Caledonian Nursery
Day Care of Children

64 Milton Street
Glasgow
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Type of inspection:
Unannounced

Completed on:
18 January 2024

Service provided by:
Childcare Scotland Properties Limited

Service provider number:
SP2019013266

Service no:
CS2019373517

About the service

Caledonian Nursery is registered to provide a care service for 59 children at any one time. Of the 59 children registered, no more than 12 children should be aged under two years.

Caledonian Nursery is based in a detached modular building within the Caledonian University Campus, Glasgow. Children were accommodated across two large playrooms, both of which are divided into smaller play spaces. Children also have access to two small outdoor play areas. The service is near to Glasgow city centre, local amenities, and public transport.

About the inspection

This was an unannounced inspection which took place on Tuesday 16 January to Thursday 18 January 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 since the last inspection.
In making our evaluations of the service we:

- Gathered the views of 17 families using the service
- consulted with seven staff and management
- observed practice and daily life
- reviewed documents.

Key messages

The management team had worked well to ensure the previous requirements and areas for improvement had been met.

Children were nurtured and supported throughout their day by staff who were nurturing, caring and knew their needs very well.

Mealtimes for children provided healthy options. Staff provided children with safe and positive experiences.

Children were empowered to be fully involved in their play and learning through the skilled interactions and actions of staff.

The management team ensured that the deployment, and levels of staff, ensured quality outcomes for the children who attended the service.

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?	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

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

Quality Indicator 1.1: Nurturing Care and Support

Children attending were happy, settled and secure in the service, whilst confident in their interactions with staff. They were made to feel included by staff who were calm, respectful and skilled in building relationships. Staff and children chatted and laughed together and this contributed to children feeling valued and having a sense of belonging. The daily routine and pace of the day was monitored to ensure it was responsive to children's needs. Staff worked together to ensure they provided consistency and continuity for children.

Staff knew the care and support needs of individual children very well. This was supported with warm, caring and nurturing approaches to both their personal care needs and their learning needs. One parent told us "the care my son receives is like the care he gets at home, each of the staff are very attentive, caring and loving to my child." Effective personal plans were in place for all children. Targets were agreed with parents, with clear strategies implemented to ensure children's needs were met. Transitions to nursery, or within the nursery, were carefully planned. This ensured staff knew children's individual needs, as well as providing an opportunity to develop warm, nurturing relationships at a pace that suited children. We saw that there were times in place for parents to come in and discuss any aspect of their child's experience, or how they were settling into the playrooms, if they could not attend organised Parents Evenings.

Personal planning reflected the holistic needs of each child to improve their wellbeing and support positive outcomes. One parent told us. "Everyone is so welcoming and go above and beyond to ensure our child is comfortable." Plans were created in partnership with parents and carers and included a range of information about children's needs. Plans contained the information staff needed to support children and meet their needs and these were regularly reviewed.

Where children were weaning, or were receiving their nutrition from milk feeds, this was well planned as outlined in the child's personal plan. Safe Sleep practices were in place and nappy changing was carried out in a caring sensitive way. We witnessed staff in the two to three year old room asking children in a sensitive manner, if they wished their nappy changed. This ensured that personal care was delivered to children's wishes and needs.

The management team had worked hard from previous inspection to ensure that alternative choices for children at lunchtime were shared with parents, in advance of the day. Children enjoyed a social snack and mealtime with their peers and staff and were offered opportunities to develop their independence and social skills. Staff ate with children in an unhurried manner, it was a relaxing and calm experience for all. Meals were nutritious, children were able to request more food if still hungry and dietary and allergy requirements were catered for carefully, respectfully, and safely.

Staff worked closely with other professionals to ensure children with complex needs were well supported. Medication which may be required by children whilst at nursery, was managed in line with guidance.

Children were safe and protected from harm with clear policies and procedures in place relating to child protection. Staff clearly understood the role they played in this and had all undertaken annual child protection training. The manager acted as the child protection co-ordinator, ensuing a robust system was in place. Therefore, we were confident that any child protection matters would be responded to appropriately.

We made an evaluation of good for this quality indicator, as several important strengths, taken together, clearly outweighed areas for improvement.

Quality Indicator 1.3: Play and Learning

All 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. The Big Book showed all activities planned and unplanned based on children's interests. One parent told us "my child loves coming to nursery speaks about it and absolutely loves her key worker and has learned how to become more independent ."

A play based approach was firmly embedded within the service, this supported children to benefit from a wide range of experiences, indoors and out. Children were playing and interacting well with each other and used a range of resources that supported their curiosity, creativity and problem solving skills. The range of interesting materials were, open ended resources which enabled big scale and small world play. This supported children to extend and challenge their thinking. We watched the younger children working together to build a tower and they were laughing singing and sharing toys, which impacted positively on their development and wellbeing. Staff were skilful in knowing when to step back from play and join in again to spark children's curiosity and offer challenge to their play.

