Primrose City Nursery
Day Care of Children

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Type of inspection:
Unannounced

Completed on:
1 November 2023

Service provided by:
Alexandra Childcare Limited

Service provider number:
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About the service

Primrose City Nursery is a day care of children service located in the City Park Building in Alexandra Parade in the east end of Glasgow. The service is in partnership with Glasgow City Council to provide commissioned places for children aged between three and five years.

The service can accommodate 77 children. The age range of the children is 27 children aged zero to two years, 12 children two years up to three years and 38 children to those not yet attending primary school.

The accommodation consists of four playrooms. Children have access to an outdoor play area for physical play and outdoor learning. There is a reception area, changing and toilet facilities for children and office, catering and staff facilities.

The service is close to schools, transport routes, shops and community services.

About the inspection

This was an unannounced inspection which took place on 30 October and 1 November 2023. 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
- reviewed feedback from 29 parents and carers whose children attend the service
- reviewed feedback from 12 staff members employed in the service
- spoke with senior management, management and staff
- observed practice and staff interactions with children
- reviewed documents.

Key messages

- Staff used kind and nurturing approaches which made children feel loved, safe and secure and contributed to positive relationships.
- The service had made improvements to the outdoor play space to support children's play and learning and to provide opportunities for positive risk taking.
- Management and staff should review and improve the opportunities available for free flow play to the outdoor environment for older children.
- The management team should continue to monitor lunchtime experiences to support a positive mealtime experience for all children in the service.
- The management team were visible, friendly and approachable to children, families and staff.
- There was an ethos of distributed leadership within the service and staff were passionate about their additional responsibility of champion roles.
- Management must ensure safe recruitment checks are in accordance with best practice guidance and completed prior to staff working in the service.
- Staff regularly engaged in a range of professional learning activities that built on and sustained their practice.

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?	5 - Very Good
How good is our leadership?	5 - Very 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 & support

We evaluated this quality indicator as very good, where significant strengths supported positive outcomes for children.

Staff had developed a nurturing and inclusive ethos in the service and this was evidenced through their very warm and caring approach towards children. The interactions between staff and children were responsive and engaging. We observed children approaching staff for cuddles and staff responded by providing cuddles. This helped children feel loved, safe and secure. Respectful interactions took place from staff at the children's level. One parent who provided feedback shared with us, "I absolutely love the nursery, have felt very welcomed since our first day. My daughter has good relationships with the staff within her playroom as well as the rest of the staff team. The playrooms are always very well set up with lots of experiences available to choose from." Another parent who provided feedback shared with us, "I would just like to emphasise how hard the team and management work to provide a nurturing environment for my son to thrive. They have truly played an instrumental role in his early development. He loves going to nursery and is always so happy when I pick him up. I'm so lucky to have found such a good local nursery for my child to attend!". We observed staff gently approaching children and having discussions about changing nappies prior to this taking place. Staff spoke to children during personal care tasks. This helped children to feel respected and valued.

Children were happy and had developed friendships which enhanced their wellbeing. They were confident in their environment and were familiar with nursery routines. We observed some children approach staff for support. This showed they felt comfortable.

Children and their families were warmly welcomed into the service, helping to develop positive trusting relationships. All parents who provided feedback strongly agreed they were confident staff were nurturing and responsive to their child's needs. Family engagement was a priority in the services improvement plan. Staff and management shared with us the use of the Famly software application had improved communication with parents. Parents were also involved in suggestions for the service parent participation calendar. This included coffee mornings, stay and play sessions, parent evenings and parent information nights of for example supporting with toilet training. This supported partnerships with parents and carers.

Lunch was a relaxed, unhurried and a sociable experience for older children with children engaging in quality conversations with staff. Older children were self-serving lunch and children were encouraged to be independent in serving, pouring and clearing used lunch items. Snack was served to older children and could be improved with children self serving for greater levels of independence and responsibility. Some babies were sitting at the table waiting around 15 minutes for lunch to be served. We discussed with management and staff ways to improve the lunch routine if they are running late to minimise children waiting. We discussed with management how staff engagement, interactions and children's independence could be improved for some younger children when having their lunch.

Children were provided opportunities to rest and sleep contributing to their wellbeing. Sleep routines were responsive to children's individual needs and safe sleep practice was followed.

