Buttons & Bows Nursery
Day Care of Children

15 Crookston Drive
Crookston
Glasgow
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Telephone: 01418 832 521

Type of inspection:
Unannounced

Completed on:
9 July 2024

Service provided by:
Buttons & Bows Nursery

Service provider number:
SP2008969505

Service no:
CS2008174312

About the service

This service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011.

Buttons & Bows Nursery is registered to provide pre-school education and daycare to a maximum of 76 children aged from birth to those not yet attending primary school. The service operates from 07:30 to 18:00, Monday to Friday, during term time and school holidays and is in partnership with Glasgow City Council Education Department. The service operates from a detached villa in the Crookston area of Glasgow.

The service aims to: "Provide a safe and stimulating environment in which children can feel happy and secure. Encourage the emotional, personal, social, physical, creative and intellectual development of each child."

About the inspection

This was an unannounced inspection which took place on Tuesday 9 July 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 several children using the service and reviewed survey responses from 23 parents whose children attend the service
- spoke with the senior management, team and nine staff
- observed practice and staff interactions with children
- reviewed documents.

Key messages

• The service was very well led by a strong, approachable manager who was supported by the provider.
• Children were empowered to be fully involved in their play and learning through the skilled interactions and actions of staff.
• Children's learning and development was supported through a well balanced curriculum.
• Staff knew children very well, responded to their needs sensitively in line with information recorded in their personal plans.
• The staff team, manager and provider engaged well with the inspection positively.
• Children benefited from a social and enjoyable lunch time experience.
• The manager had carefully deployed staff across the service to ensure all children's needs were being met well.
• Staff and children respected their environment, taking time to make sure it was homely, fun and welcoming.

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?	5 - Very Good
How good is our setting?	4 - Good
How good is our leadership?	4 - 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? 5 - Very Good

Quality indicator 1.1 Nurturing care and support.

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children therefore we evaluated this quality indicator as very good.

Strong nurturing relationships and effective communication with parents contributed to children's needs being met. Children experienced kind and caring interactions from staff who took time to listen and respond to their needs. Children's care and learning routines were individual to their needs and were delivered with kindness and compassion. One parent told us "This is such a wonderful, welcoming nursery. All of the staff in my child's room know him so well, his needs and wants are always cared for daily and he absolutely loves it." Staff were skilled at building resilience and identifying when children were needing reassurance, love or comfort. This meant children were being supported and nurtured throughout their daily experiences well.

Cultural, dietary, medication and allergy needs were well communicated to ensure all relevant staff were aware of children's needs and wishes. We witnessed staff encouraging choice, responsibility and independence at this time, while also sensitively helping them make healthy choices for their lunch. Fresh water was available throughout the day and children were encouraged to remain hydrated. Children experienced warm, caring relationships with staff when receiving support with feeding. Where children were weaning, or were receiving their nutrition from milk feeds, this was well planned and in line with parents wishes. We concluded staff had developed and facilitated quality mealtimes that were nurturing for children and supported their overall wellbeing and development.

All children received a personal plan drawn together using wellbeing Indicators; Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included (SHANARRI). Plans were created in partnership with parents and reviewed and updated in line with guidance. Plans contained the key information that staff needed, to respond sensitively, quickly and compassionately to changes in a child's life. All parents we spoke to, told us that they were fully involved in sharing with staff their child's care and knew about their personal plan.
Personal planning reflected the holistic needs of each child to improve their wellbeing and support positive outcomes.

Sleep time was managed well. Safe sleep checks were in place along with a safe sleep policy, which was shared with parents. Children were able to rest or sleep in line with their sleep routines recorded within their personal plans. Children's dignity and privacy was respected, as staff attended to their personal care needs. Staff discreetly supported children to the toilet and sensitively helped them to wipe their noses.

Medication was stored and administered in line with best practice guidance. Medication storage and records were audited monthly by the manager. This meant when children needed medication it was stored and administered safely in line with their needs.

Children's wellbeing was supported through staff knowledge and understanding of their role in identifying, recording and referring any concerns. This was supported by policy and attendance at child protection training. Staff were working well with other agencies, such as the primary school, to promote a continuity of care and access to further support if necessary.

Communication with families was strong, we reviewed evidence that the service had collected that demonstrated parents felt their views were respected and they were kept informed of their children's progress and the life of the centre. All parents that we spoke with confirmed that they were always welcomed warmly into the service and had the opportunity to discuss their child's care, play and learning. One parent told us ""Myself and my husband enjoy stay and play sessions. We go into the nursery and have the opportunity to play alongside our son and his friends. "

Quality indicator: 1.3 Play and learning.

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children therefore we evaluated this quality indicator as very good.

