Oganan Bhaile a' Ghobhainn
Day Care of Children

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Type of inspection:
Unannounced

Completed on:
23 October 2024

Service provided by:
Oganan Bhaile a' Ghobhainn Ltd

Service provider number:
SP2022000018

Service no:
CS2022000031

About the service

Oganan Bhaile a' Ghobhainn is a day care service for children situated in the Govan area of Glasgow. The service is registered for a maximum of 48 children aged three years to not yet attending primary school. During the inspection, 15 children were attending the service.

The facilities are custom built and benefit from two main play spaces that have direct access to the outdoor area. The service offers a Gaelic medium provision and is situated within the same area as a Gaelic medium provision primary school. It is located close to local shops, amenities and local transport links.

About the inspection

This was an unannounced inspection which took place on 21 and 22 October 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:

- spoke with children using the service
- spoke with staff, management, and the provider
- reviewed 13 completed questionnaires from staff and families
- observed practice and daily life
- reviewed documents
- spoke with visiting professionals.

Key messages

- Children were nurtured, engaged in quality experiences, and having fun.
- Children experienced care within a service where they were fully immersed in Gaelic medium.
- Children experienced supportive and nurturing mealtimes.
- Children benefitted from well maintained, well-furnished, and well-resourced facilities.
- The provider had invested in staff, by providing quality professional learning, and leadership opportunities.
- Staff worked well together, to meet children's needs.
- Quality assurance, self-evaluation and improvement planning were meaningful and having a positive impact on the outcomes for children and families.
- The staff and manager should continue to embed and further develop their planning approaches to support 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?	5 - Very Good
How good is our leadership?	5 - Very 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 evaluated different parts of this key question as very good and good, with an overall grade of good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

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.

Children experienced warm, caring and nurturing approaches from staff. Staff knew children well and cared for them sensitively in line with their care needs. For example, children had a comfortable changing area where staff took care of their personal care. Staff chatted with children as they cared for them kindly while supporting their independence, privacy and dignity.

Staff had developed strong relationships with families. Parents were invited into the building and play spaces at the start and end of the sessions. Staff spent quality time chatting with parents about their children's day and individual needs. A new family room had been created where parents could support their children's transitions into the nursery. Parents provided positive feedback about the relationships they had with staff and the benefits this brought to their children. Comments we received included:

"They are always happy to see my child. They give good updates at the end of the day. I've noticed that they advocate for him and that is great to see."

"I have a good relationship with the staff. I trust them implicitly with my son."

"Lovely staff. All so welcoming and friendly. Open and honest chats about my child's day at nursery."

Staff had made significant improvements to the lunch and snack experiences for children. Children enjoyed a rolling, sociable lunch and snack time that supported their independence. They helped set the table attractively with table covers, real crockery and flowers. Children were able to come to a natural pause in their play when they chose to go for lunch and snack. Staff spent quality time chatting with the children about their day as they ate together. Children self-selected their own foods and drinks and helped clear away their crockery. Children were consulted about the foods they liked, and these were incorporated into the snack and lunch menus. Menus were nutritious, and staff cared for allergies and dietary needs well. We concluded children experienced high quality, nurturing mealtimes that supported their development.

Children's safety, emotional security and wellbeing were supported through sensitive arrangements for sleep and rest. Blankets and beds were available to children to sleep and rest in a calm and cosy area of the play space. A safe sleep policy was in place and all staff had taken part in safe sleep learning. This meant children could sleep or rest safely in line with their routines and preferences.

The service had systems in place to store and administer medication safely. The medication policy and procedures were in line with best practice guidance. Staff knew the procedure well and were confident in administering medication safely.

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 regularly. They contained the key information that staff needed, to respond sensitively, quickly and compassionately to changes in a child's life. We discussed with staff the benefit of clearly capturing the evaluations of targets and next steps set for children to show their progress and achievements. Overall, children benefitted from personal planning process that supported their wellbeing.

Staff worked proactively with other professionals and families to support children to reach their full potential. For example, staff had very good links and relationships with the neighbouring primary school. This had led to a new transition programme being implemented to support children. The school professionals shared how children were making positive progress in primary due to the support and collaborative working.

Quality indicator 1.3: Play and learning.

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

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. Staff joined in with play and were responsive to children's interests. They were skilful in knowing when to step back from play and join in again to spark children's interest and curiosity. This meant staff could respond meaningfully to children's needs and wishes and supported children's overall wellbeing and sense of belonging.

Staff had arranged a wide range of resources attractively to invite children to learn and be curious. Resources that supported children's problem-solving skills, creativity, language, numeracy, and imagination skills. For example, the water tray was set up attractively with autumn loose parts play. Children enjoyed exploring this with their peers and staff, talking about autumn, naming the loose parts and counting them as they played.

