Community Central Hall - Happy Days Nursery
Day Care of Children

304 Maryhill Road
Glasgow
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Type of inspection:
Unannounced

Completed on:
10 May 2024

Service provided by:
Community Central Hall

Service provider number:
SP2007008922

Service no:
CS2007144690

About the service

Community Central Hall - Happy Days Nursery provide a care service to a maximum of 75 children: 18 children aged 0 to under two years; 25 children aged two to under three years; 32 children aged three years to those not yet attending primary school. The service operates Monday to Friday and offers full and part-time places. The provider is Community Central Hall, a voluntary organisation that also operates an out of school care service. Happy Days Nursery is in partnership with Glasgow City Council to provide early learning and childcare places for children from three years of age. The service is located within the Community Central Halls building in Maryhill, Glasgow. There is a secure entrance area, playrooms, toilet facilities, office and staff room. There is a secured small outdoor area. The service is close to shops, transport routes and other amenities.

About the inspection

This was an unannounced inspection which took place on Wednesday 9 May 2024. 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 throughout the inspection year. In making our evaluations of the service we:

- Spoke with 20 of the children using the service and reviewed survey responses from 34 parents whose children attend the service.
- Spoke with the manager and eight staff and reviewed survey responses from eight members of staff.
- Observed practice and staff interactions with children.
- Reviewed documents.

Key messages

• Children experienced sensitive and respectful caregiving from staff who were responsive to children's changeable interests.

• Children were spoken and listened to in ways that encouraged them to feel valued and included.

• Staff were motivated, well led and passionate about improving outcomes for all children.

• Staff communicated well together and supported each other in their shared work roles.

• We found that staff worked hard to provide a variety of quality learning experiences by continuously promoting choice, children's interests, as well as tracking and reflecting on individual achievements.

• Staff should develop their approaches to supporting children's collaborative play projects and promoting child led planning for play.

• We identified a need for staff to review daily routines to increase available time and opportunities for children aged two to three to experience outdoor play every day.

• Effective staff deployment within the nursery meant that children's individual needs were being met by the right number of staff throughout each element of the day.

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?	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? 4 - Good

Quality indicator 1.1: Nurturing care and support

We evaluated quality indicator 1.1 as very good as we found performance demonstrated major strengths in supporting positive outcomes for children and did not require any significant adjustment.

We looked at how the nursery's planning approaches for children's care, learning and development ensured they experienced positive outcomes. Detailed and regularly reviewed personal planning systems were in place for all children. Children's personal planning records included: "All About Me" information; photo based learning journal observations; developmental milestone trackers; parental review sheets; transition documents; and records of children's achievements. A traffic lights system was used to link to observational entries of children's progress to national "Realising the Ambition" benchmarks. Staff used this personal planning information to involve families in decisions about their child's care and development. One parent told us: "This nursery has a very individual approach to each family and child. Our nursery is so caring and the staff is absolutely fabulous. My boys go to nursery happy and come back home happy. I feel very confident and happy to leave them at the nursery. The activities, the care, the love the staff has for these children is above and beyond." Individual children's tracking of learning information was related to developmental milestones across a variety of educational subject areas drawn from Early Level of Curriculum for Excellence. This helped to promote parental awareness of actions that were being used in practice to help individual children achieve their learning goals.

We noted that effective systems were in place to support children with additional support needs. This included positive examples of multi-agency involvement serving to maximise potential outcomes for children's learning and development. A parent commented: "My child requires specific dietary and speech-related accommodations. The nursery staff has been incredibly supportive and instrumental in implementing additional assistance, particularly in the area of speech and language development." We identified a need to ensure that personal plans consistently provided a clear summary of the most up to date key care support and learning strategies for each child including any arising from any recent multidisciplinary assessments. Overall, the planning systems we found in place enabled the relevant staff to respond quickly, sensitively and compassionately to changes in a child's life.

Throughout the various play sessions we observed it was clear that children experienced sensitive and respectful caregiving. We observed staff being responsive to children's changeable interests and demands. Children were spoken and listened to in ways that encouraged them to feel valued and included. All of the parents who completed our survey agreed or strongly agreed with the statement: "Overall, I am happy with care and support my child receives in the setting". One parent told us: "Everyone at the nursery is very friendly and enjoys engaging in conversations, particularly when the discussions revolve around the children and their daily experiences. I am pleased to say that I feel comfortable having conversations with all the staff members at the nursery".

Quality indicator 1:3: Play and learning

We made an evaluation of good for quality indicator 1.3 as we found performance where identified strengths had a significant positive impact on children's experiences and outcomes.

