# Cassiltoun Stables Nursery
# Day Care of Children

Castlemilk Stables
59 Machrie Road
Castlemilk
Glasgow
G45 0AZ

Telephone: 01416 315 235

**Type of inspection:**
Unannounced

**Completed on:**
9 January 2025

**Service provided by:**
Cassiltoun Stables Nursery Limited

**Service provider number:**
SP2012011830

**Service no:**
CS2012308178

## About the service

Cassiltoun Stables Nursery is located in Castlemilk on the southside of Glasgow. The service is registered to provide a care service to a maximum of 57 children not yet of an age to attend primary school, at any one time. Of those 57, no more than 10 are aged under 2 years and 47 aged 2 to those not yet attending primary school with a maximum of 14 children aged 2 to under 3 years.

The service is based in Cassiltoun Stables, a converted stables that shares accommodation with Cassiltoun Housing Association. There is a large garden to the side and the rear of the nursery that is easily accessible for children. The service has support from a forest ranger to access the local woodland area. The service also makes use of the amenities in the local community.

## About the inspection

This was an unannounced inspection which took place on 7, 8 and 9 January 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 children using the service
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- gathered the views of 28 parents/carers.

## Key messages

- Children were happy, confident and settled in the service.
- Staff had positive relationships with children and families.
- Children had daily opportunities to access the outdoor environment.
- Management should continue to work alongside staff to create enabling environments with resources that support children's curiosity, inquiry and creativity.
- Management should develop auditing and monitoring procedures to support children's wellbeing.

## 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 as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

**Quality indicator 1.1: Nurturing care and support**

Children were happy and confident within the service. They were cared for by staff who were warm, kind and nurturing in their approach. Staff knew children well and were attentive to their needs offering cuddles and reassurance throughout the day to support their wellbeing. This helped children to feel safe and secure.

We saw children and families being warmly welcomed into the service. Staff took time to talk with them and inform them about their child's day. This supported positive relationships and helped families to feel part of the service. Parents spoke positively about relationships with staff, telling us, "Staff are so friendly, the staff know everyone personally and make the whole experience amazing."

Mealtimes were a relaxed and unhurried experience. Children's individual preferences, dietary needs and allergies were catered for. Staff sat with younger children ensuring they were safe. Older children's independence skills were promoted through self-serving opportunities. We suggested food could be moved to the lunch table as some children had to wait to get their lunch and would benefit from having access to food at the same time. Interactions with children focussed on instructions for following the lunchtime routine or praise and encouragement whilst eating. This meant, at times, there were missed opportunities for staff to engage children in rich social conversations.

Personal plans were in place for all children. Plans contained some information which helped staff meet children's needs. This included where there had been significant changes in children's lives. Some personal plans were missing key information about children's care and support needs. We asked staff to review these with families more regularly to ensure that care provided to children was always reflective of their current needs.

We reviewed the storage and administration of medication within the service and found that medication was stored and administered safely. There were some minor discrepancies in the storage which could potentially compromise children's health and wellbeing. We shared with the manager how improvements could be made to the labelling of medication. We were satisfied the service addressed these before the end of the inspection.

Staff understood their roles and responsibilities in keeping children safe from harm. All staff and management had undertaken relevant child protection training. This contributed towards children's safety and wellbeing.

**Quality indicator 1.3: Play and learning**

We observed children having fun and being fully engaged in their play and learning. Children were offered a balance of planned and spontaneous experiences and were able to lead their own play and learning. Some play experiences supported children's numeracy, language and literacy skills. For example, children were interested in using materials for mark making both indoors and outdoors. A group of children was being

supported to match dots and words to number symbols. Children would benefit from more opportunities to engage in play with natural, open ended materials to promote their curiosity and imagination. We discussed this with the manager who agreed to take this forward.

Children from all rooms had the opportunity to play and spend time outdoors. Children were fully engaged in their outdoor learning and benefited from play areas that offered risky play and challenge through a range of wooden structures. Parents commented positively on outdoor play telling us, "My [child] is often outside in the garden, the space is a good size and has lots of different play areas/surfaces to keep them entertained. They always have access to warm/wet suit and wellie boots." Staff were mindful of the very cold temperature ensuring all children had warm clothing and time spent outdoors was carefully managed to ensure children's health and wellbeing needs were met.

