Glenburgh Nursery Centre
Day Care of Children

73 High Street
Rutherglen
Glasgow
G73 1JY

Telephone: 01416 478 914

Type of inspection:
Unannounced

Completed on:
15 January 2025

Service provided by:
South Lanarkshire Council

Service provider number:
SP2003003481

Service no:
CS2003015328

About the service

Glenburgh Nursery Centre is provided by South Lanarkshire Council. It is registered to provide care to a maximum of 127 children of whom a maximum of 6 children may be aged 0-2 years of age, a maximum of 37 children aged from 2-3 years and no more than 84 children aged from 3 years to not yet attending primary school.

Care is provided from a single storey property located within the town of Rutherglen, Glasgow. Children were cared for in age appropriate playrooms which all have access to outdoor play areas. The service is close to shops, schools, transport routes and other amenities.

About the inspection

This was an unannounced inspection which took place between 13 and 15 January 2025. 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 a small number of children using the service
- gathered the feedback from 14 family members of children using the service
- spoke with staff and management present on the days we visited the service
- gathered written feedback from five staff using a survey
- observed staff practice and children's experiences on the days of our visits
- reviewed documents.

Key messages

- Strong parental engagement has been a positive impact on the outcomes for children, creating an inclusive approach to meeting their needs and families feeling valued and respected.
- The pace of the day was very relaxed, routines happened mostly without unnecessary interruptions to children's play.
- Progress had been made to improve children's access to an enriched learning environment. Some further development was needed to ensure all areas of the curriculum were reflected within the playrooms.
- More in-depth quality assurance systems would help support the next steps needed to ensure high quality care and support is provided and maintained.
- The staff continued to have children and families at the heart of what they do. They truly cared for them and wanted to provide a service to children that gives them the best possible start in life. They should continue to use their skills and knowledge to support the children and families.

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?	4 - 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

The service had worked hard to further enhance their engagement with families. They had introduced a wide range of effective initiatives that supported the children and families needs. This included welcoming parents into the playrooms and planned projects with families on early literacy and infant mental health. One parent told us that 'I always feel welcomed when I arrive.' Parents had strong connections with staff. Working with families had helped to improve the outcomes for children, created an inclusive approach and ensured family needs were valued and respected.

Staff knew the children well and had a very good understanding of their individual needs. Children's wellbeing was evident throughout the service. Parents gave positive feed back about their child's relationships with staff. One parents told us 'Staff are supportive to my child and I feel my input into my child's development is valued and acted upon. I trust the staff wholeheartedly with my child.' From the first interaction with the children and families, staff formed positive relationships and gathered meaningful information to ensure they knew how best to support them.

Children were fully supported during transitions, which included home to setting and room to room moves. Parents felt children were supported well during these times and one parent shared the positive impacts for their child, was that they were 'happy to attend the nursery and are never upset going in or out which is important for myself to know my children feel safe and happy within the setting.' To further support staff to get to know children, they planned to pilot home visits, time for staff to meet families in their homes. If these worked well, the service hoped these would become part of the children and family's induction to the service.

Staff responded to children's cues, they knew the children and their families well. For example, if children needed reassurance, staff gave emotional comfort. Emotional wellbeing of children is a clear priority for all, children were observed having fun with each other and staff.

Cosy spaces and sensory play was readily available for all children, children were able to access materials and space that helped them to self-regulate and express their emotions. This was a key strength of the service to ensure they supported children's needs, giving them a sense of security.

Children were supported to communicate using methods that reflected their needs. For example, using verbal and non-verbal cues, Makaton and the use of visual aids. This ensured their voices were heard and that staff provided the right care and support.

Mealtimes were seamless, children responded appropriately when given instructions from staff. Children were able to share what they had chosen for lunch, cheese sandwich being popular. Staff were seated at tables with children to ensure safety. Mealtimes were a very sociable event.

The management of medication was satisfactory. We discussed some improvements that should be made and management agreed to consider these. These included to record the outcome of medication being administered if given for specific reason, for example high temperature, did temperature come down? In addition, lifesaving medication is currently stored in the main office, we suggested that this type of medication is stored appropriately near by the child, ensuring that as the children move around the nursery, their medication goes with them to ensure these can be administered in a timely manner.

Records held for each child contained meaningful information needed for staff to provide the right care and support. This included information from other agencies such as health visitors. Most parents told us they were fully involved in planning their child's care, including developing and reviewing their personal plan. One parent told us 'All the staff at Glenburgh seem to have such a passion for their job and I love that everyone seems to take the time and effort to update myself on my child's day.' Children's development and progress was closely monitored and recorded. Strategies to support children's needs were in place and regularly reviewed.