We found that staff worked hard to provide a variety of quality learning experiences by continuously promoting choice, children's interests, as well as tracking and reflecting on individual achievements. Staff took time to extend conversations with children about their play and used some well-timed open ended questioning to further extend and challenge thinking and learning. We found that staff used observations of children's significant play interests to adapt their support for and resourcing of play experiences. We identified a need to ensure the next steps for children's play and learning within individual learning journal observations were consistently recorded and specific to each child's particular learning needs. This can enhance the systems in place for highlighting the developmental progress children are making through planned play and learning experiences. This will ensure that staff are consistently able to identify what each child needs to learn next.

In each indoor play space there were some well considered open ended materials and creative approaches that at times engaged children's imagination and enriched their play and learning. Children engaged in a range of role play and creative experiences that supported their imagination to flourish. The use of questions from staff helped children to extend their thinking and consolidate their thoughts and ideas through play. All the parents who completed our survey told us that their children's development was consistently supported by fun and interesting play experiences. One parent commented: "The overall child-centred approach and practice is supportive of my child's development and learning. Most positive aspects include staff encouraging my child's specific interests such a singing and reading stories. Staff have also been very helpful with big events such as toilet training and moving rooms as my child ages". Another parent told us: "Happy Days are fantastic at offering fun play. The updates on the learning journal are a great way to be kept up to date on my child's play. She goes to the woods, the park, takes part in fun cultural events where the workers even join in. I have seen photos of my daughter dancing with the staff, painting, dressing up, playing in soft play, pretend car wash, learning about different household objects, singing, reading books, finger painting to learn her own name, learning about shapes, colour and numbers through fun play. The list is endless!".

We discussed with staff observation approaches that could help identify and evaluate play experiences that children found particularly engaging and challenging. We highlighted how this could help foster meaningful discussion between children and staff about play and development. We discussed with staff how this would enhance the systems already in place for recognising children's achievements as well as further promote children's sense of ownership and leadership of play. In particular, we identified a need for staff to take forward and implement strategies for developing children's sense of ownership of leading change related to their self chosen play projects. Staff agreed that more flexible use of big books or similar planning tools that were based on observations of children's most engaging and involving play experiences could strengthen existing opportunities for children to shape their play environments.

How good is our setting? 4 - Good

We made an evaluation of good for this quality indicator as we found performance where identified strengths had a significant positive impact on children's experiences and outcomes.

Quality indicator 2.2: Children experience high quality facilities

We looked at the nursery environment and resources within it in terms of how they were managed to support positive outcomes for children. Children were cared for in a welcoming, comfortable environment which was bright and well ventilated. Rooms were well furnished with space for children to participate in a variety of activities. The nursery play spaces included the provision of open-ended and natural resources. Spaces were set up in ways that were adaptable and had potential to encourage children's creativity.

One parent commented: "The physical environment could be improved, although the array and quality of toys/resources is excellent. Access to appropriate outdoor space is gradually improving." Another parent told us: "There are no outdoor spaces directly attached to the nursery however they often visit the woods, football pitches, parks nearby." A third parent stated: "The woods have been an incredible resource for the children, and I know that our kids particularly enjoy spending time outdoors. The way they are able to explore and have adventures is fantastic. I also know that they enjoy other excursions that the nursery consistently plans and this enables them to discover new things and investigate their surroundings."

Staff told us the limited size of the outdoor play space within the nursery restricted the number of children who could access it at the same time. One parent told us: "It would be great to have a larger outdoor space that can be used even in poor weather." The layout of the nursery building and related access arrangements from playrooms restricted opportunities for children to freely lead their own play between indoor and outdoor play spaces. To help address this issue, the senior management team had identified a local woodland space that groups of children regularly accessed as part of the play opportunities on offer. Staff told us how they made use of outdoor play and woodland spaces to encourage young children to explore the natural world, move their body in different ways and widen opportunities to learn through their sensory and physical experiences. We highlighted and staff agreed that more regular planned outdoor play opportunities within park and woodland spaces beyond the limitations of the nursery setting would further increase opportunities for children to experience fresh air and enjoy challenging play. The senior management team agreed to make forest kindergarten training and experiences a focus of future improvement and professional development planning. We identified a need for staff to review daily routines for children aged two to three years to increase available time and opportunities for young children to experience outdoor play every day.

