

Elie Street Nursery Day Care of Children

30 Havelock Street
Glasgow
G11 5JE

Telephone: 0141 334 0250

Type of inspection: Unannounced
Inspection completed on: 30 November 2017

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Care service number:
CS2003017114

About the service

Elie Street Nursery registered with the Care Inspectorate on 1 April 2011. It provides a care service to a maximum of 60 children aged from 3 years to those not yet attending primary school.

The service is provided by Glasgow City Council and operates from purpose built accommodation adjoined to a primary school in the west end of Glasgow. The service has secure outdoor play areas and access to additional facilities within the school.

The aims of the service are:

- Engage with the wider community to enhance the outcomes for children's learning.
- Create a caring environment where parents are involved in children's learning create an inclusive, healthy, safe and well resourced environment which provides a stimulus for active learning and play.
- Provide a curriculum of well planned experiences that will support each individual to become successful learners, confident individuals, effective contributors and responsible citizens.
- Provide a consistently high quality of teaching and learning, a well planned broad based inclusive curriculum for excellence that enables all children to achieve their potential.
- Provide a wide range of experiences which enable them to reach their full potential.
- To raise the achievement and attainment of all learners by promoting equal opportunities, social justice and inclusive practices.
- To develop our practice and policy in line with the principles and ideals within Children's Rights.
- To ensure that the views of all stakeholders are listened to, valued and respected within a climate of consultation, trust and communication.
- Providing experiences that will allow learners to progress and become successful now and in the future.

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure they have the best start in life, are ready to succeed and live longer, healthier lives. We check services are meeting the principles of Getting it right for every child (GIRFEC); Scotland's national approach to improving outcomes and wellbeing for children by offering the right help at the right time from the right people. GIRFEC supports children and their parents to work with the services that can help them. There are eight wellbeing indicators at the heart of GIRFEC: safe, healthy, achieving, nurtured, active, respected, responsible and included.

What people told us

There were 42 children present during the first morning of our inspection and 23 in the afternoon. We observed that throughout their session children were happy, busy and engaged with activities that interested them. Children explained their routines, confidently told us about how they liked to spend their time at nursery.

We sent 20 questionnaires to the service to be distributed to the parents/carers of the children and 14 completed questionnaires were returned.

We also spoke with three parents as part of the inspection process. We found that respondents were highly satisfied with the quality of care their child received at the service. Their comments included:

"I have been beyond impressed with Elie Street Nursery. The staff and management are outstanding – excellent communicators and keep parents well informed. As far as reaching out to the local community, I as a local bank manager have been actively involved with community initiatives fundraising. The children are very happy with the environment created here in Elie Street Nursery."

"I feel and believe my daughter is well cared for and supported by a highly competent and experienced team of teachers. This is clearly observed as is their concern for healthy and emotionally balanced children."

"The nursery is excellent. I know that my child is cared for by a wonderful team of experienced staff who are totally committed to the children."

"We have a very positive experience of our daughter's first year here. Particularly the staff team of nursery teachers, we have found exceptional. It is clear they are a very strong working team, and all of the teachers have taken an interest in our daughter, and us. I think the staff in the nursery room are key to making this such a positive environment for our daughter."

"Staff always have time for parents' questions and explained well. Many staff members are extremely caring and go over and above expectations when caring for children."

"Elie Street Nursery is by far the best nursery in the area, well staffed, well managed and well run. In my opinion, more nurseries should be like Elie Street. The staff are exceptional and the rapport they all have with my son is visible to all who have had pleasure to see it."

"Elie Street Nursery has been an amazing support for my daughter and my family as we needed extra support."

"I can say since my son goes to Elie Street Nursery he has built his confidence, speech, way to improve is daily that we notice, not monthly. It's an amazing environment for child, peace of mind for parents. Thanks Elie Street Nursery."

Self assessment

The service had not been asked to complete a self-assessment in advance of the inspection. We looked at their own improvement plan and quality assurance paperwork. These demonstrated their priorities for development and how they were monitoring the quality of provision within the service.

