

Pikeman Nursery School and Family Learning Centre Day Care of Children

21 Archerhill Road
Glasgow
G13 3NJ

Telephone: 0141 954 2971

Type of inspection: Unannounced
Inspection completed on: 22 May 2018

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Care service number:
CS2003014919

About the service

Pikeman Nursery School and Family Learning Centre registered with the Care Inspectorate in 2011. It provides a care service to the following age groups of children:

- 12 children aged under 2 years,
- 15 children aged 2 to under 3 years,
- 64 children aged three years to those not yet attending primary school.

The service is provided by Glasgow City Council and operates from a single story building in the Knightswood area of Glasgow. It has sole use of the building including an extensive outdoor play area to the rear, which is safely enclosed.

The value base of the service is:

"We will provide a service based on the principles behind the National Care Standards and our service users will have the right to dignity and respect, compassion, to be included, receive responsive care and support and wellbeing."

A full copy of the service aims can be obtained from the service provider.

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

We could see that children of all ages were very settled and happy in the nursery environment. We observed nurturing interactions between staff and children as well as supportive conversations with parents/carers at drop off and pick up times. Although some of the children were too young to tell us about what they liked to do at nursery, many of the older children chatted confidently about activities they enjoyed at nursery. Children's comments to us included:

"This is my best friend, she is brushing my hair." (In the home corner/imaginative play.)

"We were playing outside but I'm going to the park later." (Child independently hanging up jacket.)

"We're having oatcakes and cheese - look!" (At snacktime, seating arranged to promote independence and social interaction.)

We sent 30 questionnaires to the service to be distributed to the parents/carers of the children and 20 completed questionnaires were returned. Parents were extremely happy with the service provided and spoke highly of the quality of staff. Where children had an identified additional need, parents were particularly impressed with the quality of care and support offered.

Their written comments included:

"Pikeman Nursery is a fantastic, well-run, happy environment. Gail the manager is a fantastic asset and I can't think of anyone better to look after my children, all the staff are motivated and enthusiastic. I could not be happier with the care and service both my children have had over the years."

"My daughter has been at Pikeman since she was 10 months old, she is now four. Every key worker she has had has been approachable and has shown genuine care and interest in her learning, development and social interaction. There has been staff changes over the last year, but the nursery have been thoughtful about whose group my daughter is in and have continually updated me, both personally and at information meetings. The Head Gail has always warmly welcomed us and made us feel valued and she's always given me the time needed when I've had questions. The deputy Susan has also been so friendly and informative re her observations of my daughter's development. I have full confidence in this nursery and my daughter comes home with happy stories of the day's events."

"Pikeman nursery is a fabulous nursery. The staff are friendly while being professional. The nursery has a fantastic nurturing ethos and everyone strives to make it a success for all the children. The nursery engages in many activities which are all carried out well. The staff all give 100% to make Pikeman the fantastic place it is. It's a joy to leave my child with such enthusiastic practitioners."

"Over the last two years our daughter has come on amazingly with interaction of not only her key workers but with every member of staff, whose dedication to providing a great curriculum has not only inspired our daughter but us as parents."

The views of parents/carers have been taken account of in the main section of this report.

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 management were monitoring the quality of provision within the service.

From this inspection we graded this service as:

Quality of care and support	4 - Good
Quality of environment	not assessed
Quality of staffing	4 - Good
Quality of management and leadership	not assessed

What the service does well

The nursery had created a welcoming ethos where children and their families felt included and respected. We observed that children had formed positive relationships with staff where there was lots of affection and praise; as a result children were happy and content.

Staff demonstrated a good understanding of the nursery's child protection policy and this was displayed so that everyone was aware of their responsibilities for keeping children safe. Staff participated in annual child protection training and gave examples of current issues that might impact on children's welfare and safety. This made it more likely that they would act swiftly and appropriately if they had concerns about children's health and wellbeing.

