

Cloan Nursery School Day Care of Children

45 Cloan Avenue
Drumchapel
Glasgow
G15 6DE

Telephone: 0141 944 2191

Type of inspection:
Unannounced

Completed on:
16 November 2018

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Service no:
CS2003014865

About the service

Cloan Nursery School registered with the Care Inspectorate in April 2011. It provides care to a maximum of 61 children as follows: six children 0-2 years; 15 children 2 years to under 3 years; 40 children 3 years to those not yet attending primary school.

The service is provided by Glasgow City Council and is located in Drumchapel, Glasgow. The accommodation comprises playrooms for each age range located within a purpose built single storey building. In addition to the playrooms, children have access to a large outdoor space. A separate room is used for nurture activities. Children can attend sessional or full days. The nursery aims include to: "provide a happy, secure and empowering learning environment; be an inclusive nursery school which enables our children and families to aspire to and achieve their full potential; provide high quality experiences which enable our children to become successful learners, confident individuals, responsible citizens and effective contributors."

We check services are meeting the principles of Getting It Right for Every Child (also known as 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. It supports them and their parent(s) 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, often referred to as SHANARRI.

What people told us

Children attending on the day of inspection were observed as happy, busy and engaged. Positive, nurturing relationships had developed between staff and the children as well as with the children themselves. We found the whole staff team were very kind and caring with respectful approaches observed.

We issued 25 questionnaires for parents and carers, eight were completed and returned between the inspection and the writing of this report. During the inspection we spoke with an additional six parents. Feedback from parents was positive. All 'strongly agreed' 'or' 'agreed' that they were happy with the overall service provided by staff and management. Comments included the following:

"I would recommend this nursery one hundred percent. Staff make an effort to acknowledge children and help them settle. The staff are so lovely and caring and have children's best interests at heart. They are interested in you and your family. We have parents' nights to discuss all of our children's work and we can look at our children's journals at any time."

"The team at Cloan Nursery are very friendly, approachable and caring. My child enjoys every minute they spend there."

"I would recommend this nursery. The staff are great. The safeguarding is fantastic. The place is definitely safe. The outside is big enough for children to run riot. All staff are very approachable. We get told about the improvement plan in newsletters."

"A great nursery. The staff are great with the kids. They keep you up-to-date. The children enjoy being around other children and they seem to do loads. We get a daily sheet that tells us what children have done, had for lunch or if they have had a sleep."

"Excellent nursery. Staff very friendly. Not sure what child is learning at all times. Parents' night only twice a year and only opportunity to see children's work."

"It's too small - it could be bigger. It is cramped compared to the old nursery. There is not enough space for children's coats and bags. Having said that I would recommend this nursery."

"My child has autism but the nursery has taken great steps to support him. The staff were brilliant when it comes down to the care of my child. The head is very flexible and has helped me lots."

"I think there should be a separate room for age 3-4 then 4-5 age as 3-5 in the same place is not good. It's too big a gap between children. There should be a total separate room with walls and door like 0-2 and 2-3."

"The staff were great at helping my child with being a picky eater. The staff work closely with the health visitor and it's all updated on the child's file. We get regular newsletters for each room and this updates us with everything that goes on."

"Friendly staff. Well run. The nursery is quite small but it works. My child enjoys and loves it. The staff are great with children. There is a good balance of different things for food and staff let you know about what children have. I would recommend it to other parents."

"Myself and child aren't happy with the heating in the nursery as it's always like an oven. Overall my son enjoys going to the nursery and seems happy to go. Myself as a parent would like more feedback about my son's progress as I only seem to get feedback at parents' evening which is only twice a year. I've heard a few kids, including my own, want to play with toys that seem to be kept in the cupboard for long periods of time."