From this inspection we graded this service as:

Quality of care and support	6 - Excellent
Quality of environment	not assessed
Quality of staffing	not assessed
Quality of management and leadership	5 - Very Good

What the service does well

We observed extremely caring and nurturing relationships between the staff and children. Building attachments with care givers helps children to feel safe and secure. Staff were very motivated by training they had participated in on attachment theory and it was evident that they had used this learning in their practice. For example, we found, and parents confirmed, that staff had introduced an innovative approach for children's transitions both from home to nursery then onward to school. Transitional objects, such as photographs and letters sent to children's homes during absences from nursery helped children feel included in the nursery community and to be confident about their return.

We sampled children's individual plans and saw staff meaningfully recorded information to plan, assess and track children's care, learning and development. They made sure that parents felt able to share and receive relevant information about their child's changing needs. We could see that staff observations and planning were underpinned not only by GIRFEC wellbeing indicators and Curriculum for Excellence but also current theory about supporting good outcomes for children. Through individual pastoral notes we could see that staff worked closely with other agencies if families needed additional support to keep children safe and well. Staff we spoke to were confident in their understanding of child protection and this was reinforced by annual training updates from the provider. This approach ensured the welfare of children.

Both staff and parents spoke highly of the strong leadership of the new manager and her approachability. They told us that they believed their ideas were listened to and that their feedback influenced the development of plans for improving the service. We saw evidence of this in the self evaluation big book, which had made good use of the challenge questions from 'Building the Ambition' to help the team reflect on how they were supporting good outcomes for children. Building the Ambition is Scottish Government's national practice guidance on Early Learning and Childcare linked to the Children and Young People (Scotland) Act 2014.

We found the improvement plan identified realistic priority areas for the service to develop: for example, one was to extend family learning opportunities. Individual staff had leadership responsibility for taking forward these different priority areas. We particularly liked that staff were given half day protected planning time each week where they could develop this work as well as maintaining the individual plans for children in their keyworker group.

What the service could do better

When we sampled the separate elements of children's personal plans, we found these were well organised and regularly updated in consultation with parents/carers.

We were impressed with the rich information recorded within children's individual plans but encouraged the manager and staff to continue to review the format to avoid duplication of effort. We advised that the Care Inspectorate were in the process of producing guidelines about children's personal plans, which may help them with this task.

The new manager was keen to embed a model of distributed leadership within the service, including having a more clearly defined role within the management team for the team leader. They had begun to identify professional development activities to assist them with this task. We signposted them to the 'Step into leadership' programme provided by the Scottish Social Services Council (SSSC). The 'Step into leadership' programme provides access to tools and resources to help workers, managers, strategic leaders and people who use services explore the concept of leadership at all levels and develop their own leadership capability, whatever their role in the service. www.stepintoleadership.info/

We also signposted the service to the Hub section of our website where they could access a range of early learning and childcare documents including current best practice guidance. For example, one of the service reference documents from Health Protection Scotland had been updated in October 2016 - 'Infection Prevention and Control in Childcare Settings' and could be accessed online here: <http://hub.careinspectorate.com/media/255834/infection-prevention-and-control-daycare-and-childminding-settings-oct-2016.pdf>

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Inspection and grading history

Date	Type	Gradings	
10 Mar 2015	Unannounced	Care and support	5 - Very good
		Environment	6 - Excellent
		Staffing	6 - Excellent
		Management and leadership	5 - Very good
30 Mar 2012	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	4 - Good
8 Jun 2011	Unannounced	Care and support	4 - Good
		Environment	2 - Weak
		Staffing	4 - Good
		Management and leadership	4 - Good
31 Aug 2010	Unannounced	Care and support	4 - Good
		Environment	Not assessed
		Staffing	3 - Adequate
		Management and leadership	2 - Weak
10 Feb 2009	Unannounced	Care and support	5 - Very good
		Environment	4 - Good
		Staffing	5 - Very good
		Management and leadership	5 - Very good

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