Quality indicator 1.3 Play and learning

The pace of the day was very relaxed, routines happened mostly without unnecessary interruptions to children's play. We did ask staff to be mindful of areas being closed off in the three-five room. This was to ensure if this was needed, there was minimal impact on children's opportunity to play. Children were familiar with the routines, they were confident and transitioned well between the different areas. For example, when getting ready to go outdoors, going for lunch or snack.

The playroom and experiences were mostly planned in response to children's voice, they were mostly responsive or inspired by children's needs and interests. Staff working with the younger children were aware of and supported children's needs using schematic play, when children engage in the same repeated patterns of behaviour, as they explore an idea that interests them. Most staff working in the three-five room had a good understanding of how to plan to meet children needs, a few staff would benefit from further support. This would ensure a better consistency and balance of child and adult directed play.

Play spaces provided good access to a range of material for children to self-select from. Resources were age appropriate, providing challenge and children could freely choose from the resources available. All parents told us their child's development was supported through interesting and fun play experiences. Their comments included 'My child often comes home and discusses what they have been doing each day from experiments, baking, block area, role play, yoga, dancing and much more! They also enjoy telling me who they have been doing each activity with and is able to explain what they have learned.' and 'My child always enjoys whatever play time they have in the nursery and gets to explore different things which I find very useful for my child.'

The focus on improving early literacy throughout the service was evident, children had good access to a wide range of books and early literacy materials. We are aware and agreed that the next steps to enhance the learning environment would be to focus on early numeracy.

In addition, resources for children to be creative, were not readily available in playrooms. We discussed the need to improve children's opportunities to be creative, the need for more invitations to learn, to inspire natural creativity rather than adult led play. For example, materials such as paint being accessible.

Improvements to the outdoor space had been made with some positive changes to improve children's outdoor learning opportunities. We could see this through the planning and floor books. However, on the week of the inspection we found the outdoor play in the nursery garden lacked positive invitations for children to play and learn. Small groups of older children did visit local parks and green spaces each week, providing play and learning in a more natural outdoor environment. The service needs to ensure when positive changes are made these can be sustained.

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 service premises were safe and secure. The front entrance had a secure entry system and in addition was monitored by the receptionist. Staff were vigilant and only permitting those known to them to enter the building.

The main entrance was welcoming and provided information boards for those wishing to know more about the service. Each age group had a designated cloakroom area, where further information was provided.

Parents and families were welcomed into the playrooms to drop off and collection times. The older children's playrooms had an additional gate for visitors to pass through. This provided added security to reduce children being able to leave the playroom without adult supervision. However, the gate was tricky for the adults to open and could be an additional barrier. The service have agreed to consider these points.

The nappy changing facilities had been improved to meet good practice guidance. We found that some of the younger children had difficulty with the door into the toilets, the service have agreed to consider ways to provide children with easier access.

The playrooms had been designed to meet the needs of the children. The materials out were age and stage appropriate, easily accessible to children and were in good condition and well presented.

Staff had considered possible hazards and, along with the children, they had found child friendly reminders to keep them safe, reducing the possible risk to them. Staff were calm with the children when they were risk taking and supported them to understand the risk involved, allowing the child to make their own decisions regarding safety.

Improvements had been made to the outdoor spaces to ensure they were safe and better maintained. When the outdoor play areas were open children had fun playing outside. Children's access to these areas could be further enhanced giving them more freedom to choose if they wanted to play outside. The outdoor play experiences on offer could have been improved. The spaces could have been set up with a wider range of materials to spark children's natural curiosity to play and learn. The materials out were limited, for example sand and water but with minimal material to have fun and experiment with. All children's access to outdoors and outdoor learning could be better.

In relation to the playrooms, the staff created play spaces in response to children's needs, they observed the children and planned appropriately. For example, creating a cosy area, increased sensory play, physical play to provide support and challenge their stages of development.

The improvements made around early literacy and ensuring the service promotes an enriched early literacy learning environment was evident. Staff had worked hard, and had success through embedding early literacy throughout the building. However, this could have been better in the outdoor play areas. The service has plans to continue further improvements, for example to incorporate more early numeracy experiences, we agreed.

Overall, we were extremely pleased with the continued improvements within the play spaces and children's access to a more enriched learning environment. If they make improvements to sustain the positive changes and continue as planned, the service should be able to achieve their goals in providing high quality facilities.

How good is our leadership? 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 indicators 3.1 Quality assurance and improvement are led well

The leaders had continued to work together with a shared vision to drive forward the positive changes needed to provide high quality care and support for children and families. They had a good understanding of self-evaluation and used tools to plan and implement positive changes. For example, in relation to the increased parental engagement, early literacy as outlined in their service improvement plan.

To support improvement, they had consulted with those involved in the service, including other professional agencies such as the peripatetic and early years specialist support teachers. Almost all parents told us that they had been involved in a meaningful way to help develop the service. One parent told us 'The nursery consistently send emails and put things on the children's journals which inform me of what is happening in the nursery. We also have links within emails we can go to and view more information on what is going on.' and other shared 'Nursery always ask for opinions and will take on board anything that is suggested to them.'

