Hyde 'n' Seek On The Green
Day Care of Children

80 Templeton Street
Glasgow Green
Glasgow
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Telephone: 01415 510 586

Type of inspection:
Unannounced

Completed on:
5 February 2025

Service provided by:
Hyde 'N' Seek Ltd.

Service provider number:
SP2003003510

Service no:
CS2007147623

About the service

Hyde 'n' Seek On The Green is registered as a daycare of children service. It is registered to provide a care service to a maximum of 57 children not yet attending primary school, no more than 16 are aged 12 months to under 3 years, no more than 25 are aged 3 years to not yet attending primary school. They are also registered to provide a satellite service within a close by public park to a maximum of 16 children aged 3 years to not yet attending primary school. This part of the service was not operating at the time of this inspection.

The nursery is based over two floors within a converted unit within a business centre based in the east end of Glasgow. There are three main playrooms for children, and on the lower floor there is a dining room. The nursery accessed Glasgow Green for outdoor play. Being city centre based, they also made use of local amenities to enhance the children's experience.

About the inspection

This was an unannounced inspection which took place on 4 and 5 February 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 people using the service and their families
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children were happy and engaged in the play environment.
- Areas children accessed were spacious, with a range of play equipment.
- Children would benefit from more free play access to the outdoor area.
- Parents felt involved in the service and staff were actively seeking their views to develop and improve the service.
- Staff were warm, welcoming and attentive to the needs of the 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?	4 - Good
How good is our setting?	4 - Good
How good is our leadership?	4 - 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 evaluated this key question as good, where several important strengths, taken together, outweighed areas for improvement.

1.1 Nurturing care and support

Staff were warm, welcoming and provided a nurturing approach for children and families attending the service. There was good stability within the staff team, this meant that children benefited from continuity of care. The staff team worked flexibly and were adaptable. A keyworker system supported the children to feel safe and secure.

The service used the Famly app, an online platform, to store and share relevant information regarding children and their individual needs, including personal plans, their journey of learning and photographs. Each child had a personal plan that contained information to support staff to meet children's individual needs. The online app format of these documents meant this information was easily updated and shared with families, making this a continuously evolving document that was updated as the children's needs changed. This supported children where they needed any additional support or changes to their care. The service had a wellbeing plan for children that they called Getting it right for me (GIRFME). We suggested they add additional columns to the form to ensure clear targets for children, and link information within the GIRFME record with the online learning journey. This will show clearer progression and next steps for children. Parents shared that the Famly app was a good way of finding out relevant information about their child's time at nursery.

Staff had attended child protection training. Staff shared with us what they would do if they had concerns about a child in their care and the procedures they would follow and how they would record concerns and pass on information. There were good open channels of communication within the service and this contributed to good relationships to keep children safe.

Where children required medication this was stored safely within the service near the playrooms. The key should be accessible at all times, alongside the cabinet, and clearly labelled. Parents had signed consent and there were clear procedures in place for staff for the safe administration of medication.

Staff followed best practice in relation to safe sleep. Children slept on individual mats where they had space to sleep comfortably. As the service spent a lot of time on local walks, children sometimes slept in prams on the walk. Staff ensured children were comfortable and well wrapped up or shaded for the weather. For very young children, cots were available. Staff monitored children when they were sleeping, this followed best practice safe sleep guidance.

Meal times were planned to provide a social experience for children of all ages. Children aged three to five went to a lunch room on the ground floor and children under three years had lunch within their playrooms. A serving station was set up for children and they were encouraged to be independent. Smaller groups and more opportunity for engagement would enhance the experience for children. Children would benefit from staff sitting at individual tables focusing on smaller groups for serving and supporting the social experience. Children had access to a range of home cooked food across the day. Further consideration could be given to the child's whole day at nursery and access to fresh fruit and vegetables at each meal time.

The service had a positive approach to infection prevention and control. We observed good handwashing across the service. Staff had attended training in infection prevention and control and there were good monitoring systems in place.

We observed staff supporting children with their personal care. Staff were respectful of children's rights and preferences. Staff asked children if they would like their nappy changed and told them the steps they were taking while changing the nappy. This contributed to a rights based approach within the nursery setting.

1.3 Play and learning

Children were playing and having fun and were engaged in the play environment, playing in groups with friends. Self-registration at the start of the session gave children the opportunity to use technology to sign themselves in recognising their own names, this promoted literacy and problem solving.

There was a wide variety of resources to meet the needs of children, offering interesting experiences to engage children in their own learning, including loose parts, construction, crafts and access to digital technology. The service also had good community links and children enjoyed a trip to the local library, storytelling and the use of props to tell stories engaged children and sparked their interest. Parents shared that there were always lots of fun activities available for their children.

The children regularly experienced trips in the local community. They were adjacent to a large public park with a designated space they could use for play. They also made trips to local shops, museums and libraries and were building intergenerational links within the community by linking with local care homes. There was a need for children to have free access to an outdoor play space where they could direct their own play and learning. We directed staff to best practice guidance in relation to children having access to outdoor play every day. They should put a plan in place to develop a system where children could choose freely to play outdoors during the session. We have made one area for improvement in relation to this (see area for improvement 1).

We reviewed the nursey's planning approaches for play and learning. Staff told us how they used observations to support children's progress and development, these were captured in an online learning journal. Staff showed us documentation that they used to plan for children's collaborative play within the three to five room. We highlighted a range of strategies that would allow their approach to become more responsive and child-led. We highlighted the value of using observation tools such as the Leuven Involvement Scale to identify high points of children's purposeful engagement and play. We discussed how these observations could be used as a launchpad for children to reflect on their own learning and lead their own play projects. We discussed staff rota systems and responsive tools that would allow them to plan in a way which encouraged children to link their play across different play areas in context. Learning journals were updated regularly online and these could be more specific and responsive to the individual children.