Each child had a key worker with special responsibility for supporting their care, learning and development. Staff knew children's unique personalities and told us how they planned to meet their individual needs. For example, within children's individual learning journals there were good examples of staff observations of children, which they used to anticipate the next steps in their learning. 'Big books' highlighted how staff listened to children's views and used these to plan for activities that would motivate children to be curious about learning more. Temporary staff worked hard to get to know children in their group, as well as to find out about the service systems that would help them deliver good outcomes for children.

There were good home links, such as support groups for parents to share parenting strategies that worked for their child. The 'Five to Thrive' programme was being used imaginatively to help parents understand the part they played in the positive brain development of their child. These approaches enabled everyone to work together to ensure children received responsive care that was right for them.

Despite a significant staff turnover, staff were working well together as a team. This made it more likely that children's care and support was consistent and stable. Staff told us that they felt much supported by each other and the management team. They felt their contribution was valued by their manager and that they had a voice in the development of the nursery, for example through taking on leadership roles. Staff had participated in training to develop their knowledge of current best practice and to support service improvement. Topics had included forest kindergarten training, safe sleeping, and curricular areas such as science and maths. Playroom planning meetings, as well as whole staff meetings were used to cascade training amongst each other and share ideas for practice. Staff had used 'Building the Ambition' to evaluate their practice. 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.

What the service could do better

We could see that staff had worked hard on the different elements of children's personal plans, for example additional support plans and child protection files contained rich information about children's health, wellbeing and safety needs. However there was still scope for some improvement. For example, sometimes supplementary information about a child's individual needs was recorded elsewhere with no signposting to where it could be found. We acknowledged that team leaders were supporting staff to record meaningful observations of children within their individual learning journals but staff would benefit from less duplication across paperwork. The management team should continue with their plans to streamline children's personal plans. We advised that the Care Inspectorate were in the process of producing guidelines to assist services with this task.

While children benefitted from a balanced range of activities and were able to follow their play interests, they did not have free flow access to outdoor play, and for some children these experiences were restricted. To support children's health and wellbeing, management and staff should continue to review outdoor play, ensuring this is more freely accessible to children. We saw that there were occasions when staff completed tasks for children which they could do for themselves, for example preparing and serving snacks. Some members of the team need to develop confidence in how they create the conditions for children to learn new skills and be independent.

This would be in keeping with the service's own aim 'to provide well timed and skilled interventions which effectively promote children's creativity, extend their thinking, widen their skills and strengthen their play in learning.' The management team were aware that there could be more consistency across the team and planned to re-establish formal room monitoring to enable this.

The manager had not yet carried out staff annual professional development appraisals (PDP). She told us that she had taken time to consolidate the new team and carry out regular individual reports for the service provider about the progress of temporary staff. The manager was currently organising PDPs and should continue with these plans. This will help them support staff and identify any gaps in their professional development. The manager was in discussions with the provider regarding recruitment and retention of staff, which will also contribute to stability in the team.

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
19 May 2016	Unannounced	<div>Care and support</div> <div>Environment</div> <div>Staffing</div> <div>Management and leadership</div> <div>5 - Very good</div> <div>5 - Very good</div> <div>5 - Very good</div> <div>5 - Very good</div>
16 May 2014	Unannounced	<div>Care and support</div> <div>Environment</div> <div>Staffing</div> <div>Management and leadership</div> <div>4 - Good</div> <div>4 - Good</div> <div>4 - Good</div> <div>4 - Good</div>

Date	Type	Gradings	
6 Sep 2013	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	3 - Adequate
29 Nov 2012	Unannounced	Care and support	4 - Good
		Environment	3 - Adequate
		Staffing	4 - Good
		Management and leadership	4 - Good
29 Nov 2010	Unannounced	Care and support	4 - Good
		Environment	Not assessed
		Staffing	Not assessed
		Management and leadership	Not assessed
5 Mar 2009	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good

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