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

What the service does well

The service was very good at planning for children's care, learning and development. It was clear that children experienced sensitive and respectful caregiving. Throughout the observed play sessions, we observed staff being responsive to children's changeable interests and demands. Children were spoken and listened to in ways that encouraged them to feel valued and included. Staff followed an effective system for recording children's play and learning and made use of and shared this information with parents. This encouraged genuine partnerships that respected parents' knowledge of their children. Staff understood their roles in relation to planning for play and were confident in contributing and talking about children's wellbeing needs. This helped children begin to develop close, positive relationships and supported continuity in their care and learning.

The service was very good at supporting children's leadership of play to support positive outcomes. Staff supported children in making choices about their own learning by providing many opportunities for experimenting with play resources. This included: exploring the properties of shaving foam with brushes; using torches to investigate and compare dark and light in a tent; combining materials to make variety of types of gloop and playdough; creating and hanging a bird feeder made from recyclable materials; developing early skills through mark-making with coloured chalks. Children were given opportunities to recognise their achievements, for example when reflecting on photographic records of their play displayed in learning journals, floor books and wall displays. These approaches encouraged children to play and work co-operatively with others, learn about the world around them and promoted their confidence and self-esteem.

Staff demonstrated a comprehensive understanding of the policies and procedures in place to ensure care and welfare of children including children protection. All staff received regular professional learning in safeguarding and told us they were confident in dealing with child protection concerns. The depute has undertaken enhanced child protection training to support their role as child protection co-ordinator, ensuring continued safeguarding of children within the nursery.

The staff routinely engaged in a wide range of professional learning activities that built on and sustained their practice. Staff felt valued by the head teacher who gave them opportunities to take on leadership roles in areas of the curriculum in which they had identified a particular interest or strength. For example, core groups of staff had been established to drive forward initiatives in outdoor play; literacy; citizenship and finance; Science, Technology, Engineering and Maths (STEM); and eco work. Staff led children's group play sessions to promote alternative thinking strategies. These focussed on developing children's emotional awareness and self-control and learn to resolve conflicts with their peers. We found that the devolved management style of the head teacher contributed to positive outcomes by increasing the range of approaches available to meet children's individual play and learning needs.

What the service could do better

We discussed with staff observation approaches that could help identify and evaluate play experiences that children found particularly engaging and challenging. We highlighted how this could help staff to efficiently update floor books and children's personal plans as well as foster meaningful discussion between children, parents, and staff about play and development. Staff agreed that this could enhance the systems in place for recognising children's learning as well as extend children's sense of ownership of play experiences.

We highlighted the value of linking staff observations of patterns of the youngest children's play behaviour or 'schemas' to children's individual records of learning. This approach can help staff to identify what will hold individual children's interest as well as help them with the stage of development that they are currently working through. It can consolidate existing approaches to recognising children's achievements and demonstrate how the nursery's approach to supporting children's play is personalised.

We shared approaches to setting up toddler play environments that can help to present them in a more attractive and stimulating way to children. We discussed the need to continue to monitor the 2-3 years playroom to ensure individual play spaces are more clearly defined, are cosier and more richly resourced to support children's curiosity and play. We discussed with staff, approaches for ensuring that their provision was tuned in to the needs and abilities of all children in the setting. We agreed that on the benefits of using video enhanced reflective planning (VERP) training and digital tools to build on the staff's strengths in their attuned interactions with children.

The management team should build on the variety of opportunities for staff to lead curriculum developments within the service. We discussed with the management team the value of developing champion roles for members of staff to lead developments in observation approaches and child centred planning. Working together to extend these approaches through planned staff development opportunities will enhance the depth of children's learning.

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 Nov 2016	Unannounced	Care and support 5 - Very good Environment Not assessed Staffing Not assessed Management and leadership 5 - Very good
27 Feb 2015	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good
26 Feb 2013	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 4 - Good
21 Jan 2010	Unannounced	Care and support 5 - Very good

Date	Type	Gradings	
		Environment Staffing Management and leadership	Not assessed 3 - Adequate Not assessed
5 Mar 2009	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 4 - Good 4 - Good 4 - Good

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iartras.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.