Kirktonholme @ Tollcross
Day Care of Children

94 Drumover Drive
Tollcross
Glasgow
G31 5RP

Telephone: 01415 566 218

Type of inspection:
Unannounced

Completed on:
25 August 2022

Service provided by:
Kelly Care Limited trading as
Kirktonholme Nursery

Service provider number:
SP2003001303

Service no:
CS2003016375

HAPPY TO TRANSLATE

About the service

Kirktonholme @ Tollcross is provided by Kelly Care Limited trading as Kirktonholme Nursery.
The early learning and childcare centre is registered to provide a care service to a maximum of 78 children. Sixty three children aged from birth to those not yet attending primary school are cared for in the main building with an additional 15 children in the garden room.

The centre is situated in a residential area of Tollcross, Glasgow and is within walking distance of local parks and amenities.

The nursery comprises of three playrooms, toilets/changing areas and office space in the main building. There is an enclosed outdoor area to the rear of the property and a garden room.

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure that they have the best start in life, are ready to succeed and live longer, healthier lives.

We check services are meeting the principles of Getting it right for every child (also known as GIRFEC), Scotland's national approach to improving outcomes and wellbeing for children by offering the right help at the right time from the right people. It supports them and their parent(s) to work with the services that can help them. There are eight wellbeing indicators at the heart of Getting it right for every child: safe, healthy, achieving, nurtured, active, respected, responsible and included.

About the inspection

This was a full inspection which took place on 18 August 2022 between 09:30 and 15:00. 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 10 people using the service and 5 of their family.
- spoke with 8 staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- The management and staff team had created a welcoming, inclusive, nurturing, safe and caring environment for children.
- The manager was passionate about and committed to delivering positive outcomes for children.
- Children benefited from regular access to outdoor play spaces.
- Staff were committed to their roles and the delivery of child centred, responsive care.
- Staff morale was very positive.
- The provider, manager and staff should continue with plans to further develop quality assurance processes.
- The manager and staff should plan for a more positive lunchtime experience for younger children.
- Children's personal plans should be reviewed and updated.

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?	5 - Very Good
How good is our leadership?	5 - Very Good
How good is our staff team?	4 - 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 found a number of important strengths in aspects of the care provided and how these supported positive outcomes for children and young people, therefore we evaluated this key question as good.

1.1 Nurturing Care and Support
There were important strengths in supporting positive outcomes for children and young people. We observed lots of warm, caring interactions between children and staff and positive relationships. This supported children in their learning and wellbeing.

Children experienced care which was nurturing and personally responsive to their needs. Staff provided lots of warm, caring interactions and were respectful towards children, taking time to listen and respond. Staff knew children well and had developed meaningful relationships which enabled them to support their learning and development. We saw staff implementing strategies to support and comfort children, for example, 1:1 care to reassure children who were upset. Staff had completed relevant training such as child development, language and communication, nurture, pedagogy and safer sleep. This impacted positively on the care provided to children.

The manager and staff were committed to ensuring equity and inclusion for children, particularly for children requiring additional support. The manager was working with the local authority to obtain extra support for children with additional support needs and staff had also recently visited another service to observe the support provided to children.

There were good settling arrangements in place for children with staff adopting a caring and sensitive approach. A nursery welcome pack was available for parents providing them with comprehensive information about the nursery. We observed a family being supported to settle their child in the baby room by a friendly and approachable staff member who was compassionate and reassuring. There were also good transition arrangements for older children in the service. This helped children to adjust to change and feel more confident.

We looked at children's personal learning plans and discussed these with the manager. She agreed that current personal plans were not meaningful or informative for parents and staff. Consequently a new exemplar for personal plans had recently been developed and was in process of being implemented. The manager planned to monitor new personal plans to ensure that staff were consistently recording observations and next steps for learning for children. (See area for improvement 1)

We observed children's lunchtime experience and found that older children enjoyed helping to set up for lunch with staff promoting independence and social skills. Lunchtime for younger children was at times chaotic. An improved routine needed to be established to prevent long periods of time waiting for lunch. The manager and staff were aware of this and were planning improvements using Care Inspectorate guidance, "Setting the Table, Nutritional guidance and food standards for early years childcare providers in Scotland". (See area for improvement 2)

We looked at medication procedures in the service and found that these would benefit from review to ensure that children's individual needs were carefully and safely met. The manager agreed to complete this without delay. (See area for improvement 3)

Parents' evaluations of the care their children received were very positive. Parents were complimentary about the level of consultation, feedback and involvement they had within the service. They were confident that sharing of information about their child each day enabled staff to provide individualised care and learning and consistency and continuity of care.

A parent commented, "My personal opinion is that Kirktonholme is an outstanding nursery with exceptional staff. My eldest daughter has attended two other nurseries previously and so I make some comparison to them. The staff in all the rooms know my children so well and always treat them as the little individuals that they are. I would describe them as the only truly child centred nursery I have experienced. The care they receive is compassionate, understanding and caring".

1.3 Play and Learning

Children were supported to learn and develop through their play. We saw children having lots of fun and actively leading and shaping their play with support from staff. Staff were responding in a meaningful and engaging way with some staff using effective questioning to scaffold and extend children's thinking and learning. We observed some skilled interactions that helped children to develop and extend their play, be creative and curious and make their own decisions. There were lots of freeflow play experiences and stimulating and challenging resources for older children to develop their skills. We could see that staff had carefully considered the presentation of play areas and resources.

