter Gardens Nursery is provided by Glasgow City Council from a purpose-built building in the east end of Glasgow. The service is registered to provide early learning and childcare to a maximum of 88 children aged from birth to those not yet attending primary school.

The service operates from a new purpose building within the grounds of Tollcross Park. Children are cared for within age related playrooms, each with direct access to safely enclosed outdoor play spaces. The service is part of a neighbourhood, and close to a range of local amenities including schools and shops.

About the inspection

This was an unannounced inspection which took place on 14 and 15 September 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
- spoke with parents/carers whose children attended the service
- spoke with staff and management
- received electronic feedback from 34 parents/carers whose children attended the service.
- received electronic feedback from other professionals who work with the service to support children and families
- observed practice and daily life
- reviewed documents
- spoke with visiting professionals.

Key messages

- Children received nurturing support from compassionate staff who knew and responded to children's individual needs very well.
- Children received high quality experiences and interactions.
- The manager was an inspirational leader, committed to supporting the wellbeing of staff, children and families.
- The service promoted an ethos of love, respect and inclusion.
- Very good staff retention and staff support ensured a staff team who worked well together in delivering high quality experiences for children.

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 found significant strengths in aspects of the care provided and how these supported positive outcomes for children/people, therefore we evaluated this key question as very good.

1.1 Nurturing care and support

We evaluated this quality indicator as excellent where performance was sector leading with outstandingly high outcomes for children/people.

Children of all ages and abilities were happy and settled within the setting. Nurturing everyone's emotional wellbeing was embedded in the service ethos and was evident in the daily interactions between staff, children, and families. Some feedback we received from parents and carers whose children attended the service included:

"This nursery has went over and above for myself my children and all my family. Any problems I have about my child or if the nursery has a problem with my child it always gets resolved" and
"The nursery is my life line, they go above and beyond for us all. I don't know what I'd do without them"

Children's and families health and wellbeing was at the heart of the service. The excellent links and positive partnership working the management and staff team had with other professionals ensured that children and families received the care and support they needed when they needed it. We received very positive feedback from some professionals such as health visitors and social workers who worked with the service. Some of their comments included:

"My experience has been that the nursery offers more than others in terms of the statutory requirements. It is an integral part of the community, and at all times strength based seeing the true value in working with parental/carer strengths."

"Much of the joint work I have carried out with them have been in relation to Child Protection. They offer clear and concise information. Never seeking to hide from their own professional accountability. But each and every time they offer an update at meetings it is done so with understanding and compassion."

"At the heart of the Winter Gardens Community Nursery is the dedication all staff have to support their children and families. They understand the challenges faced by families living in the area but think creatively and have high aspirations for those in their care. "

Staff demonstrated excellent communication skills during multiagency meetings, that included families. Discussions between staff, partner agencies and families were carried out in an honest and sensitive manner to ensure privacy, dignity and respect. Parents were listened to, and their opinions valued and considered. As a result, they had a clear understanding of what was discussed and the agreed next steps to support them and their child. There was genuine collaboration with families, who's views were respected and included in the decisions made about their child. As a result, families often accepted and participated in the additional support offered.

In all areas of the nursery we could see staff responding to and meeting children's individual needs and interests. Staff knew children well and engaged with them warmly and compassionately. We observed

babies and older children receiving warm cuddles and affection from staff when they needed it. Older children we spoke to told us that they loved their teachers at nursery.

The service gathered and updated lots of information about children before they started and throughout their time at nursery. Appropriate records, such as wellbeing plans, were completed for children who required additional support. However, some children's personal plans did not fully reflect the information and excellent knowledge staff had about the children (see area for improvement within Key Question 3.1).

1.3 Play and learning

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

Staff skilfully balanced their aspirations and high expectations around children's play, learning and development with nurture, warmth and support across the service. Staff had a very good understanding of child development and play pedagogy and had used this knowledge
to support children. Throughout the setting, staff had created playful learning spaces and used their interactions with children to skilfully extend their learning.

Children had fun and were fully engaged in their play and learning. Staff were skilled in developing and scaffolding children's language and skills. We observed staff using questions to challenge children and progress their learning. We saw children leading their learning and making choices about the experiences they participated in which promoted their independence. Children's numeracy and literacy skills were developed through high quality experiences both indoors and out.