All children embraced their right to play, have fun, experience success, while learning and developing their skills. The manager and staff worked closely with local authority leader of early learning, in order that together they used the literacy and numeracy trackers effectively to ensure depth and breadth into children's learning. We witnessed opportunities to count in each area of the playroom indoors and out and mark making was available to meet children's interests. Together these experiences, supported children to explore early maths and language skills.

Staff highlighted the importance of placing the needs and interests of children at the centre of their play and learning. We saw children choosing which paints they wanted to use to express themselves. In the baby room their art work was displayed throughout the space and some babies could identify their own work and this installed a feeling of happiness and confidence. Staff recognised the importance of engaging families in understanding how to support learning in the child's home environment and we witnessed one staff member informing a parent what experiences were available to children that day.

We agreed with the management team's plans to explore responsive planning for the youngest children in line with their needs. Exploring various pedagogies, would empower staff to feel confident about using the child as the starting point for the nature and design of the curriculum on offer, and for future learning. The result for those young children would be that they are eager and keen to make sense of their world around them.

How good is our setting? **4 - Good**

We made an evaluation of good for this quality indicator, as several important strengths, taken together, clearly outweighed areas for improvement.

Evaluation of evidence: 2.2 Children experience high quality facilities.

Since last inspection the provider had replaced flooring throughout the service. This had resulted in being more aesthetically pleasing, but also ensured infection control was better managed. One parent told us "my son's confidence and learning has grown so much since starting nursery and he loves going. The teachers are so lovely and my son often asks about them when he's not there. It's a very safe and fun environment". We agreed with the management team regarding their plans to further develop the outdoor play spaces to offer children more creativity and curiosity.

The setting was very comfortable, furnished to a high standard and welcoming, with plenty of natural light and ventilation. Any broken equipment was quickly removed and replaced. Staff told us that the provider was happy to purchase any equipment that staff identified to enhance children's play and learning. It gave a strong message to children that they matter. We discussed the plans that were in place to further resource the outdoor environment and the management team were confident that these would be completed for the summer of 2024.

Cosy spaces where children could rest, relax and be alone contributed positively to their emotional wellbeing and the calm environment supported children to remain settled and relaxed. Children's artwork and photographs were displayed throughout the service promoting their sense of belonging, pride and inclusion. The indoor playrooms were laid out to provide defined areas such as role play, craft, construction, sand and water play. This helped to support children's stages of development and sensory needs.

We saw that staff were mindful of keeping children safe outdoors. Checking security around the outdoors space was part of their daily checks. We saw evidence that staff worked together to assess the outdoor play area, how it was being used and how this could be improved. These improvements resulted in more fun and joy being experienced by the children. There had been a big improvement on how this area was being used, since last inspection. Staff told us they worked together to identify and remove risks to children within the setting both indoors and outdoors, across the whole day. They told us that children were beginning to move equipment between indoors and out and this allowed them to extend their curiosity and add depth to their learning.

Children's opportunities to play and learn were enhanced through strong connections to the community. The service made good use of local space, including the Buchanan Galleries as part of their community walks. We saw evidence of children going out in small groups to explore the natural environment and they would bring some natural resources back and use these within the nursery environment.

We observed children and staff washing their hands prior to lunch. Children told us that they needed to wash their hands before they ate to remove germs, demonstrating hand hygiene routines were established. Staff wore personal protective equipment when carrying out personal care and supporting the mealtime routine. Children's nappies and comforters were stored in separate plastic storage containers and cleaned in line with guidance. This ensured their personal belongings supported their health and wellbeing.

How good is our leadership? 4 - Good

We made an evaluation of good for this quality indicator, as several important strengths, taken together, clearly outweighed areas for improvement.

Quality indicator 3.1: Quality assurance and improvement are led well

The service was well led by a strong, approachable management team who delegated some responsibility to staff and involved them in the development of the service. One parent told us " management are really hands on and seem to know the children well and appreciate their individuality." Good direction was provided to the team who were committed to providing children and families with positive experiences, high staff morale impacted strongly on this. 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. This was further supported by daily discussions and planning meetings, to support staff to reflect together and discuss any individual needs or requirements.

Quality assurance processes were in place and at an early stage, including improvement plans with realistic targets. There were three key improvements identified by the management team and they had plans in place, how these can be developed to include staff, parents and children's views more effectively. The improvements identified for this year included, developing use of technology in children's learning, improved strategies for tracking and planning in all playrooms and more effective parental involvement. The management team had already developed a checklist to be completed monthly, to ensure that care plans, learning journals and big book planning were effective and having an impact on children's play and learning.

The management team demonstrated their 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 (see area for improvement one). The manager told us that, through the recent parental questionnaire, one parent asked that there be more opportunities for Literacy and Numeracy throughout the nursery. She consulted with staff how this could be improved and purchased resources to add more opportunities to extend these skills. We discussed how this could be further developed, by sharing with parents, current best practice documents used in the service, to support children to consolidate literacy and numeracy as part of their learning.