A large shelter had recently been built so that children could be welcomed in the outdoor space. Double buggies were purchased to ensure babies were regularly outside and staff supervised outdoor sleeping for babies.

Most children of all age groups enjoyed playing outdoors with the range of activities and resources provided. The manager planned to improve the outdoor area and we asked her to focus on the development of natural and loose parts play. This would help children to develop creative and critical thinking skills by encouraging them to use their imagination and experiment freely with new ideas.

Play and learning for younger children needed consideration to ensure that children were more settled in a better routine and resources and activities were provided to meet their specific needs. The manager was aware of this and had recently deployed the depute manager to oversee the toddler room. She was beginning to support staff to develop play and learning for children by providing more interesting and challenging experiences. (See area for improvement 4)

Areas for improvement

1. Children and their families should experience high quality care and support that is right for them and have confidence in the people providing that care and support. Management and staff should work with parents to ensure that they have the information they need to care for children and plan for children's needs effectively.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that: 'My care and support is consistent and stable because people work together well.' (HSCS 3.19)

2. The manager and staff should improve the lunchtime experience for children in accordance with Care Inspectorate guidance, "Setting the Table, Nutritional guidance and food standards for early years childcare providers in Scotland".

This is to ensure care and support is consistent with the Health and Social Care Standards which state that: My care and support meets my needs and is right for me.' (HSCS 1.19)

3.
The manager and staff should review medication systems to ensure that children's individual needs are carefully and safely met.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that: My care and support meets my needs and is right for me.' (HSCS 1.19)

4.
The manager should continue with plans to further develop play and learning for younger children.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that: 'My care and support meets my needs and is right for me.' (HSCS 1.19)

How good is our setting? 5 - Very Good

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

2.2 Children experience high-quality facilities
The setting was comfortable, very welcoming, safe, and secure. Playrooms were very clean and well organised. Children had space to freely move around indoors and outdoors. There was lots of natural light and ventilation within the playrooms with ground floor doors always open to the outdoor area. Most play spaces reflected children's interests and provided opportunities for active play and learning. Staff had created attractive sensory areas for children, providing quiet and calm spaces. There were opportunities for children to explore, observe and take part in experiences. Most resources were of good quality and were very accessible to children, other resources needed to be improved, for example, the toddler room needed consideration to ensure children's individual needs were met.

We saw staff helping children to use resources in their own way to develop their play and match their own interests and intentions. Children were encouraged to do what they wanted to do and use resources how they wanted to use them. Staff had created safe and secure spaces with challenge for children and fun experiences.

The premises were maintained to ensure safety and security. The 'Family' platform used to share and exchange information with parents was password protected. There were infection prevention and control practices in place. Children's personal information was safe and protected.

How good is our leadership? 5 - Very Good

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

3.1 Quality Assurance and improvement are led well
The service was led by a caring, approachable manager who, over a short time, had strongly impacted on the support provided to children and families.

There was a clear focus on improvement and next steps for development within the service. The new manager was well aware of areas needing support and progression and had the ability to oversee the success of this. Staff welcomed the manager's approach and were motivated to be part of developments moving forward.

There was a new shared vision amongst management and staff. The manager was open, honest and transparent and was clear about her intentions for the service, future direction and areas for improvement. She was working to build and support the staff team with support from the depute manager. There was a strong focus on wellbeing of staff, children and families. The manager had a comprehensive understanding of the importance of using the views of children and families, as well as partners, to inform planning and development of the service. A parent commented, "Management are visible, always approachable and kind. I am confident I could speak to any member of management if I ever had a problem or concern".

Staff told us their work environment had greatly improved since the appointment of the manager. Staff morale had improved and staff were committed to driving forward service priorities. They had better access to training and regular staff meetings and staff were beginning to be involved in self evaluation and reflecting on practice to improve outcomes for children.

There was a comprehensive self evaluation and improvement plan in place with clearly identified priorities. The manager and staff were using a range of self evaluation tools to measure success. A range of monitoring processes were in place, for example, management observation of staff with support and audit notes completed. The manager maintained a record of concerns and was proactive in responding to staff concerns and raising staff confidence.

To enhance the quality of service the provider had recruited two new child protection officers within the company to support managers. A review of company policies and procedures was being undertaken and Education Scotland were delivering important training that would support staff in their roles and help to provide positive outcomes for children. The company also recognised good work within the staff team with the provision of a monetary bonus.

How good is our staff team? 4 - Good

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

4.3 Staff Deployment
Staffing levels supported delivery of good care. There was a mix of qualified, experienced staff and trainees. All staff had good access to early learning and childcare training.

Staff were mostly deployed to ensure that their differing experience, knowledge and skills were well used to support experiences for children. Senior staff and the depute manager were on rota to support and lead play and learning in the toddler room. We discussed this with the manager, in particular how staff deployment ensured supervision of younger children in the upstairs playrooms. The manager intended to continue to monitor this. (See area for improvement 1)

We found that the senior management team role modelled positive childcare practices that supported staff to provide sustained positive outcomes for children. We observed some effective examples of promotion of continuity of care for children, with staff regularly sharing information and observations of children with other staff throughout the day.

Staff were flexible and managed changes to their routine well. We observed that staff worked well together and there was a positive ethos and sense of teamwork. Staff told us they were well supported and mentored. They commented on the support provided by senior staff. They told us they enjoyed working in the service and felt involved and part of a good team.

Areas for improvement

1.
The manager should continue with plans to support staff to deliver positive outcomes for children.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that: 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes.' (HSCS 3.15)

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	4 - 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?	4 - Good
4.3 Staff deployment	4 - Good

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