Children's play and learning was enhanced by strong community links. Children visited the nearby animal paddock, leisure centre and shops. The nursery had made links with local community services which provided them with the resources to grow their own fruit in the outdoor area which they plan to use for snacks.

A new planning approach had been introduced to further develop the way in which staff planned for children's learning experiences. Online learning journals were in place and ensured that parents could see children's experiences in nursery. Some parents told us that they would like more information about their child's learning and more often. We discussed with management the importance of developing and monitoring learning journals to ensure that progress is recognised and enhanced for children.

Staff were skilled in identifying when support was required for children and strategies were in place to ensure that children's individual needs were met. Stimulating provocations were available to promote children's learning and curiosity. There was evidence of play experiences which developed children's literacy, numeracy and language skills. A very good example of this was when children who had made playdough were supported by staff to use digital scales to weigh the "sausages" they had made. This helped to enable children to predict which sausages would be heavier, and help them in their understanding of numeracy and mathematical concepts.

How good is our setting? 5 - Very Good

2.2 Children experience high quality facilities

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

Children benefitted from an environment that had been recently purpose built and well planned to support a safe, effective and nurturing learning environment. We found the environment to be bright, clean and spacious. Children were kept safe and healthy because of the infection control measures that were in place within the setting. For example, children washed their hands at key times throughout the day and domestic and janitorial staff ensured the premises were cleaned and maintained to a high standard.

Children were kept safe through a range of safety measures, for example, attendance records, secure entry to premises and risk assessments. The entrance to the setting was operated by staff helping to make sure no children could leave unauthorised and preventing any unauthorised entry to keep children safe.

A major strength of the service was the positioning of the service within Tollcross park. The floor to ceiling windows in playrooms meant that all children were able to see and talk about what they could see in the park, including wildlife. Children and families benefitted from daily walks within the park in order to attend the service. This contributed to children and families health and well-being. Most parents we spoke with told us that they enjoyed their daily walk through the park with their children, others commented on the fact that there was not direct access for cars into the setting and that it would benefit from additional lighting.

Spaces indoors were bright and welcoming. The layout of the playrooms was set out to enable children to engage in a wide variety of play activities on their own, in small or larger groups. Cosy spaces where children could feel safe and secure had been created using soft furnishings and lighting. This gave children a place to relax which supported their wellbeing.

All playrooms had direct access to a secure outdoor play area. During our inspection we observed all children having the opportunity to play safely outdoors. Although the outdoor play space had been planned to provide children with a wide range of interesting play and learning opportunities, including risky play, children had been unable to access the indoor/outdoor room as it had been used for storage since the service opened. We discussed this with the manager who reassured us, and showed us that the outdoor container for resources had been delivered and that the area would now be cleared and accessible to children.

The service had identified within their improvement plan how they planned to further develop and extend opportunities for children outdoors. The management and most staff were keen to develop and provide a free flow outdoor learning experience for children. The manager recognised that this would have to be done gradually in order to ensure staff were trained and were confident to deliver these experiences safely. Staff had engaged in outdoor training and were very motivated to involve children in developing the outdoor play space. Parents who provided feedback about the facility said:

"Setting of Winter Garden Nursery is engaging, calming and encouraging for my child. Being located within Tollcross Park allows my child to connect with nature on our walk to and from nursery, this is a special time

to connect with my child and ask about their day/friends. WGN has lots of wonderful resources that my child loves playing with - both indoors and out."

"Brand new nursery, friendly staff that help with any issue I may have and are very understanding about my daughter's health. The children can play outside with the play area included into the build of the nursery & age appropriate play toys, also the fact the nursery is inside the park is also fantastic for going on walks & exploring all great for expanding my daughter's imagination!"

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How good is our leadership? 5 - Very Good

3.1 Quality assurance and improvements are well led

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

Staff, children and families benefited from the manager who was an aspirational and inspirational leader. The manager's commitment to supporting children, families and the community was highly regarded within the staff team, by parents, in the local community and by other professionals involved in supporting children who attended the service. Her work in supporting children, families and the community had been recognised more widely when she was recently awarded an MBE for her work in services to Pre-School Education and to the community in the East end of Glasgow.

