Cathkin Community Nursery
Day Care of Children

Community Nursery
Langlea Road
Whitlawburn
Cambuslang
Glasgow
G72 8ES

Telephone: 0141 643 3484

Type of inspection: Unannounced
Inspection completed on: 23 November 2016

Service provided by: South Lanarkshire Council
Service provider number: SP2003003481

Care service number: CS2003015283
About the service

This service registered with the Care Inspectorate on 1 April 2011. It is a nursery that can provide care to a maximum of 72 children of whom no more than six can be aged from babies up to two years, no more than ten aged from two to three years, and 56 aged from three years to those not yet attending primary school. The nursery is provided by South Lanarkshire Council. A head of centre is employed to manage the service, and a depute head, acting depute head, a teacher, early years practitioners and support staff provide care and education for children on a daily basis. The service is available Monday to Friday all year from 8am until 6pm, with the majority of children attending either morning or afternoon sessions.

The service is provided from a purpose-built nursery centre in the grounds of Cathkin High School. There is a separate entrance and parking for parents and staff. The nursery has three main playrooms for children aged under two years, under three years, and three to five years, and have amended their use of space to include a physical play area for children aged under three years, and a sensory room that can be used for all children who would benefit from it. All playrooms have direct access to outdoors. A nearby wooded area was now being used with groups of pre-school children to experience “Forest Adventures”. General meeting rooms, a parent’s room, staff room and offices are also available.

The nursery aims include they will provide a “Happy, welcoming, caring and secure environment within which we can provide a high quality service for children, parents and carers.”

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. It supports them and their parent(s) to work with services that can help them. There are eight wellbeing indicators at the heart of GIRFEC: safe, healthy, achieving, nurtured, active, respected, responsible, and included, also known as the SHANARRI wellbeing indicators.

What people told us

We sent twenty-five care standards questionnaires and fourteen parents/carers completed and returned these before the inspection. Eleven of the returned questionnaires contained additional comments, and we spoke with one of these parents after the inspection, and four parents/carers during the inspection. We also spoke with most children, and around eight children in more detail with one child talking to us about Forest Adventures and the children’s committee. We also observed children at play to assess their enjoyment at nursery throughout their time there.

Comments from parents/carers included:

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“This is an excellent nursery and I am delighted with my child’s progress. All members of staff are absolutely terrific and I can honestly say that my child has the best start in life because of Cathkin Community Nursery.”

“Wonderful service. Staff noticed a change in my child and spoke to me about it. They know the children inside out.”

“I feel very fortunate to have my child attend such a terrific nursery. Keep up the good work!”

“This is a fantastic nursery for children and families. A real sense of community. I thought the Be Safe programme was great. My son talks about how to keep safe and who to talk to if he does not.”

“I feel Cathkin Community Nursery is the best nursery for my child to be at. They are the most welcoming staff that I have come across and they provide a fun, safe place for my child to learn and grow.”

“The hard work of the staff at Cathkin Community Nursery is clearly evident when you walk through the door. There is a very welcoming, inclusive ethos which gives children and parents a real sense of belonging and feeling valued. Communication takes many forms and children and parents’ views are regularly sought and acted on.”
Staff provide a safe, nurturing environment in which children feel secure. They provide interesting experiences which engage children and encourage enthusiasm to learn."

“My child is thriving at Cathkin Community Nursery. She loves all of the staff and they clearly care about her. The materials she brings home tell me what she is learning about and we are encouraged to write about her successes and experiences and indeed feelings so we can share these with others. The activities organised for children are really creative. We recently enjoyed a visit for the weekend from the nursery teddy bear and we love the ideas and challenges she comes home with. They give us lots of fun as a family at home!

“This is a fantastic nursery and the staff are brilliant, very professional. I fully trust the care of my child to the staff and she has grown in confidence, made friends and my husband and I are often surprised by her learning and what she does in nursery. Brill!”

“I have been thoroughly impressed with the staff at Cathkin Community Nursery. It’s an environment where my son feels safe to be himself, and stimulated by many varied learning experiences. Any concerns I have had have been listened to and followed up promptly. For example helping him settle into nursery in the first few weeks. I’m pleased the children go outside most days. Great communication about different themes/projects. Staff have been kind, caring and sensitive to my son’s needs and I feel they know and understand him well.”

“We often complete target sheets about what we want the nursery to work on with our child. I really like the daily update on their Facebook page, and the monthly mind maps about topics and suggestions about what you can do at home are great.”

“A big bonus for me is that my child is pushed in everything. Staff know all the children really well. The outside area is great and seems to grow all the time. My child loves the mud kitchen and the Forest Adventures. If you have an issue you can approach any member of staff and I really appreciate the welcome and chat from office staff.”

“Right now I especially like that children are learning Makaton and I’m really grateful that staff are open to anything that might help children to communicate. Every day before you leave you get feedback even though the room is busy. The communication level is off the scale.”

“Within a few weeks staff had identified my son’s needs and knew what he needed. He couldn’t be in better hands. Staff took the time to understand him. They give us hints to use at home and vice versa, they listen to us.”

We wanted to find out about transition to nursery, through nursery, and from nursery to school. Parents told us that transition was individual and extremely well planned. One parent talked to us about the enhanced transition programme that was put in place to support their child starting school. They wrote, “The care, nurture and support offered by all staff has been excellent. My child benefited greatly from having a consistent key worker over the last three years. Her care, skills and knowledge and patient manner has been 5 star and this is evident in my child’s learning and development. Staff have always been encouraging and supportive of our vision for our child’s future. Furthermore, the nursery has supported us fully in an enhanced transition to primary school. The key worker has taken an active role in relation to this at meetings. Nursery management have also agreed that the key worker can be with our child in the first week of school.”

