# Tower View Nursery
# Day Care of Children

300 Mossvale Road
Cranhill
Glasgow
G33 5QS

Telephone: 01417 744 555

**Type of inspection:**
Unannounced

**Completed on:**
8 November 2022

**Service provided by:**
Glasgow City Council

**Service provider number:**
SP2003003390

**Service no:**
CS2006133698

## About the service

Tower View 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 140 children in the following age ranges: 12 children aged from six weeks to under two years and 128 children aged two years to those not attending primary school with no more than 40 children aged two to under three years.

The service is provided from a free standing building, which is on one level. Children are cared for within age related playrooms, each with direct access to safely enclosed outdoor play spaces. There is also a multipurpose hall, sensory room, staff rooms, kitchens, office and toilet facilities. The service is part of a neighbourhood and close to a range of local amenities including feeder schools and shops, which contributes to children's sense of belonging to a community.

## About the inspection

This was an unannounced inspection which took place on Tuesday 1 November 2022 between 08:30 and 16:20. The inspection was carried out by three 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 throughout the inspection year.

In making our evaluations of the service we:

- Spoke with some of the children using the service and reviewed email feedback from four parents whose children attend the service.

- Reviewed feedback from two of the external professionals who work with the service to support positive outcomes for children.

- Spoke with the service manager, both deputes and eight staff.

- Observed practice and staff interactions with children.

- Reviewed documents.

## Key messages

- Children received nurturing support from compassionate staff who knew their personalities and needs very well. This contributed to children feeling safe, listened to and loved.
- Children of all ages and abilities were developing their curiosity, imagination and problem solving skills through high quality play experience.
- Children's wellbeing and general health were supported through plentiful opportunities to play outdoors, regardless of the weather.
- The manager was an inspirational leader, committed to supporting the wellbeing of staff, children and families.
- 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? | 6 - Excellent |
| How good is our setting? | 5 - Very Good |
| How good is our leadership? | 6 - Excellent |
| 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? 6 - Excellent

We made an evaluation of excellent for this key question as we found the service performance to be sector leading and innovative for both quality indicators. Child centred and play based approaches were core to staff practice. Children consistently received outstanding care and support from compassionate staff who knew them extremely well. Staff intuitively stepped in to support children when needed or offered challenge to extend their learning through play. As a result, children experienced care that was nurturing and responsive to their individual needs.

**1.1 Nurturing care and support**

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. Parents confirmed that relationships were central to supporting children's care, learning and development. Through sampling children's personal plans, we could see that staff gave emphasis to supporting children's social and emotional wellbeing as the foundation for their learning. The plans had been collated in partnership with parents, which made sure staff had a clear understanding of strategies to support the holistic needs of each child and help them reach their full potential. This meant there was genuine collaboration with parents, who believed their views were respected in any decisions made about their child. Staff had also established strong links with a range of external professionals, who praised their professionalism and communication skills. One educational psychologist told us:

"Tower View make a point of prioritising keyworkers to be present for meetings I've been present in, which is very helpful ... one of their greatest strengths is also the relationships they forge with parents. These are supportive and understanding and caring."

We particularly liked the information about the team around the child that was shared with families within the child's personal plan. This promoted smooth transitions for children when they first enrolled at nursery, then moved up through the different playrooms and became familiar with the people they would be meeting. This approach meant children were able to build attachments with their keyworkers as well as strong, trusting relationships with the wider staff team. It also provided reassurance for the rest of the family that their child would always be cared for by a known adult who knew their unique personality and preferences. Staff were proud to share examples of children's learning stories with us. The examples highlighted a clear planning and assessment framework, charting children's progress and including children's voice. Annotated photos illustrated how children were learning through play and having fun. Staff had made effective use of a moderation cycle to review children's learning journals. For example, after feedback from parents the journals incorporated tips for parents to extend children's learning at home.

Children were supported by staff to be independent and communicate their needs at a level that was right for them. In the baby room, staff stayed at child level, interacting with gentle tones, welcoming body language and lots of cuddles. As a result, children felt included and loved. We observed that, where needed, older children received one to one additional support from staff who were responsive to their changeable moods and interests. For example, one child chose photographs to send to their mother to show they were happy at nursery. Staff messaged the parent, using the photographs to illustrate and provide reassurance of how new approaches were helping the child settle.