Children moved easily around the play areas independently and transporting toys as they wished. Staff took time to listen, talk and communicate with children. This supported children's overall wellbeing and sense of belonging. Children had fun as they participated in a variety of experiences which were developmentally appropriate and relevant to their interests. They had a sense of purpose as they busily played, developing their learning. Staff used a responsive planning approach, that linked to national curriculums such as Education Scotland Curriculum for Excellence Early level and Realising the Ambition Being Me. This meant staff gathered information that supported them to report on children's progress and achievements.

Older children enjoyed both indoor and outdoor areas, that were rich in learning. Children were using wall art displays to make sense of their learning at this time. Some children used art to display their upcoming holiday destinations along with the different ways that you can travel to your destination. This extended to children writing their own name and their families names on their art work. Other children were playing in the mud kitchen outdoors, which was very well resourced. These children were learning turn taking as they played together to create their versions of soup, pasta and cake using the natural materials that were in this area. This demonstrated depth and breadth in children's learning.

The materials available to younger children encouraged them to be curious and creative within their play. Younger children were building strong connections in their brains as they explored using their senses. Staff had a rich understanding of the importance of children in this age group feeling safe and nurtured. This was promoted by effective use of photographs of their families around them. Staff celebrated through photographs and displays of the importance of this age group exploring and developing their senses, through sand, water, shaving foam and paint.

Staff promoted positive use of language and vocabulary during conversations with children and interacted well with them during play. They joined in play in many fun ways and at children's level, for example, staff were helping some children make pretend snacks in the mud kitchen for a special party outdoors . Staff were developing opportunities for children to learn about literacy and numeracy through play based approaches, in the two-five playrooms. The younger age group were developing their literacy skills through song time, puppets, musical instruments and story time.

Staff used very good questioning techniques effectively to help children to think about what to do next to extend their play. Children's daily experiences were shared with parents through the Family App. We saw that children's learning was enhanced, by parents posting their child's learning, play and fun at home too. All parents we spoke with told us "My child's development is supported through interesting and fun play experiences." We concluded children were having fun as they experienced good play and learning opportunities.

How good is our setting? 4 - Good

Quality indicator: 2.2 Children experience high quality facilities.

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children therefore we evaluated this quality indicator as good.

Playrooms were clean, bright, and furnished with natural furniture which helped create calm and relaxing environments. Indoors and out were welcoming and inviting spaces and they all provided children with ample space to play. Children played happily independently or cooperatively in groups which helped them to build positive relationships with their peers and develop their social skills. We noted that the environment in the playrooms had been reviewed by staff to ensure more effective opportunities for play. Resources were well maintained, safe and accessible to children. Storage of resources were clearly accessible and thought out, which ensured that children could choose the right play experiences to suit their needs and interests. Staff told us that the owner was committed to fund well-resourced play areas and experiences to support and extend children's learning in all areas. The extensive range of interesting materials, access to nature, tools and open ended resources enabled big scale and small world play. This engaged children's curiosity and challenged their thinking.

Children were enabled to rest and relax as each playroom had cosy and nurturing areas which were well accessed by the children. This resulted in children seeking out a quiet space where they could have some individual time when needed and contributed to them feeling safe. Staff told us of their plans to incorporate more shaded areas outdoors, to ensure that children had more spaces outdoors to relax as they wished.

Children experienced an environment that smelt fresh and was clean as staff undertook regular cleaning throughout the day which helped support cleanliness and children's wellbeing. We saw staff and most children washed their hands regularly which minimised the spread of infection.

Two nappy changing areas within the service did not follow current best practice in relation to infection prevention and control and privacy and dignity for children. We signposted the provider/manager to Care Inspectorate guidance on Nappy changing for early learning and childcare settings (excluding childminders); and the Scottish Government document Space to Grow (see area for improvement 1). Both the provider and the manager were identifying resources to meet this area for improvement, during the inspection.

Staff carried out daily checks of rooms to ensure spaces were safe for children. Some risk assessments were in place and provided detail of potential hazards and measures they would take to minimise any risks. The service had safety measures to support a secure environment for children. Maintenance records ensured that any equipment and damaged items were repaired or replaced. Playroom registers, policies, risk assessments and fire safety drills kept children protected. All parents we spoke with strongly agreed that the environment was clean, hygienic and safe.

Areas for improvement

1. To ensure that children have a hygienic and dignified nappy changing experience, The provider should improve nappy changing facilities.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state, 'If I require intimate personal care, this is carried out in a dignified way, with my privacy and personal preferences respected' (HSCS 1.4), and 'I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishings and equipment' (HSCS 5.24).

This is to ensure changing facilities are consistent with the Care Inspectorate Document: 'Nappy changing for early learning and Childcare settings (excluding childminders)'.