Personal plans were in place for children. The service had recently made improvements to the plans. These were linked to SHANARRI wellbeing indicators (safe, healthy, achieving, nurtured, active, respected and responsible). Plans contained the information staff needed to support children and meet their needs and were regularly reviewed. Staff knew the children well and confidently described children's individual needs and how they are supported. Staff worked with external professionals to meet children's needs to discuss and share next steps and strategies.

Children with medical conditions were well supported. Children's medicine was clearly labelled and administered safely. Effective, safe procedures were in place to ensure children's health care plans were reviewed and kept up to date. We asked management to include a section on medication permission records to confirm the child had received a first dose of the medication at home for non-emergency medication to ensure the child's safety and wellbeing. This was actioned for our second day of the inspection.

Quality indicator 1:3: Play and learning

We evaluated this quality indicator 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.

Children were having fun and engaged in a variety of experiences. They had good opportunities to lead their own play and learning which impacted positively on their development and wellbeing. We saw children playing and interacting with each other and staff were joining in quality interactions with children. Children used a range of resources that supported their curiosity, creativity and problem-solving skills. One child told us, "I like playing in the garden with my friends. I like playing with the dinosaurs. I like my teachers".

A staff member identified a child was transporting sand to another area of the playroom. The staff member supported this schema, showing their understanding of child development. A schema is a repeated pattern of thought or behaviour. Staff discussed together how the schema could be taken forward to support the children's learning and progression.

Play experiences indoors provided opportunities for children to develop their skills in language, literacy and numeracy. Opportunities were available for children to be creative in their play and support children's curiosity. We observed children joining in experiences of sand and water, arts and crafts and provocations were accessible to children. Younger children were having stories read to them, singing, dancing and sensory experiences. Older children were engaging in sensory play, puzzles and stories. Children were supported to develop their cognitive and problem-solving skills through appropriate timing of questions relevant for the age and stage of individual children. Staff recognised where further challenge would be beneficial and equally, where support was required, and this was provided.

Staff were skilful in their interactions and when to engage in play and step back to enable the children to take their play and learning forward. One parent who provided feedback shared with us, "The play experiences provided are of a high quality, the staff are very engaging, compassionate, friendly and are great at keeping you updated on your child's progress and daily pictures of what they have been doing that day. My child loves going to nursery at primrose and adores the staff members that work there".

There were missed opportunities for outdoor play for children in the one to two and three to five aged

playrooms who were not invited to go outdoors until 11am. When outdoors children enjoyed participating in risky play opportunities and being challenged in their play. The three to five year old children had a door within the playroom leading to the outdoor space enabling for free flow access. We discussed with management introducing and maximising free flow opportunities to the outdoor play area for older children. Providing children with the choice and opportunity to access the outdoor environment as they pleased. Management agreed this could be implemented.

Management and staff shared with us they were reviewing their current approaches to planning for children. They were in the process of trialling a new system to plan for the different play and learning areas within playrooms and to enable planning to be more responsive to children's individual needs. They were being supported in this process from their Leader of Early Learning from Glasgow City Council. This was still in the early stages and management and staff should continue to reflect on the new planning methods and the impact this will have for children.

How good is our setting? 5 - Very Good

We evaluated this key question as very good, where significant strengths supported positive outcomes for children.

Quality indicator 2.2: Children experience high quality facilities

Children were cared for in an environment that was clean, bright and welcoming. Playrooms were homely and furnished to a high standard. There was ample space for children to play independently or in groups and join in experiences which were of interest to them. Toys and resources including natural materials were easily accessible and organised to support children's choices and promote curiosity. There were cosy areas for children to rest and relax, contributing to a calm environment.

Indoor and outdoor environments were safe and secure contributing to children's health and wellbeing. The service had undergone a refurbishment of the outdoor play area. Developments had increased opportunities for challenging and risky play. There was an area of shelter to support children in their play in different weathers. Children were also taken on outings in the local community to include local play parks and the library. One parent who provided feedback shared with us, "The nursery has a great big garden and I can see that they have put lots of different toys in it for them to play with. My little girl loves playing in the outdoor kitchen that they have. When I've dropped my little girl off the nursery is always clean and tidy". Another parent shared with us, "The nursery is always fresh and clean with lots of comfy spaces. .....sleeps on a sleep mat for about an hour with his own bedding and is always well rested and ready to play".

On the whole infection, prevention and control was well managed. Children and staff were observed handwashing and tables were cleaned before lunch. We discussed with the management team improving ventilation within the two to three room changing area to support children's health and wellbeing and to meet our best practice guidance 'Nappy changing for early learning and childcare settings (excluding childminders)'. The management team agreed they would make these improvements.

