Elie Street Nursery
Day Care of Children

30 Havelock Street
Glasgow
G11 5JE

Telephone: 01413 340 250

Type of inspection:
Unannounced

Completed on:
18 May 2022

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Service no:
CS2003017114

About the service

Elie Street Nursery is provided by Glasgow City Council and operates from purpose built accommodation adjoined to a primary school in the west end of Glasgow. The service is close to local transport links, shops and other children's services. The service is registered to provide a care service to a maximum of 64 children aged from three years to those not yet attending primary school.

We carried out an unannounced inspection visit on 16 May 2022 between 10:30 and 17:00. Further evidence was reviewed between 17 and 18 May 2022 by 'teams' technology, emails and telephone calls. The service was given feedback on 18 May 2022 using 'teams' technology. The inspection was carried out by one inspector from the Care Inspectorate.

At this inspection we evaluated two quality themes: quality of care and support, and the quality of staffing. To inform our evaluation we:

- gathered views of the service from eight parents
- spoke with the nursery manager, their senior team and five other staff
- observed children's experiences during our site visit and spoke to children about their learning
- reviewed information submitted by the service and information gathered by the Care Inspectorate since the service was registered.

What people told us

There were 44 children present during our inspection. We undertook observations of children and found they were mostly happy and engaged in play activities of their choice. Children were clearly accustomed to their ideas being listened to and respected by staff. A few children were confident and proud to share their learning with us using the seesaw application on an iPad.

For this inspection, we received feedback from 17 parents of children who attend the service. Parents were very happy with the compassion and care their children received from staff. Parents were very impressed with the level of communication provided by the service, which helped them feel included in their child's nursery experience. One parent expressed that they would like more individualised feedback about their child's activities including lunchtime. Another requested more judicial use of television with children during the 'rest and digest' period of the day. Both of these issues were being addressed by the management team during the inspection process. Other parents' comments included:

(What the nursery does well?) "Showing love and kindness to our child, providing a stimulating environment and providing guidance not discipline".

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"The nursery staff are so nurturing and kind. They have made (child) feel at ease and she loves going to nursery every day. They have taught her how to hold a pencil and write her name. Literacy and numeracy is taught so well through songs and play. (child) loves numbers and is now adding numbers up to 10. Staff involve us using face to face communication and online using Seesaw. Staff post pictures of activities that (child) is doing on her account. This is great as I like to see what she's doing during nursery and she loves to look through pictures and videos too. Elie street is an excellent nursery who are providing opportunities for all children to grow into confident individuals. I'm so happy that I chose this nursery for my daughter."

"Staff are always friendly and welcome, nothing is ever a bother which as a parent makes me feel comfortable leaving my child in their care. Staff are very good at involving parents in activities. They have an

active Seesaw page that I can regularly see what my child has been learning and experiencing. Elie street often ask for parent helpers/volunteers in particular for their eco group. They are open to suggestions and help/support and I have taken part in quite a few events that they have run ...gardening, sports days, volunteering with playground improvements."

"I am impressed with the communication between the nursery as I receive personalised posts regarding my son as well as class posts. These posts highlight what activities the children take part in and what key skills the children are developing. The nursery is run very efficiently, professionally and extremely nurturing. It genuinely feels that they really get to know the child and parents very well - it appears that all activities and play are centred around each child's needs and goals. The staff are just wonderful - every member of staff who is there in the morning and evening are bright, happy, kind and knowledgeable and always provide such personalised feedback. I feel that my son is loved, safe and progressing very well at Elie Street nursery."

"Staff are cheerful, friendly, happy to be working with children, enthusiastic, and so caring. They take time to get to know each child, to learn the things that make them feel included. The whole environment is relaxed and welcoming. We are invited to participate in activities at home. - e.g. growing plants, online music exercises, and group reading activities - that then feed into what the children are doing at nursery. Often there are displays at the front of the nursery that feed into the week's activities too, so that parents can see, for example, which children's rights the children are focusing on that week. We have also benefited from excellent activities and resources from the nursery in preparation for (child) beginning P1 in August, and we are so thankful for this. The nursery and school work so hard to ensure a happy and confident progression from the final year of pre-school to P1."

"(Our child) attends nursery full-time and has coped with the transition brilliantly due to the care and support from the staff. He is supported with his speech and development through the kind and nurturing interactions with skilled professional staff. Michelle oversees all of this and leads by example. She fosters wonderful relationships with the children and I have experienced first hand how well she gets to know the children and advises staff on what to try and what works."

Self assessment

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

From this inspection we graded this service as:

Quality of care and support	6 - Excellent
Quality of environment	not assessed
Quality of staffing	6 - Excellent
Quality of management and leadership	not assessed

What the service does well

We made an evaluation of excellent for care and support, and for staffing as we found the service performance to be sector leading and innovative for both quality themes. Children consistently received outstanding care and support from nurturing staff who knew them extremely well. Paying attention to

everyone's emotional wellbeing was embedded in the service ethos and had become a recovery priority for the service as they came out of the pandemic.