How good is our leadership? 4 - Good

Evaluation of evidence: 3.1 Quality assurance and improvement are led well.

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Through the Improvement Plan, the manager had identified the development of parental involvement along with the leadership of learning, as priority for the coming year. She had also identified the need to gather more children and families views to inform the development of the setting. Successes and achievements were shared with children, families and partners and were used as a starting point for future improvements, through the Family App. The manager had recently consulted with families about lunch options and she informed us of how the service would inform parents how their views were shaping the new lunch menu.

Staff spoke warmly and positively of the manager and acknowledged that she had created conditions where staff feel confident to carry out their duties to improve outcomes for children. Regular team meetings allowed all staff to know what was important for the setting and promoted consistent approaches. Set agendas allowed meetings to be planned for, and be purposeful.

Quality assurance processes were in place and at an early stage, including improvement plans with realistic targets. The manager should now implement a robust system of monitoring all aspects of service development, including a quality calendar to measure and support growth and improvement within the service (see area for improvement 1). The manager demonstrated her awareness of the importance of self evaluation to support the delivery of high quality care and learning tailored towards children and families, and will continue to encourage parents to contribute to improve the service. Most parents we spoke with agreed they and their child were involved in a meaningful way to help develop the service. We discussed with the manager how, more effective self evaluation could be developed in the service. The manager was keen to work with us during the inspection, which ensured that current best practice was embedded in any areas that needed updated.

The staff routinely engaged in a range of professional learning activities that built on and sustained their practice. Some staff were confident in discussing how they had improved their practice as a result of their own professional learning activities. We discussed with the manager the need to delegate some parts of her role to the senior staff, ensuring distributive leadership and opportunity for these staff to extend improvement. We concluded that this learning had a positive impact on the quality of experiences for children, their progress and wider improvements in the setting.

All staff spoken with told us they felt well-supported in their roles. They felt that they received regular feedback on their work and felt able to approach management for support or with ideas to improve the service. Staff told us that their views were respected and that they were included in the decision-making processes, particularly relating to playroom and practice developments based on their professional learning. Staff knew children very well and secure relationships between them had been established. We witnessed children being supported by staff in ways which were appropriate to meet their needs. This meant that children felt safe, secure, and happy in a service where a caring staff team nurtured and supported them.

Areas for improvement

1. To support the continued development and improvement of the service,
the manager should ensure robust quality assurance systems are in place. To do this, the manger should, at a minimum:

a) formally monitor staff practice and delegate areas of responsibility to senior staff, to support and extend the work of the service.
b) create a quality assurance calendar, to ensure that all areas of the curriculum and practice are in line with current best practice for early years.
This is to ensure care and support is consistent with the Health and Social Care Standards that state 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

How good is our staff team? 5 - Very Good

Quality indicator: 4.3 staff deployment.

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children therefore we evaluated this quality indicator as very good.

Staff told us that they were happy at their work and have enjoyed working together to improve the environment and resources to increase outcomes for children. One staff member told us "Children are always well cared for within rooms. Staff are supported by management and there is always enough staff to care for children effectively." Staff had a clear understanding of how children develop and learn. They made very good use of professional development opportunities that link directly to enhanced outcomes for children

Continuity of care across the day was supported by effective staff deployment. The management team had developed staff rotas which took account of busier times of the day such as mealtimes and transitions into and out of the setting. One parent told us: "There are always adequate staffing to care for my child." Very good use was made of the differing experience, knowledge and skills of the staff group to ensure children's experience across the whole day was positive and that they were safe.

Effective team working fostered a warm atmosphere where staff were courteous and respectful. This enabled staff to have time to support, speak and listen to children. These actions ensured that children felt listened to and knew that their views mattered. Staff recognised that working in partnership with other agencies improved the outcomes for the children. Staff told us that that they all had identified that more opportunities to learn how to meaningfully observe children's interests and wishes would enhance children's joy and learning here. At the next staff meeting the manager will be sharing new opportunities with staff to extend their use of observations. One staff member told us "We have received support from leaders of learning to ensure that tracking of children's learning was in line with best practice to enrich children's play and learning."

The staff team had undertaken a range of training and professional learning experiences which benefitted individual children and families. Staff were enthusiastic to tell us, what coming training was planned. Staff worked within designated playrooms, which provided continuity and consistency for the children and families. Smooth transitions for children were achieved through well planned settling in visits and being cared for by staff who had created strong bonds with them. Children felt secure and loved, being supported by staff who knew them well and provided the right care to meet the children's needs.

Staff caring for children were registered with the Scottish Social Services Council. They are the regulatory body responsible for registering the social services workforce. They provide public protection by promoting high standards of conduct and practice and support the professional development of those registered with them.

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?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very 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?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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