The reception area was well organised to make parents and children feel welcome. Staff photographs were in the reception area so that parents and carers knew who was caring for children. Key information about the service was displayed to help parents feel well informed and included.

How good is our leadership? 5 - Very Good

We evaluated this key question as very good, where significant strengths supported positive outcomes for children.

Quality indicator 3.1: Quality assurance and improvement are led well

There was a new manager in place. Since joining the service, the manager had worked hard to develop relationships with staff, children and families. She was approachable to children, parents and staff contributing to maintaining positive relationships. One parent who provided feedback shared with us, "The management within the nursery are welcoming and very friendly! They are great at answering any queries I may have and are great at engaging with parents." Another parent shared with us, "There is a new manager at the nursery now she seems nice and friendly. She has been posting information and was in the room talking to my little girl when I went to pick her up. The new manager took over from Annefrances who was just amazing! She was friendly, very chatty and took time to get to know us as a family nothing was ever a bother. I'm sure the new manager will be the same".

Staff told us they felt supported by management, professionally and personally. All staff had opportunities to meet with the manager on a one-to-one basis and was an opportunity to look at individual's progress, support and learning. Team meetings took place. Staff told us they were listened to, had opportunities to share their thoughts and ideas and were included in decision making.

Strong leadership within the service promoted a culture of continuous improvement. Management and staff were very clear about improvement priorities and staff were supported to engage in the settings improvement journey. We could see progress being made, leading to improvements in family engagement and digital learning. The management team were very committed to initiate change by involving and recognising the contributions of staff, children and families.

Children, parents and staff were involved in self-evaluation and improving the service to include outdoor developments, menu planning and family engagement through a process of consultation. Children and parents shared their ideas, staff considered this information and made relevant changes to support to improve outcomes for children and their families.

There was an ethos of distributed leadership with staff having responsibility and champion roles in areas to include health and wellbeing, numeracy, loose parts, outdoors and digital learning. Staff were confident to tell us their responsibilities and the positive impact these were having on children and families.

The management team recognised that self-evaluation was the responsibility of all. Self-evaluation was embedded in practice and used to identify where improvements could be made. The management team's quality assurance systems included audits of accident and incidents, medication and personal plans. This contributed to having identified strengths and areas where improvements were required. As a result of monitoring, the service identified improvements were needed to personal plans and planning and were taking these forward to improve outcomes for children. Monitoring of practice was taking place across mealtime and play experiences. This identified strengths and areas for improvement. We discussed with the manager the importance of following up and reviewing the areas for improvement to support with continued progress of the service and outcomes for the children and their families.

How good is our staff team? 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 4.3: Staff Deployment

The staff team provided a wide range of skills, knowledge and experience to the service within and across playrooms. We observed examples of communication and team working taking place between and within play spaces. Staff told us they worked well as team and they were like a family. We observed the staff team communicated when leaving a room or attending to a child's needs. All parents who provided feedback strongly agreed there are always enough staff in the setting.

We discussed with the manager monitoring and reviewing the three to five room lunchtime routine to support children's safety and wellbeing. We observed two occasions where children were sitting without an adult for short periods of time when children were eating their lunch. This has the potential of children choking on food.

We looked at how the service recruited staff. We found that improvements had to be made to ensure all staff were recruited safely. We identified that one staff member had started in post the day before their references were returned and was working in post without receipt of a reference from their most recent employer. We discussed this with the management team and the reference was in place for the second day of our inspection. The member of staff had attended the service previously on a placement which was arranged through a training provider.

An induction programme was supporting new staff to develop a better understanding of their roles, responsibilities and best ways of working to meet children's needs. Staff shared with us this involved a tour of the nursery to include areas of security, fire safety and reading the service policies and procedures. The service had been using the early learning and childcare (ELC) national induction resource. Staff were using this to support them in their role and understand the expectations placed upon them.

Staff were supported to develop their skills and knowledge through attending a variety of training courses. Staff reflected on the training and how this would impact on improving outcomes for children. Staff showed their commitment to continue to learn and develop their skills, knowledge and practice by undertaking their Masters, Batchelor of Arts and Scottish Vocational Qualification (SVQ) level 4. Staff are enthusiastic to learn and this has the potential to improve staff's knowledge and practice contributing to improving outcomes for children.

Complaints

Please see Care Inspectorate website (www.careinspectorate.com) for details of complaints about the service which have been upheld.

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?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very 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?	4 - Good
4.3 Staff deployment	4 - Good

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