Cathkin Community Nursery
Day Care of Children

Community Nursery
Langlea Road
Whitlawburn
Cambuslang
Glasgow
G72 8ES

Telephone: 0141 643 3484

Type of inspection:
Unannounced

Completed on:
15 January 2019

Service provided by:
South Lanarkshire Council

Service provider number:
SP2003003481

Service no:
CS2003015283
About the service

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website at www.careinspectorate.com

This service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011.

The service provides daycare for children and operates throughout the year. The certificate of registration allows that the service can provide a care service to a maximum of 72 children of whom no more than 6 should be from 0 to 2 years, 10 aged 2-3 years and 56 aged from 3 years to those not yet attending primary school. The staffing ratios are age 0 to 2 years - 1:3, 2 to 3 years - 1:5, and 3 to 5 years - 1:8. There should be at least two staff members on duty at any one time and the manager should be supernumerary at all times. During operating times the service will have exclusive use of the whole premises of Cathkin Nursery Centre along with the designated outdoor space. At the time of this inspection, 104 children were registered with the service to attend on various days and times over the week.

The premises were purpose-built and included playrooms for the different ages of children as well as meeting rooms for staff, parents and visiting professionals. The nursery was in close proximity to woodland and large grass play areas. 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 24 questionnaires to the service and asked the manager to give these to parents. We received 22 completed questionnaires before this report was written and 16 of these included additional comments about the nursery. We alerted parents to the fact that we were carrying out the inspection during our visit to allow them to make further comments. We also spoke with most children attending the nursery. All feedback from parents was very positive. Overall, all parents indicated that they were happy with the service. They trusted staff and were confident that they would protect their child as well as support them to make positive and healthy friendships. Parents indicated that there were enough resources for their child, and that healthy snacks and lunches were available. Comments from parents included the following:

“I am delighted with all aspects of the nursery. From the minute you walk through the door there is a real nurturing ethos that extends beyond the children attending to older/younger siblings and parents and grandparents. Staff really take time to get to know families and ensure everyone feels welcome and involved. I have every confidence that the staff are looking after my child brilliantly and cannot praise them highly enough.”

“My son went to Cathkin Community Nursery for the last two years and started school in August 2018. He is getting on great which I believe is due to the amazing experience he had at nursery. Staff really worked hard with his learning and play during his time there.”
"I am very pleased with this service. The staff are always very approachable and eager to share information about what my child has been learning about. There are always a wide variety of activities available. There is always a positive atmosphere and my child is looked after very well."

"I am consistently impressed by the high standard of care given to my child at Cathkin Community Nursery. Staff are friendly and appear to have a sound understanding of the principles and practice of caring and nurturing young people, child-led learning and structured play. My child has had positive experiences and been encouraged to make positive relationships with children and adults."

"We can’t thank the staff enough for being so incredible."

"I am confident the establishment provides my child with a safe environment to develop learning and social skills."

"We love the care our child receives in nursery. The whole settling-in process was amazing and tailored for us. We are always encouraged to attend meetings and log into our child’s online journal to see his progress."

"The nursery is fantastic at supporting my child’s needs. Staff and management are always welcoming and create a loving, warm, caring environment."

"The nursery is keen to work closely with families and always encourages home learning through monthly challenge tasks, literacy bags, numeracy bags and a variety of information leaflets. These promote links between learning at home and nursery. The staff are always very welcoming and friendly."

"We are lucky to have our child in such a stimulating environment. The staff team work very hard to provide a high quality early years learning experience. I am confident this will more than prepare my son for school and give him happy memories."

"The manager is always happy and approachable. She makes time to speak to all parents/carers as do all the staff."

"I feel very assured and comfortable that my child is in a safe environment and is stimulated."

Three parents gave us more detailed information about the specific care and support that was provided by staff to ensure their child’s more complex needs were met. Their comments included:

"I really can’t fault this nursery. After viewing and speaking with multiple nurseries, Cathkin Community Nursery stood out above the rest. The staff at this nursery have went above and beyond for my child in making sure of the best care and attention. In doing so they have filled me with confidence. I know my child is in the right place."

"I am very happy with all aspects of the service. I was especially pleased with the plan the depute put in place to support my child."

"I was so pleased with how the nursery prepared for my child starting. Very professional and welcoming."

We saw that children were happy to come into nursery and that they ran to staff for cuddles. Older children talked to us about what they enjoyed at nursery and we saw younger children enjoying a safe and stimulating environment where they could develop physical skills.
Children’s comments included, “I was outside. I played piggy in the middle”, “Look at my picture. I drew a love heart”, “I can use scissors, you need to be careful”, and “I like coming to nursery.” We saw that children knew the nursery routines and that they were confident in the environment. Children staying for lunch told us, “We’re the lunch bunch. That means we stay here for lunch.” The nursery was a happy place and the sound of staff and children’s laughter helped to create a warm, welcoming and relaxed ethos.

**Self assessment**

The service had not been asked to complete a self-assessment in advance of the inspection. We looked at the service Improvement Plan as well as the various audits taking place and talked to management about how this was impacting on the quality of care. We saw that the plan was relevant, that appropriate priorities for improvement had been identified and that these had impacted positively on the quality of provision offered.