Children were effectively supported through intuitive staff responses that supported their emotional wellbeing. This helped children build attachments with their keyworkers as well as strong, trusting relationships with the staff team. Children and their families were respected, included, and genuinely cared for by staff. We looked at examples of where the service had forged exceptional links with external agencies and worked closely with them to provide highly responsive care and support to children, including in crisis. The robust child protection systems were commented on by social work colleagues, who stated that staff were 'powerful advocates for the children'. Respecting families' individual situations and sensitively explaining the service responsibility for safeguarding children made it more likely that parents would approach staff for support with parenting without feeling judged. Staff participated in annual training on child protection. They demonstrated a sound knowledge of the procedures for acting on any concerns for children's welfare and were confident about how they would safeguard children.

Staff thoughtfully considered the best way to meet each child and their families' needs, for example they were using translation tools on the iPad to support parents where English was not their first language so they could understand nursery routines and be reassured that their child would be well cared for. Strong partnership working with parents enabled staff to get a clear understanding of strategies to support the holistic needs of each child and help them reach their full potential. Staff had high aspirations to enable children to be successful. Children's voice was clearly visible and valued in displays within the setting. For example, we found that children were fully aware of their rights as staff were excellent at promoting these, ensuring they were always upheld. We enjoyed our observation of a rights-based fairy tale activity with children, where they were encouraged to empathise with the rights of different characters. In their feedback parents liked the 'chatterbox' activity, which gave children confidence in sharing things important to them with their peers, thus contributing to their thinking and talking skills and helping their transition to school.

Personal planning was undertaken in true partnership with children and tailored to their individual needs, interests and what they wanted to learn about. We looked at examples of this within the 'seesaw' online learning journals. We found that children enjoyed looking at their photographs and artwork with staff and remembering activities they had participated in. Children chose whether they would like to be recorded talking about their play experiences or for staff to scribe their version of what they had been doing to post for their parents to see. This helped demonstrate children's understanding of their own learning and acted as a trigger for what they would like to learn about next. The practice contributed positively to children's higher order thinking and communication skills. Parents were key partners in supporting children to develop and learn. We sampled some of the entries parents had uploaded to seesaw that varied in depth but highlighted parents' shared sense of ownership of this tool.

The expansion programme for early years provision had meant there had been a significant turnover of staff, however everyone in the staff team recognised each other's qualities and the strengths they brought to the setting. Effective team working fostered a warm and happy atmosphere for everyone and contributed to children feeling settled and secure. Staff had been offered training during the pandemic, which supported the development of core skills, such as promoting children's health, wellbeing and safety. However, we found that staff were passionate about their continued professional development. They had independently sought out training linked to their personal interests, children's individual needs and service priorities as well as parents' suggestions. Examples ranged from following parent suggestion to participate in autism training, using parents' skills in an art project and for forest school training. As a result, everyone felt involved in ensuring staff had the right skills to support children to achieve their best. We observed respectful interactions between staff, children, and their families. Staff were very supportive of each other and shared their learning, in a natural way across the setting through modelling practice but also more formally during

in-house training such as on digital literacy and using Makaton with children to support communication.

Staff told us they felt very supported by the manager and felt cared for, where needed they were guided sensitively to where they could get more support for their role. We could see that there was a range of processes in place to support the practice of staff and promote their personal and professional growth, which included regular team meetings, informal chats, mentoring and the service provider's annual appraisal system. Senior practitioners had a defined role within the management team, coaching in context and offering guidance. Individual staff had taken on other leadership roles that allowed them to focus and drive forward initiatives they felt passionate about, such as outdoor play. In this way the new team were building in confidence and capacity. The self-evaluation big book highlighted how staff were fully involved in the improvement journey for the service. Staff engaged extremely well with the inspection process taking on advice offered and presenting as reflective practitioners, that were highly motivated to do their best for families.

The service should continue to monitor and maintain their very high standards of quality.

What the service could do better

The systems for the administration and storage of children's medication were robust. We asked that the management team make sure that parents expand on information about symptoms to look for before administering children's medication. For example there were two instances where parents had written 'as required', although we acknowledged that there was supporting documentation such as NHS allergies advice. Providing clear information in the relevant sections of children's medication form will support their safety and wellbeing.

Staff engaged in the service provider's annual performance appraisal, which included a six monthly review. However the manager agreed that recording the informal supportive conversations that happened more regularly with individual staff would provide a beneficial audit trail of agreed actions from staff appraisals. Effective supervision empowers staff to reflect and improve their practice, resulting in improved outcomes for 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.

What the service has done to meet any requirements we made at or since the last inspection

Previous requirements

There are no outstanding requirements.

What the service has done to meet any recommendations we made at or since the last inspection

Previous recommendations

There are no outstanding recommendations.

Inspection and grading history

Date	Type	Gradings	
30 Nov 2017	Unannounced	Care and support Environment Staffing Management and leadership	6 - Excellent Not assessed Not assessed 5 - Very good
10 Mar 2015	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 6 - Excellent 6 - Excellent 5 - Very good
30 Mar 2012	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good 4 - Good 4 - Good 4 - Good
8 Jun 2011	Unannounced	Care and support Environment Staffing	4 - Good 2 - Weak 4 - Good

Date	Type	Gradings	
		Management and leadership	4 - Good
31 Aug 2010	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good Not assessed 3 - Adequate 2 - Weak
10 Feb 2009	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 4 - Good 5 - Very good 5 - Very good

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