A new planning format had recently been introduced. Staff used observations to establish children's interests and their individual learning needs. Staff met regularly to discuss planning and children's learning and development was tracked to establish children's progress and develop next steps for learning. While the impact of new planning systems had yet to be evaluated, they had the potential to support children's individual development and offer experiences to enhance children's play and learning opportunities.

Parents were given opportunities to attend parents' night and observations of children's play and learning were shared with parents using an online app. One parent commented, "I'm updated daily both in person at pick up and via the family app on what my child has been up to. Also via parents' night where you can discuss child learning and next steps to achieve their goals." This supported parents to feel involved in their child's care, play and learning.

## How good is our setting? 4 - Good

We evaluated this key question as good as several strengths, taken together, clearly outweighed areas for improvement. Whilst improvements were needed, the strengths identified had a significant positive impact on children's experiences.

**Quality indicator 2.2: Children experience high quality facilities**

Children were cared for in a bright, clean and welcoming environment. The foyer had a designated space for parents to use. There was a cosy book area where parents and children could spend time together sharing stories or choose books to take away and read at home. This showed children and families that they mattered.

All playrooms benefited from large windows that provided natural light and ventilation and allowed all children to see their natural environment and watch their friends play outdoors. Older children had access to three main playrooms, this included a messy room and a block play room. Children could choose where to play throughout their day. The playrooms for younger children were welcoming, with soft lighting and areas with soft furnishings to create cosy spaces. There was also a sensory room for children to explore and use if they needed time away from the busy playroom. Indoor spaces had a range of toys and experiences for children to explore such as mark making, play dough, small world and books. However, further consideration to enhance spaces was needed. Children's play and learning experiences would be further supported through the addition of play resources which sparked children's curiosity and imagination. This could include sensory items, natural materials and imaginative play resources.

Children's learning and experience were enriched through accessing their local community. The service was well positioned to access the local woodland area. The manager shared they have been working with the local woodland officer. Forest sites have been identified and cleared, and staff have participated in den building training with a view to begin Forest Kindergarten sessions in February. Many parents commented positively on children accessing local amenities: "My [child] enjoys visits to the local library and walks through the woodlands. They went to forest schools once and thoroughly enjoyed this experience!" Another shared, "Trips to the local pond, shops and library are regular." We agreed that providing children with opportunities to access their local community contributed to them developing as confident individuals.

The younger children's playrooms had direct access to changing areas. These were warm, clean, tidy and offered privacy. Nappies were now stored in individual sealed boxes and clearly labelled. This enabled children's personal care needs to be met in a dignified way that supports their health and wellbeing. There was a small number of older children who accessed the younger children's changing areas for their personal care needs. We shared with the manager the potential for the spread of infection which could impact most significantly on the youngest babies. We were satisfied a plan was in place to ensure children aged 0-2 had exclusive use of their changing area.

The setting had large, spacious garden areas that could be directly accessed from playrooms. At the time of the previous inspection, the barrier fence between the nursery garden and housing association garden was broken and impacting children's ability to freely access the garden. This had been repaired and ensured the garden was now safe and secure for children.

There were clear procedures in place for the maintenance of the building. There were some issues with the underfloor heating. Heating panels and the safe use of portable heaters ensured playrooms were warm enough for children. We were satisfied plans were in place for updating the central heating system. Repairs reported were dealt with quickly, ensuring the environment was well-maintained and safe for children.

## How good is our leadership? 4 - Good

We evaluated this key question as good as several strengths, taken together, clearly outweighed areas for improvement. Whilst improvements were needed, the strengths identified had a significant positive impact on children's experiences.

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

The manager was friendly, approachable and engaged well with the inspection process. They were receptive to feedback and willing to make improvements to ensure good outcomes for children. Staff and parents told us they could approach the manager if they needed any support or help. This meant staff were supported in delivering positive outcomes for children.

There was an improvement plan in place which identified key priorities for the service. The focus areas within the improvement plan had been progressed, impacting on improved outcomes for children. For example, the development of outdoor play meant that children had more opportunities to develop their physical skills. Meetings had taken place with the local woodland officer and plans were in place to reinstate Forest Kindergarten sessions. Children from all age groups were accessing outdoors daily and outdoor play was incorporated in planning. This contributed to children of all ages experiencing quality outdoor play and learning opportunities.