Areas for improvement

1. Children should have access to outdoor play every day where they can lead and direct their own play in a natural environment with additional staff to meet the needs of children and ensure they can access outdoor play as part of their overall curriculum.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "As a child, I play outdoors every day and regularly explore a natural environment" (HSCS 1.32).

How good is our setting? 4 - Good

We evaluated this key question as good, where several important strengths, taken together, outweighed areas for improvement.

2.2 Children experience high quality facilities

Children had access to a safe and secure building. The nursery was based over two floors with playrooms on the ground level with easy access to the front door for the children's prams for outings. The playrooms were clean, well-maintained and free from clutter. There was a range of high-quality resources for children to access and they were being used well to extend children's play opportunities. Learning environments supported the development of children's literacy and numeracy skills through effective use of environmental print and play materials. Low windows allowed children, when playing indoors, to see the community which was busy and was near a large public park in an urban area. Access to the smart board for digital technology allowed children to develop their skills and enhanced their learning through technology.

Playrooms were well-ventilated with natural light. Areas children accessed were cosy and comfortable with a range of soft furnishings. This included cosy corners and a snug area within the three to five room for children to take themselves to a quiet space away from the open plan playroom. This was to support meeting the individual needs of children. Playrooms were adaptable to allow mealtimes in the under three rooms. Children three to five accessed a lunchroom on the ground floor. There was enough space to meet children's needs.

The service was based within a commercial building adjacent to a large park. The service had use of the park and the wider community to access outdoor play. They made use of this, however, children would benefit from further access to free play outdoors. We have made one area for improvement in relation to this already. The area being accessed for outdoor play directly outside the nursery doors was not a suitable place for children to play. Therefore, additional staff allowing further access to the park will improve outcomes for children. Parents shared that they liked the children accessing outdoor play.

How good is our leadership? 4 - Good

We evaluated this key question as good, where several important strengths, taken together, outweighed areas for improvement.

3.1 Quality assurance and improvement are led well

The service had a clear vision, values and aims that showed their commitment to developing and improving the service for families. Staff contributed well throughout the inspection process with an openness for development and improvement. Staff were committed to their own professional development and there had been recent supervisor roles assigned within the staff team.

Quality assurance officer roles had recently been developed within the wider organisation to support each team to take forward self-evaluation processes linked to the nursery improvement planning. This had led to two separate floor books being developed to capture self-evaluation and improvement planning. This showed progress and development in specific areas on the improvement journey. The nursery improvement plan set out three broad targets for improvement including:

- staff training and continuous professional development to a high standard
- family engagement

- involving children in every aspect of the nursery day including supporting children with additional support needs and widening opportunities for outdoor play.

The areas staff had identified to develop were well-planned and based on the needs of the children. Family engagement was a focus for the service and we could see the progressions being made. Further ways of monitoring success will support staff to measure the improvement journey. The areas the service had identified for improvement were in line with our own findings and will result in improved outcomes for children.

Staff development was giving staff the opportunity to gain skills and knowledge to enhance the improvement journey. Staff took forward lead roles. Some of these roles were newly appointed. There could be more opportunities going forward for staff to attend more training to impact children's experience. More specific leadership roles will support the development of STEM (science, technology, engineering and maths), literacy and numeracy across the service. The service should also implement further ways of monitoring and evaluating as the service develops and improves. As part of the overall monitoring, we identified a need for the service to put in place clear monitoring procedures to record the frequency and length of each child's daily experience of the outdoors.

How good is our staff team? 4 - Good

We evaluated this key question as good, where several important strengths, taken together, outweighed areas for improvement.

4.3 Staff deployment

There were enough staff to ensure that the needs of children were being met. Children were supported by a committed staff team who worked well together. The provider was committed to ensuring that staff were valued as part of the team. This helped to support continuity for children through good retention of staff and low staff absence. There had been some recent changes within the staff team to provide promoted posts for staff and there was a good support plan in place to enhance the team. An additional member of staff would allow the service to provide better opportunities for outdoor play due to the service not having onsite outdoor facilities, allowing children access to free play outdoors daily in a natural open space. Staff deployment at the lunchtime period, in terms of opportunities for provoking conversation and engagement, would be improved if staff were sitting with small groups of children at tables alongside them having lunch, promoting a social experience.

As part of the ethos of the wider organisation, the service had a good ratio of qualified to unqualified staff within the setting, ensuring that staff completing their training through apprenticeships were being well-supported by the staff team.

The staff team worked well together and were flexible with each other. There was good communication and staff were well-supported by the management team. Communication aids ensured that everyone was safe as they ventured out within the wider community. Parents told us they had built good relationships with staff and found them approachable, kind and caring.
We identified a need for the staff development programme to provide practitioners with a wider understanding of high-quality early learning and childcare. Further training opportunities and collaboration with other settings and professionals will extend staff knowledge and experience. This will improve outcomes for children.

Staff had been safely recruited into the service. We sampled staff files and these included relevant safer recruitment checks, these had been completed prior to staff starting. There was an induction in place for newly recruited staff that included core training and mentoring by senior staff. This was supporting new staff and developing their skills and knowledge. We highlighted the value of adapting current recruitment plans so that the recruitment focus was more on experienced qualified staff with a record of delivering successes and outdoor play, for forest kindergarten approaches, child led planning, and effective use of observation. This will develop the workforce within the setting.

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?	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?	4 - Good
4.3 Staff deployment	4 - Good

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