All parents who returned questionnaires to us confirmed that they were very happy, how the service was run. Staff told us that they felt valued and listened to by the management team and that they were very approachable. We could see that relevant training for staff was a high priority to the management team, in order for staff gain the skills and confidence to drive improvement in the service. One parent told us " it's very well run and organised and we've been really impressed by how caring all of the staff members are."

Areas for improvement

1. 1.
To embed a strong sense of commitment to continuous service development, the manager should ensure children and families are meaningfully involved as key partners in the development of the service and their views valued, listened to, and acted upon to influence positive change.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that 'I am actively encouraged to be involved in improving the service I use, in a spirit of genuine partnership (HSCS 4.7).

How good is our staff team?	5 - Very Good

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

4.3 Staff Deployment

Staffing had improved significantly since last inspection. There had been new staff recently employed in the service and the management team discussed with us, how their regular monitoring of staff practice in the playroom had impacted securing better outcomes for children. Effective induction for new members of staff helped them feel welcome and valued in the team. This allowed staff to practice confidently and consistently. Staff were committed, enthusiastic, and worked well together. One parent told us "there has been significant changes in my son that are positive. He feels very comfortable and free around his carers which is not something to be taken lightly because he used to find it difficult to be around people that are not his direct family." This meant children benefitted from a staff team who were skilled and motivated to provide high quality care and understood their roles and responsibilities towards improving children's outcomes.

The deployment and levels of staff within the service were appropriate to ensure effective care and support for all children throughout the day. Staff were deployed in a way that enabled them to respond to children with care and attention. As a result, children benefitted from very close attachments with staff. This was enhanced through positive working relationships with children's families. All staff we spoke with demonstrated a passion and commitment to getting it right for all the children in their care. They were skilled in interacting with the children, they adapted their styles, using simplified vocabulary, visual prompts or challenged thinking, where appropriate which supported children's development and understanding and ensured children felt safe and secure.

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 future 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. Recently the management team had identified room seniors and these staff had the right attributes to work in partnership with the staff in their room to drive forward improvement. Effective appraisals and discussion with staff had ensured that staff were imbedded in the service. Staff told us that there were many learning opportunities available to them and that the management team were always accessible to them throughout the working day and in the evening.

Staff communicated well and worked very effectively to ensure continuity of children's care was consistent. One staff member told us "we provide the children with high quality learning experiences that change and develop with their interests." We found there was a very good mix of skills and knowledge across the playrooms, staff were motivated and very committed to providing quality experiences for children. Staff morale was high, and a positive team ethos was evident, they told us "we have formed great connections with the children and their families."

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.

What the service has done to meet any requirements we made at or since the last inspection

Requirements

Requirement 1

By 30 November 2022, the provider must ensure that all leaders of child protection have the competencies required to fulfil their roles and responsibilities.

To do this, the provider must, at a minimum ensure:

a) anyone with designated child protection leadership responsibilities has the knowledge, skills, and competencies to keep children safe.
b) leaders of child protection are provided training that reflects their level of responsibility.
c) all staff can identify and act to protect a child at risk of harm or in need of support.
d) all staff receive regular opportunities to update their knowledge and skills.

This is to comply with Regulation 4(1)(a) (Welfare of users) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210) .

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities' (HSCS 3:20).

This requirement was made on 10 August 2022.

Action taken on previous requirement
Management and staff understood child protection procedures and their responsibility to implement these. This helped to ensure children were safe and protected from harm and abuse.
The head and depute in the service had taken part in Child Protection Co-ordinator training in November 2023.

We concluded that both staff and management had a clear understanding of their responsibilities and were supported by comprehensive child protection procedure to inform practice.

Met - within timescales

Requirement 2

By 30 November 2022, the provider must ensure that improvements are made to the current deployment of staff.

To do this, the provider must, at a minimum:

a) ensure staff are deployed in sufficient numbers to meet the needs of children in their care.
b) ensure that the deployment of staff, including managers, reflect the duties and responsibilities of their position.

c) ensure systems are in place to enable staff working alone with children to easily access support if required.

This is to comply with Regulation 4(1)(a)(b) (Welfare of users) and Regulation (15)(a) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210) .

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:
'My needs are met by the right number of people' (HSCS 3.15).

This requirement was made on 10 August 2022.

Action taken on previous requirement
Through our observations as outlined in this report we concluded that staff were deployed to ensure high quality outcomes for children in their care. Staff were also flexible to support each other to work as part of a team resulting in effective supervision and quality engagement to the children in their care daily.

Met - within timescales

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

In order to meet children's needs, the manager should ensure that children's information is recorded clearly within children's personal plans. Plans should also consider any circumstances which may affect a child's learning and development and identify appropriate strategies to meet the child's needs, support progress and to help children to achieve their full potential. Personal plans must be reviewed with parents every six months, or sooner if necessary.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.1).

This area for improvement was made on 10 August 2022.

Action taken since then

Through the evidence that we gathered as part of this inspection, we concluded that children's overall wellbeing was supported through effective use of personal planning, taking into account the wellbeing indicators. This ensured that children got the support they needed to reach their full potential.

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?	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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