Children were consulted about their interests. Plans were responsive to their interests, and their ideas and thoughts were being taken forward by staff to support children's play and learning. Staff were using floor books to record and capture the experiences and learning. We discussed with staff how planning processes could be improved by linking to national curriculum such as curriculum for excellence. Additionally, evaluating learning would support staff to gather children's progress and plan next steps. Staff agreed it would be beneficial to further enhance their planning processes.

The service had recently introduced online learning journals. They shared information with parents and carers of children's learning and skills. Parents provided positive feedback about children's learning opportunities and the use of the online platform. One person said, "Staff are working hard to keep parents involved with the work undertaken in the setting. Staff report on child's learning opportunities through digital platforms. I have been invited to attend parents meeting to discuss my child's development."

Staff had recently taken part in observation professional development. We noted the positive impact this was having in recording children's individual learning and skills. We shared how this could be further developed by recording next steps for children. The management should continue with their plan to further support staff with time to reflect and develop their observation skills. This will support staff to gather evidence of children's progress, plan next steps and share achievements.

How good is our setting? 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.

Quality indicator 2.2: Children experience high quality facilities.

The setting was comfortable, furnished to a high standard, welcoming with plenty of light and ventilation through open doors and windows. Children had lots of space for their needs. The welcome area had important and supportive information for families, including information on the improvement work of the service. This sent a strong message to children and families that they matter.

Both indoors and outdoors spaces were developmentally appropriate and resourced to a high standard. They were set out to meet children's needs and supported their learning. Staff facilitated quality outdoor play. Children free flowed from inside to outdoors. Children were joining in risky and challenging play when using climbing apparatus, balance beams and playing on the swings. Parents commented positively about children's opportunities outdoors. One person said: "Excellent outdoor space which is constantly improving. Sometimes my child is excited to go straight to the garden when he arrives at nursery." This supported children's interests, physical development, and wellbeing.

There was well functioning arrangements for monitoring, recording and reporting maintenance. The provider reported maintenance issues to the local authority or own maintenance person to arrange swift repair. This contributed to keeping children safe.

Staff worked together to identify risks and remove these to keep children safe. Risk assessments were in place that highlighted the control measures. Accident/incident forms were completed when needed, and shared with families over an online app. Risk assessments and accident/incidents were monitored monthly to establish any patterns and agree actions to prevent these in the future. This contributed to keeping children safe.

Children's information was stored safely in files or within password protected online apps. Staff had access to information needed to keep children safe and care for them well.

Infection, prevention, and control policies and procedures were in place. For example, we observed staff and children practice effective hand washing, the building was visibly clean, and staff cleaned down surfaces regularly. This protected children and staff from the spread of infection.

How good is our leadership? 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.

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

The manager and staff team were reviewing the vision, values and aims for the service. They were consulting with staff, children, families and their community. This was creating a culture where people felt confident to initiate well-informed change. Additionally, it supported people to work toward the same vision to provide high-quality care and learning for children, families and the community.

Staff and management were proud of the language support they offered to children. Part of the service's vision was to support full Gaelic emersion for children. We observed children were completely exposed to Gaelic language during their play experiences. Parents described this as one of the key strengths of the service. Comments we received included:

"My child is developing a good sense of Gaelic and uses it frequently with staff in the setting, and at home."

"I wanted a good Gaelic nursery, and my son loves this nursery. It feels homely and the staff are welcoming and friendly."

Leaders had a very good understanding of the importance of using the views of children and families to inform the planning and development of the service. For example, the manager used regular questionnaires to help measure success and inform improvements. Strong communication methods were in place, and the manager used these to share the progress of improvements. Children's views were gathered to support developments in practice. For example, a new road had been added to the outdoor area in response to children's suggestions. This meant children and families were meaningfully involved and influenced change within the service.

A meaningful improvement plan was in place, and had been created in partnership with staff, families and children. A whole team approach to improvement was evident. Leadership roles were being developed to support and improve practice. For example, a new management programme and distributive leadership opportunities were encouraged for all staff. Additionally, staff had a key role in gathering evidence to support self-evaluation. This meant children benefitted from a team who were reflective, and keen to provide a high-quality service.

There were positive working relationships between managers and the provider across the provider group. This included support from a training and development manager. The manager of the service was visible and supported the daily practice. They had developed strong relationships with children and staff. Staff commented on the support from the manager positively. Comments we received included:

"Since joining the organisation I have felt well looked after and cared for. The organisation does everything to look after the staff and children."

"I believe I could go to my manager if I had any issues and that they would be listened to and that they would seek to resolve them."

