

# Bonnybroom Nursery Day Care of Children

233 Petershill Drive  
Glasgow  
G21 4QU

Telephone: 0141 557 2550

**Type of inspection:**

Unannounced

**Completed on:**

7 June 2018

**Service provided by:**

Glasgow City Council

**Service provider number:**

SP2003003390

**Service no:**

CS2003014855

## About the service

Bonnybroom Nursery School registered with the Care Inspectorate in 2011. It provides a care service to the following age groups of children:

- 9 children aged 0 to 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 north of Glasgow. It has sole use of the building including an extensive outdoor play area, which is safely enclosed.

The nursery motto is 'Live \* Love \* Laugh \* Learn.'

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

There were five babies, eight 2-3 year olds and 52, 3-5 year olds present during our inspection. We observed that babies and children of all ages were happy and confident in their environment. They engaged purposefully in a range of stimulating play experiences of their choice, both indoors and outdoors. The children approached staff for comfort and support when needed. Older children chatted to us about their activities, their comments included:

"I'm (name): I like being in block play - see the rainbow?"

"I'm going to jump over there - I didn't make it." (Child setting themselves physical challenges in the block play area).

"I'm having a spicy burger for lunch here, have you got lipstick on?"

"There's lots of people with the same name but they're not all going to school." (Child introducing the inspector to her friends).

We asked for 30 care standard questionnaires to be distributed to parents/carers and 24 were returned before our inspection. Twenty one parents strongly agreed and three agreed that overall they were happy with the quality of care that their child received from the nursery.

Thirteen had written additional comments to explain their reasons, these included:

"I would highly recommend the nursery to any family. They have a fantastic bunch of staff that my girls have great relationships with. They will fill me in daily of new activities they have been doing and anything new they have learned."

"My child settled in nursery very well this year. All the staff are friendly and welcoming. Clair loves all the children like they are her own. My child can't leave without a cuddle from her. Fabulous nursery and staff."

"Could not be happier with the care my son gets from all staff at Bonnybroom. My son has autism and they have helped me every step of the way and made sure that he has got every opportunity to receive the education and help he needs."

"Bonnybroom is a fantastic nursery and I'm happy that my daughter is a part of it. From the 'stay and play' sessions, newsletters and daily contact, parents are very much involved in nursery life. Any issues are dealt with promptly. My daughter is shy, when she told me she didn't have any friends I spoke to her key worker and a strategy was quickly put in place to help her bond with her friends. All the staff worked together to help. Each child is treated as an individual and everyone - parents, carers, sisters, brothers, aunties and grandparents are part of the Bonnybroom family. All credit to Clair and her amazing team."

"I am very happy with the care my child receives in Bonnybroom. When choosing a nursery I visited Bonnybroom and the vibe I got was better than any nursery I had previously visited. All staff are very welcoming and approachable. My child found it hard to settle at first but the staff turned that around. He has great relations with both staff and other children. I am 100% happy with the choice I made to put my child into Bonnybroom nursery. They do a great job!!"

"My son has attended Bonnybroom for 18 months and I have always been happy with the level of care and learning he receives. They get to spend a lot of time outdoors which he really enjoys. My son also has a heart condition and I am very happy with how his care plan in relation to this is reviewed regularly to make sure staff are well informed and can recognise any warning signs quickly. The staff are always happy and welcoming and make sure my son feels at ease."

"My child has had an amazing experience at Bonnybroom, the staff have brought out my child's confidence so much and she has showed her learning capabilities which is thanks to all staff. Also as a parent I feel the nursery have been very helpful and approachable when I have needed help during change in circumstances."

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

## What the service does well

The nursery had a warm and inclusive ethos, which made it more likely that families felt welcomed and respected. Staff planning for play and children's individual care and learning demonstrated a responsive approach that took account of children's needs and wishes. We found that there were excellent home links, which included the nursery enabling families to access supportive networks in the community: for example through activities in the local church.

One of the nursery priorities was to promote mindfulness among children and staff to support their emotional wellbeing. We particularly liked that the nursery had run a 'philosophy with friends' group. Information about this activity was displayed and parents had also been invited to any information so that everyone could hear about the benefits for children. Encouraging philosophical conversations with children aids their cognitive development by helping them to develop their reasoning skills and extending their vocabulary.

From sampling children's files we could see that decisions about any additional needs individual children might have or child protection concerns were made jointly, informed by professionals from relevant services. Parents confirmed in their questionnaire responses that the nursery had used information effectively to provide support for their child at an early stage. Staff we spoke to understood the child protection systems that were in place, were confident that they would recognise circumstances that made children vulnerable and would report their concerns without delay. This contributed to children's wellbeing and safety.

We found that staff had created a learning environment that was nurturing, inclusive and safe. Children confidently explored their environment, making imaginative and creative use of loose parts and natural resources. The manager and staff were using Building the Ambition to reflect on their planning of the environment. For example, staff in the 3-5 playroom had participated in termly rotation of the different areas. They spoke highly of the positive impact this practice had on both their own professional development and in supporting children's learning and development. 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

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. The manager and staff were able to tell us about their plans to increase opportunities for children to move independently from the playroom to the garden. For example, by creating an indoor/outdoor room within the 3-5 playroom where children could collect their outdoor wear and go directly outside. They should continue with these plans as a result children will be active, responsible and achieving.

We found that systems for the management of children's medication could be improved, such as returning medication that was no longer needed and monitoring all fields in children's medication forms to ensure they were consistently completed by staff. The manager had begun to address our advice during our inspection visit using our best practice guidance – Management of medication in daycare of children and childminding services (2014).

## 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](http://www.careinspectorate.com).

## Inspection and grading history

Date	Type	Gradings	
11 May 2016	Unannounced	Care and support	6 - Excellent
		Environment	5 - Very good
		Staffing	6 - Excellent
		Management and leadership	5 - Very good
14 Aug 2014	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	4 - Good
15 Feb 2013	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	4 - Good
31 Jan 2011	Unannounced	Care and support	Not assessed
		Environment	Not assessed
		Staffing	4 - Good
		Management and leadership	Not assessed
18 Mar 2010	Unannounced	Care and support	6 - Excellent
		Environment	Not assessed
		Staffing	4 - Good
		Management and leadership	Not assessed

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