Management understood the importance of seeking the views of staff, children and parents. Parents were involved in improvement and self evaluation processes. One parent told us, "Nursery always asks parents about their ideas and they are always on a lookout about how to make the service better." We advised the manager that feedback to parents would be beneficial to support their understanding of how their contribution had informed change. We found improvements could be made in how children were included in self-evaluation. This would support children to influence change and how the service meets their needs. The manager shared plans of how the setting would gather and evidence staff, parents and children's contributions.

We found the service had effective processes for gathering and recording information across a range of areas, including personal plans, accidents and medication. However, information held was not regularly audited to identify gaps in the way children's care, play and learning was delivered. For example, the completion of children's personal plans. We discussed with the manager the importance of developing robust quality assurance processes to ensure consistently good outcomes for children and families. We have therefore made an area for improvement to address this (see area for improvement 1).

### Areas for improvement

1. To ensure that children experience consistently positive outcomes, the manager should develop and implement robust quality assurance processes. This should include but is not limited to, developing a monitoring calendar.

This is to ensure that children's care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "I experience high quality care and support based on relevant evidence, guidance and best practice"(HSCS 4.11) and "I benefit from a culture of continuous improvement, with the organisation having robust and quality assurance processes" (HSCS 4.19).

## How good is our staff team? 4 - Good

We evaluated this key question as good as several strengths, taken together, clearly outweighed areas for improvement. Whilst improvements were needed, the strengths identified had a significant positive impact on children's experiences.

**Quality indicator 4.3: Staff deployment**

The service was appropriately staffed during our inspection. The manager was aware of ensuring staff were effectively deployed across the service to meet the needs of children. Due to the layout of the older children's playrooms there were times when staff caring for older children experienced lone working. Staff had access to phones that allowed them to ask other team members for support and we observed this to be effective in practice. To further protect staff and children's safety, we advised updating risk assessments and a lone working policy to reflect procedures should staff become unwell and unable to access the phone.

All staff we spoke with told us a strength of the service was that they worked well together as a team. We observed this in daily practice. Staff communicated regularly throughout the session which ensured children were effectively supervised. Information that was important to children's care was shared, such as their eating and drinking preferences and toys that comforted them when they became upset. This ensured children received care and support that was right for them.

Staff were deployed to ensure a mixture of skills, knowledge and expertise. Senior staff located in each playroom understood their roles and responsibilities and provided opportunities for role modelling and mentoring to less experienced staff. There were clear induction processes in place to support new staff and students, and mentors supported them in completing the National Induction Resource. This meant they were supported to offer positive outcomes for children.

Staff development was actively encouraged within the service. All staff had completed child protection training and regularly accessed an online training platform that offered a wide range of training opportunities relevant to their role. Staff spoke positively about their training opportunities, with one commenting, "It helps me become a better practitioner and role model for the children, providing the best outcomes and development." The manager shared with us due to recent staff challenges one to one supervision with staff had not taken place. One parent commented "better training for certain workers would make the service better." The reintroduction of one to one supervision would further identify and support individual staff training and development needs.

## What the service has done to meet any areas for improvement we made at or since the last inspection

### Areas for improvement

#### Previous area for improvement 1

Nappies should be stored appropriately following best practice infection prevention and control guidance.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "My environment is secure and safe" (HSCS 5.19) and "I experience an environment that is well looked after with clean, tidy and well maintained furnishings to meet my needs and wishes" (HSCS 5.24).

**This area for improvement was made on 7 March 2024.**

#### Action taken since then

When assessing this area, we found changing areas were tidy and clean. Nappies were stored neatly in individual sealed boxes and were clearly labelled making them easily identifiable. This reduced the risk of the spread of infection for children to ensure their health and wellbeing needs were met.

**This area for improvement has been met.**

#### Previous area for improvement 2

The barrier fence between the communal outdoor space and the children's garden should be made safe.

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) and "My environment is secure and safe" (HSCS 5.19) and "I experience an environment that is well looked after with clean, tidy and well-maintained premises, furnishings and equipment" (HSCS 5.24).

**This area for improvement was made on 7 March 2024.**

### Action taken since then

The barrier fence has been repaired. It provided a secure partition between the nursery garden and communal garden, ensuring the children's garden area is safe and secure.

**This area for improvement has been met.**

## 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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