We spoke with this parent after the inspection to find out if they felt the transition had worked well now that their child was at school. They told us, “Yes, I am very pleased to report that the transition put in place helped our child hugely. Cathkin Nursery and the key worker in particular went above and beyond what would normally be considered their remit. The key worker accompanied our child on all the visits, and was able to communicate directly to the school staff about our child; her strengths and areas of possible concern. This resulted in the school being very organised and prepared for our child’s arrival and having a personalised transition plan in place. The key worker’s work with our child was fantastic, and it should be noted and highlighted in your inspection report. Her impact with our child was priceless. Our child has settled fantastically well at school.”

We observed children at play in each of the rooms and spoke to most children during our visits. Children were
happy at nursery, and eager to learn new skills. They were confident and able to communicate their needs and interests to staff through the various opportunities provided by staff. Children told us, “I’ve been wrapping presents and posting them like Katie Morag”, “I was playing with the porridge (in the sand tray)”, “I like the house corner. Its fun at nursery, we can get a drink when we want and I like making pictures”, and “The best fun is playing and drawing.” We spoke in more detail with one child who was also a member of the nursery children’s committee. She told us that they talked about new toys at their meetings and that they all agreed what they wanted. She said the best fun at nursery was, “The house corner. I play Mums and Dads. Outside is good too. We run about and play. I like the bicycles, the fast ones.” We asked what they were learning about in nursery. The child said, “We’ve been learning about Scotland and Katie Morag. And we’ve been learning about keeping the playroom tidy. We talk about rules like no running. We’ve been learning about our body and what happens when we exercise. Your heart goes faster.” The child had been part of the nursery initiative using massage, and also Forest Adventures. She told us, “I like the massage”, and Forest Adventures are great. We had hot chocolate and a biscuit and we got to climb trees and play hide and seek. I hid in a tunnel and it was the best hiding place.”

Self assessment

The Care Inspectorate received a fully completed self-assessment from the manager. The manager and staff identified what they thought they did well and gave us examples of the work they had developed since the last inspection. For example, providing more opportunities for parents/carers to review and develop the service. The manager told us how parents/carers had been included in the self-assessment process and talked about their plans to ensure this continued.

From this inspection we graded this service as:

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<thead>
<tr>
<th>Quality of care and support</th>
<th>6 - Excellent</th>
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<tr>
<td>Quality of environment</td>
<td>not assessed</td>
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<tr>
<td>Quality of staffing</td>
<td>not assessed</td>
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<tr>
<td>Quality of management and leadership</td>
<td>6 - Excellent</td>
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What the service does well

Outcomes for children attending the nursery were excellent. The manager of the service was passionate about the quality of care provided, and valued and respected the staff team. She monitored the work of staff effectively, and quickly identified where team building or training would be of benefit. The partnership work with external agencies, for example Speech and Language and Psychological services, was excellent. This was evident in the way staff and external agencies worked together to ensure the best outcomes for all children attending. Since the last inspection, management and staff continued to consult with families and respond to any suggestions made. This led to better communication in the nursery and parents we spoke with felt they knew what their child was learning at nursery, and how they could further develop this learning at home.

We saw that all children attending enjoyed their time at nursery, and interacted with staff and activities during their session. Staff knew children very well, and were intuitive and responsive in the way they planned children’s learning and their care and support. The ethos of the nursery was welcoming, and we quickly saw excellent examples of the skills of staff in providing a nurturing, safe, respectful and inclusive environment for all children and their families. Interactions were positive, friendly and reflected staff knowledge of the child’s family. Staff had prepared written personal plans for each child in consultation with parents/carers, and other agencies if
appropriate. Communication records, meetings, and discussions with staff reflected that children’s care and development was being closely monitored and supported.

The nursery was piloting a Speech and Language Team initiative, providing support sessions at nursery rather than in a clinic. This meant that staff had expert advice to hand, and as a result all staff had received training on Makaton, and training was planned to help staff work with children whose first language was not English. We saw Makaton working very well in nursery, with most children being able to sign some colours and letters, and communicate with their peers even where there was little or no verbal language. This benefitted all children.

Transition through nursery and to school was very well supported. Staff told us about some of the excellent work they did to support individual children. For example, individual programmes were put in place to ensure a child moving from the smaller playroom up to the large playroom would go smoothly. This included filming the child at play during their visits to the room, then reflecting with the staff team and external agencies to plan support strategies before the child moved rooms. The staff team was inspired and motivated to provide the best outcomes for all children, and they were supported very well in this work by the strong leadership in place.

**What the service could do better**

We talked about personal plans and agreed with the manager that some of the information could be organised differently so that information flowed more clearly.

**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).
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<tr>
<th>Date</th>
<th>Type</th>
<th>Gradings</th>
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| 30 Jan 2015  | Unannounced         | Care and support: 5 - Very good  
|              |                     | Environment: 5 - Very good    
|              |                     | Staffing: 5 - Very good       
|              |                     | Management and leadership: 5 - Very good |
| 31 Jan 2013  | Unannounced         | Care and support: 6 - Excellent  
|              |                     | Environment: 6 - Excellent     
|              |                     | Staffing: 6 - Excellent        
|              |                     | Management and leadership: 6 - Excellent |
| 15 Dec 2010  | Unannounced         | Care and support: 6 - Excellent  
|              |                     | Environment: Not assessed       
|              |                     | Staffing: Not assessed          
|              |                     | Management and leadership: Not assessed |
| 2 Mar 2009   | Announced (short notice) | Care and support: 6 - Excellent  
|              |                     | Environment: 6 - Excellent     
|              |                     | Staffing: 6 - Excellent         
|              |                     | Management and leadership: 6 - Excellent |
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