Securing funding for a sensory room was a wonderful example of how staff had taken the lead in filling a gap in children's daily experiences. Staff praised their colleague's personal research and advocacy in creating a space that promoted children's emotional wellbeing. The space was used by children of all ages but was appreciated by children with additional needs, who sometimes needed to take time out from the bustle of their playroom to help them self-regulate their emotions.

**1.3 Play and learning**

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 thinking. Children were meaningfully and actively involved in leading their play and learning through a balance of spontaneous and planned high quality experiences that promoted children's choice and independence. Children showed high levels of imagination and applied this in their role play and when playing games. We observed children transporting items between different areas of their playroom as they followed their play ideas uninterrupted. Respecting children's choices contributed to their sense of achievement and self-esteem. For example, a child who had a strong interest in unicorns created a model of one using straws within the block area. They then paraded around the playroom to share their success with their peers and staff. Staff sensitivity consulted with the child to ask how they could share this achievement with their family. Photographs of the model were taken, and staff explained how they would use these to extend and track the child's learning using their learning journal.

Outdoors there were plenty of well-considered loose parts and creative approaches that further engaged children's imagination and enriched their play and learning. Evidence based improvement of the outdoor area was a key priority within the service improvement plan. Staff were enthusiastic about the professional development activities they had participated in linking outdoor learning with drama and literacy, which they believed had a positive impact on their engagement with children.

## How good is our setting? 5 - Very Good

We evaluated this quality indicator as very good, where significant strengths supported positive outcomes for children. Playrooms and outdoor play areas were safe and secure, welcoming and stimulating. These high quality facilities contributed to children being safe, active and meaningfully engaged in their play.

**2.2 Children experience high quality facilities**

The nursery was purpose-built, which meant playrooms benefited from natural light and ventilation. Organisation of children's spaces had been influenced by changes made during the pandemic, for example children no longer moved freely between playrooms but still had direct access to play outdoors. In each playroom staff had created cosy reading spaces where children could relax and enjoy a book on their own or engage in conversation with others and develop their listening skills. Staff told us that they had used national good practice guidance in their evaluation of how space was used to support positive outcomes for children. It was evident that children's current interests were taken into consideration in planning how different areas were resourced. For example, in one of the three to five playrooms, children were interested in sharks and staff supported them to use a digital tablet to explore shark facts thus extending their learning.

Staff understood the value of outdoor play for children's learning, therefore children were encouraged to play outdoors in all weathers. Extra waterproof suits were provided and we observed children independently putting these on when they wished to play outdoors. Staff adopted risk benefit approaches and supported children with assessing risks to ensure their safety. For example, children enjoyed the challenge of climbing on stacked tyres to reach a slide into a mud puddle. Staff kept a respectful distance, only stepping in to help when required to keep children safe. This contributed to children feeling responsible. Energetic play opportunities also promoted children's physical development and overall health and wellbeing.

Although children were confident in using large loose parts outdoors, we would have liked to see more open ended and natural materials indoors, particularly for older children. We recognised limiting certain materials was partly because of infection control restrictions during the pandemic. The manager explained that there were more open ended resources available at quieter times of the day, such as when siblings from different age groups were able to play together. However they accepted that this may mean that some children did not access this opportunity for curiosity and investigation through loose parts play. We were confident that the staff team would reflect on this practice as self-evaluation and evidence-based improvement ran though the improvement plan for the setting.

The setting had used a professional enquiry approach to evaluate children's experiences during mealtimes to ensure this was a pleasant social experience for everyone. Babies had their lunch in their own playroom to create a homely atmosphere with high staff ratios to support feeding. Older children ate in the large multipurpose hall adjacent to the kitchen, where they were encouraged to be independent and make choices. Small tables organised in keyworker groups meant there were opportunities for children to learn about turn taking and staff chatted with them about healthy eating behaviours. We discussed the value of mainly support assistants taking the lead role for children's lunchtimes as this can be a key learning time for children, for example to develop their language and communication skills.

Children's safety was promoted through risk assessments for all areas and activities accessed by them. The service provider had an effective system for reporting any repairs or faults and we could see that these were generally actioned in a timely manner. Children were also 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. During our inspection we highlighted where practice could be improved, such as always storing paper towels in dispensers, immediate action was taken on this.

## How good is our leadership? 6 - Excellent

We evaluated this quality indicator as excellent as we identified outstanding levels of performance across a range of the setting's quality assurance and improvement activities.