We identified a need for the provider to make adaptations to the nappy changing space for babies to more fully comply with recently revised national best practice guidance. This guidance highlights how children under two years are especially vulnerable to infection due to an immature and developing immune systems. This means children under two years must have a self-contained designated nappy changing room with floor-to-ceiling walls and a full-sized door that closes securely. We discussed with the senior management team that nappy changing facilities must be separate from, but conveniently close to, the playrooms so staff can easily change nappies in a timely manner. Nappy changing facilities should be designated for that use only and be separate from play areas, food preparation areas, serving areas and laundry area. During the course of our inspection, the provider agreed to immediately progress these changes. This can help to ensure that any potential cross infection risk to children are minimised and protect positive health outcomes for children.

How good is our leadership? 5 - Very Good

We evaluated this quality indicator as very good as we found performance demonstrated major strengths in supporting positive outcomes for children and did not require any significant adjustment.

Quality indicator 3.1: Quality assurance and improvement are led well

We found that staff were motivated, well led and passionate about improving outcomes for all children. One parent commented: "Quality of leadership is evident. Senior staff are visible and confident. Manager is present and knows the children." Staff told us how the management team provided a clear focus for their shared team work including setting out clear responsibilities and expectations. We found that the team worked together effectively to evaluate and reflect on their practice. They were keen to take forward current ideas, develop and implement best practice guidance.

We found that team meetings took placed regularly and staff had the opportunity to take part in one to one meetings with management. These provided an opportunity to discuss any improvement ideas and identify any related training needs. This resulted in children experiencing quality interactions and a broad range of stimulating play experiences centred around their emerging interests.

The leadership team had developed a wealth of improvement planning documentation. We saw that parents views were respected, and that efforts had been made to widen parental engagement with the life of the setting through stay and play sessions and a variety of improvement planning committees. Five working groups were led by different staff to encourage their professional development as well as ongoing improvements to the nursery's approaches to self-evaluation, promoting literacy, numeracy, outdoor play and meeting the psychological needs of young children. One parent commented: "Open communication is the key to success of the nursery. We don't have to wait till the parent evening to talk about the service." Another parent told us: "We have regular questionnaires asking for our opinions and involvement. Staff routinely share materials they would like to use in the rooms and ask for support with donations of equipment. Staff also take part in various events such as sponsored walks to help raise funds for the nursery." A third parent said: "I am asked - and respond to - the monthly questionnaire sent home to grade and comment on the service with feedback always given and comments taken on board. You can express your feedback in anyway." The manager told us how they dedicated time to analysing children's, staff and parents' contributions to any consultations and extracting the key messages or themes. This feedback had been used to support the development of an improvement plan that clearly set out the service priorities and targets for change.

We highlighted practical consultation strategies for further extending the high levels of parental engagement in the improvement planning process. The staff agreed these had the potential to help strengthen the capacity of service to deliver high quality care and support tailored towards children's and families' particular needs and choices.

How good is our staff team? 5 - Very Good

We evaluated this quality indicator as very good as we found performance demonstrated major strengths in supporting positive outcomes for children and did not require any significant adjustment

Quality indicator 4.3: Staff deployment

Effective staff deployment within the nursery meant that children's individual needs were being met by the right number of staff throughout each element of the day. The staff to child ratio allowed staff to be responsive to individual needs which enhanced children's experiences and ensured children had the right support at the right time. One parent commented: "Staff ratios are always well above legal requirements, both inside the service and when out on their daily trips." Another parent told us: "I have seen one on one time spent with my child or in small groups which gives my daughter attention and needs that help." A third parent said: "Very consistent staff, good staff retention in the nursery. Our child is well looked after at any point. There are an assigned number of children to each staff member and the nursery always seems to have a good number of staff there. Most staff have been there for a number of years which is a good sign!" We found staff worked together to ensure effective supervision and quality engagement with the children across the day. Staff communicated well with their colleagues when a personal care task took away from their play area based responsibilities. Children who required additional support were well supported by staff to feel respected and included in daily experiences.

A robust induction process supported newly appointed staff to meet children's needs. The induction programme had helped new staff to settle into their role and become part of the staff team. As a result, they were clear about their roles and responsibilities which supported children's experiences.

We highlighted to the senior management team the value of implementing plans to link staff training and development opportunities to specific aspects of their role. This included conversational and relationship building aspects of the role in engaging with children during meal times, forest kindergarten training, awareness of current play initiatives, including observation and curriculum planning. We highlighted the value of deploying extra lunchtime cover support staff to afford key staff the time capacity to fulfil key strands of national best practice guidance on meal time experiences for young children.

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?	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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