There was a strong sense of community within the setting. Parents confirmed that communication with families was transparent and meaningful, as a result, everyone felt welcomed.

The service had involved children, families and staff in reviewing their vision values and aims. The management team had consulted with stakeholders to see what was important to them and to their community. As a result of this consultation, the setting's vision, value and aims reflected the service's strong ethos of love, attachment and positive relationships.

Whilst most parents were happy with the way the service shared information and involved them in service developments, many felt that communication, particularly around their child's experiences and learning, could be improved. Some of their comments included:

"More communication. I don't have much of an idea when I pick my child up on what they have done, how they have been or what they have eaten during the session as no feedback is given. I'm also not sure what topics they are covering over the year. Sometimes I am sent pictures of my child engaged in an activity but this is very sporadic." and "More evidence of learning on seesaw I get told lots verbally however I feel this could be improved on seesaw."

The management and staff team were proactive in adapting to change and taking forward their improvement priorities. An example of this was when they recognised need to improve meal time experiences for children. Auditing of mealtimes highlighted that mealtimes were too noisy, inconsistent and children experienced too many transitions. In order to address this, and make improvements, staff referred to best practice documents about mealtimes and visited other establishments to see how mealtimes were being experienced. As a result mealtime routines were changed. Children aged 2-5 years were now experiencing a relaxed mealtime experience in the "Winter Garden Bistro" where they had opportunities for choice and independence.

Although the manager had a monitoring calendar, we identified some areas , for example in children's personal plans. learning journals and medication records where more regular and robust monitoring had to take place to keep children safe and improve experiences and outcomes (see area for improvement).

Children and families benefited from a team that engaged in self-evaluation and reflection to ensure they continued to deliver high quality care and support. Staff respected and valued the ideas and opinions of each other. The whole staff team, including janitorial and domestic staff valued the inclusive learning environment that they worked in. They all attended and benefitted from whole staff training at in-service days. Some staff told us that they would like the opportunity to meet more regularly as a staff team, however, operating hours and staff rotas presented challenges in doing so.

Areas for improvement

1. The manager should continue to develop and implement robust and transparent quality assurance systems. This will contribute towards all children experiencing high-quality care and learning within a safe environment. This should include, but not be limited to the monitoring and auditing of:

- Children's personal plans
- Children's learning journals
- Medication records

This is to ensure that care and support is consistent with the Health and Social Care Standards, which state that: "I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes." (HSCS 4.19)

How good is our staff team? 5 - Very Good

4.3 Staff Deployment

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

Parents, carers and other professionals who provided feedback about the service were very positive about the staff team. Some of their comments included:

"The winter gardens is welcoming, inclusive, and supportive, with engaging staff who are attentive to each child's needs ."

"I am fully content with the care each member of staff provides my child with. I have observed many

interactions between my child and staff members from the workers in the playroom to management down to the admin and clerical everyone takes the time to check in."

Staff were very well deployed throughout the service, this ensured children benefited from their nursery experience. Effective communication and a flexible approach meant children were supported in all areas. At busier times, routines had been established which promoted children's safety, for example staff marked on white boards when children were outdoors or had gone to the bistro for lunch or snack.

Children and families benefitted from a consistent staff team, some of whom had been employed in the service for many years. When there had been staff changes and absences these had been well managed which promoted continuity of care. The service was very good at ensuring children and families were made aware of any changes to staffing or routines through newsletters and the service's Facebook page. On one of the days of our inspection we heard a staff member chatting to children, telling them that she would be on holiday the following week and telling them who would be in their room looking after them. This helped children to feel happy and secure in their nursery environment.

Staff told us that when they started working in the service they had felt supported through robust induction procedures. Staff were committed to professional development and used training and best practice guidance to keep up to date. Staff understood that a key aspect of a nurturing approach was an understanding of attachment theory and how early experiences can have a significant impact on development. We found that staff employed at Winter Garden's Nursery had a clear and sound understanding of nurture principles. Training they had participated in about nurture, resilience and adverse childhood experiences had helped them in their understanding and practice.

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	6 - Excellent
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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