The manager and staff team were carrying out quality assurance activities to successfully self-evaluate the service. Staff meetings, manager meetings workshops, training, management monitoring, auditing, and staff appraisals were used to support staff to reflect on practice and plan improvements. These were having a positive impact on practice. For example, improvements had been made to the lunch time provision. It was a high-quality social experience that supported children's skills. We concluded staff, children and families benefitted from self-evaluation and improvement planning that was leading to continuous improvements.

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.

Quality indicator 4.3: Staff deployment.

The manager recognised and valued the importance of ensuring the service was always appropriately staffed. The staffing rota ensured enough staff were in place across the full day to meet children's needs, provide high-quality care and learning for children, and allow for staff to get a break.

The service used staff from their sister service to support staffing where needed. This meant children knew the staff well, and they knew the children well. This approach supported continuity of care for children.

Staff were deployed across the service in line with their skills and experience. Senior staff were in place and they effectively supported and mentored staff as well as carrying out additional duties placed upon them. This created a flexible and supportive ethos where staff supported each other, working together as a team to benefit the children.

Staff caring for children were registered with the Scottish Social Services Council. We sampled staff recruitment files and found staff were recruited safely. This included a robust induction where staff met with management to review their progress and ask any questions. The manager was planning to develop the induction process further using Scottish Government's 'Early Learning and Childcare - National Induction Resource'. We agreed this would be beneficial to staff and children. This meant staff were recruited and inducted well. This supported them to provide high-quality care play and learning to children.

We observed examples of good communication and team working taking place. For example, staff shared when children were moving around the service from inside to outdoors. Staff told us they worked well as a team. Parents' feedback about the staff team was very positive. Comments we received included:

"The staff are great with communication and very respectful."

"The staff are always welcoming and invite the parents into the nursery and it's nice to be able to connect and ask questions and find out about my sons' day."

"A lovely community of staff and friends."

We concluded staff were working well as a team to meet children's needs and care for children safely.

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

Requirements

Requirement 1

By 1 September 2023, the provider must ensure that children are cared for in a safe and hygienic environment and sufficient measures are in place to protect children in line with current government guidance. To do this, the provider must, as a minimum ensure:

a) Staff understand and carry out current infection prevention and control practices.

b) Essential equipment such as nappy changing station is available and used when changing children.

c) Staff revisit infection prevention and control training.

d) An effective system for monitoring cleaning and infection prevention and control practices is introduced and used effectively.

This is to comply with: The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulation 2011 (SSI 2011/210) - Regulation 4(1)(d) - health, welfare and safety of service users.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:
'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their organisational codes' (HSCS 3.14); and 'I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishings and equipment' (HSCS 5.22).

This requirement was made on 24 May 2023.

Action taken on previous requirement
Infection, prevention and control (IPC) was managed well in the setting. For example, staff and children practiced effective handwashing, and the play spaces and toilets were visibly clean. All staff had taken part in IPC training. A new changing station had been purchased. The changing area was in line with current best practice guidance, including supporting children's privacy and dignity. An IPC audit and monitoring had taken place. This all helped to protect children and staff from the spread of infection.

This requirement has been met.

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

To ensure children can rest and sleep in line with safe sleep guidance, the manager should ensure that:

a) staff are aware and comply with safe sleep practice and guidance; and
b) appropriate resources, that support effective infection prevention and control, are available for children to comfortably rest or sleep.

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 5.17); and 'I experience high-quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11).

This area for improvement was made on 24 May 2023.

Action taken since then
Significant improvements had been made to safe sleep practice. A safe sleep policy was in place, and all staff had taken part in safe sleep learning. Blankets and beds were available to children to sleep and rest in a calm and cosy area of the play space. This meant children could sleep or rest safely in line with their routines and preferences.

This area for improvement has been met.

Previous area for improvement 2

The manager should ensure that opportunity for training, staff refection time, and time for staff to research and reflect on best practice are carefully tailored to the needs of individual staff, children, and the service overall. This will contribute to building a team with good understanding of current best practice, theory, evidence-based approaches, and knowledge of child development.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:
'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes' (HSCS 3.14); and 'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11).

This area for improvement was made on 24 May 2023.

Action taken since then
The provider had invested significantly in staff training and professional development. A training plan was in place and was linked to the action plan from the previous inspection. Leadership opportunities were available to all staff. All staff shared they had taken part in training appropriate to their practice. Staff now met daily as a team to share information and plan their day. Staff workshops had been developed and shared with staff. This included observations, safe sleep and supportive lunchtime's. Staff had protected

time to take part in training, do research and look at best practice guidance each week. These had had a positive impact on practice and improved the outcomes for children.

This area for imorvement 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	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?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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