**From this inspection we graded this service as:**

<table>
<thead>
<tr>
<th>Quality of care and support</th>
<th>6 - Excellent</th>
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</thead>
<tbody>
<tr>
<td>Quality of environment</td>
<td>5 - Very Good</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>not assessed</td>
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</table>

**What the service does well**

Care and support was excellent. Children were enabled to become independent and respectful, learning about safe choices and healthy relationships. They were very well supported by skilled staff to practise new skills and understand new language. We found that communication in the nursery was a major strength. Staff helped children to solve problems and find solutions and we saw many examples where children helped each other and where they worked together to achieve their goal. The staff team worked and interacted with each other very well which provided children and parents with positive role models. The manager talked to us about the various methods of communication in the nursery which were individualised to ensure all families could be fully involved, including excellent home links. Some staff were very skilled in using Makaton, and through the “sign of the month” initiative, all staff, parents and children were learning how to use this communication method. This meant that all children could be involved in conversations taking place and that they could be heard and understood at nursery. Staff provided comfort and cuddles routinely and it was clear that loving relationships had been developed. The open and friendly ethos created meant that trusting relationships had been formed and parents were sharing significant information that could help shape how care and support was planned and provided.

The environment was being very well used to help support children’s development and confidence. Staff had carefully considered the layout and type of resources to give children the best opportunities to make choices. For example, since the last inspection, the snack routines had been changed. We saw that children confidently followed the new routines, going for snack when there was a space and choosing their snack. Children were able to practise skills in cutting fruit and they were talking about risk and infection control during these activities. Access to outdoors had also been developed and was now child-led and to a degree, free flow. All playrooms had a door leading directly to a safe and well resourced outdoor area, although at this time of year, the door remained closed. We saw that children knew they could decide if they wished to go outdoors, and they were becoming confident in putting shoes and jackets on before doing so.
We accompanied the nursery to their nearby “forest” area, where we saw children’s confidence increasing during their visit. This part of the nursery day was particularly beneficial for some children in supporting them make new friends and build their confidence in their own physical abilities. Role play throughout the nursery was prominent, with children making dens, transporting resources around the room to suit their play, and taking the role of adults and superheroes to extend their play and help them live out real life and “make belief” experiences.

Since the last inspection, a new nurture room had been created. A new manager had been appointed in the last year and she had developed a distributed leadership approach. One member of staff had taken the lead for nurture and was reading research and trialling ways to make the best use of the new room in consultation with the staff team. Currently it was being used over lunch time and for any children who needed some quiet time at periods of the day. It was clear that staff knew all children very well. They were responsive to them and quickly intervened with support if needed. Training for staff had been relevant and effective and included nurture, effective recording, Autistic Spectrum Disorders, and ACEs (Adverse Childhood Experiences), and the manager had completed Solihull training which she felt had been of great benefit in communicating and understanding family issues. Staff were motivated to learn new ways to work and were eager to reflect on and improve their practice. Health and wellbeing was a focus for the nursery, and we saw that children’s achievements were celebrated and they were learning about their wider community through fundraising events.

Personal plans for children had been developed since the last inspection and tracking children’s progress had become more effective through the use of online journals and detailed observation reports. In particular, management had developed their quality assurance systems which meant that audits had highlighted any gaps and where improvements could be made. Excellent relationships were in place with other agencies and staff knew when and how to make referrals for support as well as planning more specific support within the nursery with the staff team. The skilled staff and the leadership qualities of the management team, as well as the carefully planned use of the environment meant that overall, outcomes for children attending the nursery were excellent.

What the service could do better

Most areas for improvement we noted had already been identified through management audits. These included dating displays and feedback from parents, dating reviews of risk assessments, and including more information on medicine consent records where the medicine was to be administered on an “as required” basis.

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Type</th>
<th>Gradings</th>
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<tbody>
<tr>
<td>23 Nov 2016</td>
<td>Unannounced</td>
<td>Care and support 6 - Excellent</td>
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<tr>
<td></td>
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<td></td>
<td>Staffing Not assessed</td>
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<td></td>
<td></td>
<td>Management and leadership 6 - Excellent</td>
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<td>30 Jan 2015</td>
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<td>Care and support 5 - Very good</td>
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<td></td>
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<td>Environment 5 - Very good</td>
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<td>Staffing 5 - Very good</td>
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<td></td>
<td></td>
<td>Management and leadership 5 - Very good</td>
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<tr>
<td>31 Jan 2013</td>
<td>Unannounced</td>
<td>Care and support 6 - Excellent</td>
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<td></td>
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<td>Management and leadership 6 - Excellent</td>
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<td>15 Dec 2010</td>
<td>Unannounced</td>
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<td></td>
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<td></td>
<td></td>
<td>Staffing Not assessed</td>
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<td></td>
<td></td>
<td>Management and leadership  Not assessed</td>
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<td>2 Mar 2009</td>
<td>Announced (short notice)</td>
<td>Care and support 6 - Excellent</td>
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<tr>
<td></td>
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<td>Environment 6 - Excellent</td>
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<tr>
<td></td>
<td></td>
<td>Staffing 6 - Excellent</td>
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<tr>
<td></td>
<td></td>
<td>Management and leadership 6 - Excellent</td>
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</tbody>
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anjurōdhasāke e iwi prakāshānātī ahaṇa fārmāatī ekkō anānā jāyār pāoāva yāyā।

ye nishāmatri prakāshānātī koyiye iwa gur ōkshāon or ḍhāna koyiye nīrāmī yake kāyān kā nātā yake.

chāndī ye हिंदी पुस्तकहरू तथा कुछ अन्य वेबसाइटहरू में हिंदी में प्रकाशित है।

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