**3.1 Quality assurance and improvement are led well**

We found the setting to be inward and outward looking. The manager demonstrated corporate responsibility by sharing good practice across the learning community and advocating for staff and families. For example, they had promoted a more sensitive and respectful tone toward families within the service provider's policies. The management team included two deputes, who had a sound understanding on the use of tools to support an improvement cycle. For example, we looked at a driver diagram that had used post it notes to consult with staff to review the current vision for the setting. The improvement plans and associated decisions were displayed in the foyer for families to read and comment on.

There was a strong sense of community within the setting. Parents confirmed that communication with families was transparent and meaningful so that everyone felt welcomed. They believed their views were listened to and respected by management and staff. Across all playrooms and age groups, staff responded positively and sensitively to children's individual needs and interest. They adapted their interactions and experiences to ensure children were fully included in the life of the setting, which contributed to children feeling a sense of belonging. Effective two-way communication contributed to improved outcomes for children and families

Staff, children and families benefited from the manager being an inspirational leader, who promoted a model of distributed leadership amongst their team. As a result, all staff were highly motivated and enthusiastic, clearly happy to be at their work and lead children's learning. This modelling and positive attitude created a happy, nurturing environment and helped children learn about caring for others. Staff shared some of the leadership roles they were involved with. Most recently, a rotating 'room leader' had been introduced to lead on tasks such as information sharing for their playroom. As a result, everyone had a sense of ownership of the setting's improvement journey and their own contribution to this.

Staff told us that the manager was very nurturing and supportive and promoted an open-door policy, which enabled them to have informal discussions about their practice and development. There was a culture of learning within the setting. Providing staff with high-quality learning underpinned improvement planning. Staff had participated in core training, such as child protection, but could also request training they felt would have a positive impact on children. Staff engaged extremely well with the inspection process taking on advice offered. They were reflective practitioners, who had high aspirations and confidence in their capacity to support children and families to reach their full potential.

## How good is our staff team? 5 - Very Good

We evaluated this key question as very good, where significant strengths supported positive outcomes for children. Effective staff deployment within the setting meant that children's individual needs were being met by the right number of staff.

**4.3 Staff deployment**

Very good staff retention and staff support ensured a staff team who worked well together in delivering high quality experiences for children. Meaningful support for staff wellbeing meant staff felt valued and respected and promoted positive staff attendance. New staff shared their experience of induction with us, which they believed to be thorough and made them feel welcome and immediately part of the team. We encouraged management and staff to make more explicit reference to the national induction resource so that everyone was familiar with Scottish Government's expectations of national standards.

Management made effective use of the differing experience, knowledge and skills of the staff team around the setting. For example, children with additional needs received one to one support from a trusted adult when needed, so that they felt included and valued. Staff recognised that continuity of care was important for children to help them feel safe and secure. They communicated with each other if they needed to move away from their designated area so that appropriate information was shared about children's individual needs and there was always a safe number of adults caring for children. Sometimes staff moved with children between playrooms, so that the presence of a familiar adult supported smooth transitions for children, and they felt secure. Staff could also ask to move playrooms for their own professional development. Their transition was supported by a mentor who familiarised them with the expectations of their new role and responsibilities.

Staff breaks during the day were planned to minimise any impact on children whilst enabling staff to rest and be refreshed. Staff had additional protected time away from the playroom when they could focus on planning for children, including writing up their observations. This helped ensure children's experience of quality engagement with staff across the whole day was positive and that they were safe. Parents believed that there was always enough staff and that staff had taken time to build trusting relationships with them to enable partnership working, summarised by this parent comment:

"All staff are so welcoming and friendly. (My child) settled in so easily and quickly. I am always updated and kept in the loop with anything that is happening either if it is events or if (my child) has hurt herself. (My child's) keyworker always goes above and beyond my expectations, she is so kind and caring and you can see that she really cares for the kids. During drop off and pick up staff will verbally tell me anything that is coming up which is backed up with emails and also their Facebook page which is really helpful."

## 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? | 6 - Excellent |
|---|---|
| 1.1 Nurturing care and support | 6 - Excellent |
| 1.3 Play and learning | 6 - Excellent |

| How good is our setting? | 5 - Very Good |
|---|---|
| 2.2 Children experience high quality facilities | 5 - Very Good |

| How good is our leadership? | 6 - Excellent |
|---|---|
| 3.1 Quality assurance and improvement are led well | 6 - Excellent |

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

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