Internal audits were completed which included a review of children's care plans and observations of staff practice. These provided staff with feedback in relation to their practice and how well they were doing at planning to meet children's needs. Most observations were positive, others helped management identify development needs of the staff. However, there is no clear record of what actions were taken or progress made. The leaders agreed to address this.

In addition, to further enhance the outcomes for children closer monitoring of the planning in the 3-5 room, would have identified that some further support is needed. This is to improve the consistency of the observations and learning being recorded.

During our evidence gathering when we asked the reason for some decisions, most responses indicated that it was to accommodate staffing. The service needs to ensure that when decisions were being made that children remain at the heart of such decisions. Leaders need to consider the views of the staff and find solutions to reduce the impact on children's experiences to accommodate challenges in staffing.

The service should ensure that when improvements are made, better methods to monitor progress are used to ensure they are maintained. The service should keep up the hard work as the improvements made have had an extremely positive impact on outcomes for families. The service plans were heading in the right direction and with more time they should be able to implement their goals.

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 staff were a key strength within this service. Parents had very positive views on how staff had supported their families. Staff knew the families and local community well, which allowed them to provide high quality care and support to meet their needs.

Teamwork was a real strength within the playrooms, good communication to support their wellbeing and needs throughout the day was evident. Staff were truly responsive to the needs of the children and modelled positive interactions throughout the day. Staff knew children well and were able to put in place the strategies needed to support individual children.

Staff deployment was appropriate, all children were supported in their play and staff clearly had a good clear route of communication, as each person always knew what the others were doing at any given time. All the parents told us there was enough staff to meet their children's needs. One parent shared 'The room always seems well managed, the children seem very happy, content and engaged in their play. There is always plenty of staff in the playroom at all times.'

We recognised that staff were of mixed skills and knowledge, but through the positive peer support and training opportunities in place, we agreed that better consistency in the quality of staffing will be achieved.

They had worked extremely hard as a team and, with support from other agencies, continue to improve their skills and knowledge. This included supporting the increased number of children with additional support needs. We recognised how much the children and families had benefited from the staff commitment and hard work to improve the outcomes for children not only whilst in the service, but also at home.

The staff continued to have children and families at the heart of what they do. They truly cared for them and want to provide a service that gives children the best possible start in life. All parents and children told us that they had close relationships with the staff. One parent told us 'My child loves going to this service because they learn something new everyday and all the staff are great with them and patient.' They should continue to use their skills and knowledge to support the children and families.

To do this, staff need to have continued support, staff wellbeing is key to providing a high-quality service.

The provider needs to always be mindful of this and ensure that they continue to review and monitor staff deployment especially through challenging times. As the outcomes of providing positive support for staff, is evident within this service. One parent told us that 'My child enjoys going to the nursery has a good relationship with staff and feels comfortable to approach them if they had to speak with staff and has learned a great deal over there time at the nursery.' and another that 'Staff are always friendly and helpful.'

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

Outdoor spaces, layout and resources need to improve to offer children stimulating, challenging and interesting learning and play in a safe space.

This is to ensure that care and support is consistent with the Health and Social Care Standards which states:

1.25 "I can choose to have an active life and participate in a range of recreational, social, creative, physical and learning activities every day, both indoors and outdoors".

1.32 "As a child, I play outdoors every day and regularly explore a natural environment".

This area for improvement was made on 23 October 2023.

Action taken since then

The service had taken action to improve the safety within the outdoor areas. This included better drainage and cutting back of the large tree. The outdoor area was found to be safe.

Play experiences had been developed and children access to outdoor play and learning had ben expended more into the local community.

As a result, we have found this area of improvement to be met. However, the service needs to ensure improvements are sustained.

Previous area for improvement 2

Nappy changing facilities should be in line with good practice guidance and the most recent research. To achieve this the nappy changing facilities, need to improve. This should include, but not limited to, facilities that are:

self-contained, with designated nappy changing for under twos suitably ventilated.

This is to ensure that care and support is consistent with the Health and Social Care Standards which states:

'If I require intimate personal care, this is carried out in a dignified way, with my privacy and personal

preferences respected' (HSCS 1.4)

'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11)

'I require intimate personal care, there is a suitable area for this, including a sink if needed' (HSCS 5.4).

This area for improvement was made on 23 October 2023.

Action taken since then

Improvements to the nappy changing rooms had been made, they were found to be following good practice guidance.

As a result, we have found this area of improvement to be met.

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	5 - Very Good
1.3 Play and learning	4 - Good

How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good

How good is our leadership?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good

How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànain eile ma nithear iarrtas.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.