

Wyndford Nursery School Day Care of Children

33 Latherton Drive
Glasgow
G20 8JR

Telephone: 0141 945 1366

Type of inspection:
Unannounced

Completed on:
16 September 2019

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Service no:
CS2003014953

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

Wyndford Nursery School was previously registered with the Care Inspectorate and transferred registration to the Care Inspectorate on 1 April 2011. It is registered to provide a care service to a maximum of 70 children aged from 3 years to those not yet attending primary school. A maximum of 40 children can attend on a full day basis.

The nursery is provided by Glasgow City Council and is located within the Maryhill area of Glasgow. It operates from a stand alone, single-storey premises with a secure door entry system and safely enclosed gardens.

The broad aim of the nursery is: "to provide a high quality, enriching environment where everyone feels supported and included, respected, has a sense of belonging and is encouraged to achieve their potential."

Information about the nursery vision, values and aims can be obtained from the service provider or the nursery.

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

During our inspection, there were 34 children present who we spent time observing and interacting with. They were clearly accustomed to adults giving them attention and listening to their ideas. Two children proudly showed us round their nursery, while others chatted confidently to us about their nursery routines and preferred activities. Their comments included:

"I like dressing up best - see this lovely red veil? And there's blocks for building over there. Come and see the paint through here."

"I was outside and I gave my friend some dishes because she had none."

"We've built a ramp." (Group of children playing co-operatively with blocks.)

"I'm cooking this but I've scratched my arm." (Child chatting as she independently organised her own baking activity with real utensils and ingredients.)

"I like this it's pink and sparkly." (Child playing creatively with open ended materials.)

Twenty five parents/carers returned completed care standards questionnaires to us and were highly satisfied with the quality of the service. Their written comments included:

"I could not recommend Wyndford Nursery any more; each and every one of the staff are amazing and caring and the support they have given us as a family is just awesome."

"From the first communication we were listened to, our needs were met, support for our unique circumstances have been met. Over and above all staff care about all our children, such a wonderful environment."

"I am very happy with the nursery and my child has learned skills to care for herself and look after her toys. She has become very confident and this makes me so happy."

"Wyndford is great, any problems or issues are always dealt with properly. All the teachers are very very good. Lorna Johnston is outstanding, goes out of her way for everyone, what a privilege to have her in the nursery."

"Cannot fault, great two years of my grandchild's life, very nurturing and pleasant staff team. Staff can't do enough."

"I'm very happy with the care in the nursery and staff couldn't be any more helpful and supportive."

"My child is very happy and settled since moving to Wyndford Nursery in January 2019. He has a close attachment to his key workers. All staff are very friendly and always make you feel welcome and involved. He has learnt so much in the past months. I am overall very pleased."

We also spoke with four parents/carers during our inspection who echoed the above sentiments. They appreciated the warmth and friendliness of staff, noting that support was not only for the child but the whole family. Parents were particularly impressed with the nursery's commitment to the wider community and the breadth of outdoor experiences their children enjoyed.

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. However, the manager forwarded us copies of their Educational Perspective Report and Standards and Quality Report at the beginning of our inspection year. These demonstrated the service priorities for development and how the manager was 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	not assessed
Quality of staffing	6 - Excellent
Quality of management and leadership	not assessed

What the service does well

We found, and parents/carers confirmed, that the nursery had a warm and welcoming ethos where children were happy, confident and nurtured by an enthusiastic and professional staff team who kept them safe. Information about the child protection procedures was displayed and staff we spoke to were confident about how they would act on any concerns about children's welfare. This made sure children were safeguarded.

Staff embraced a values led approach and were very attuned to the needs, interests and preferences of individual children. We sampled children's personal files and electronic learning journals for evidence to support how children's health, wellbeing and safety needs were being met. Children enjoyed looking at their photographs with their key person/s or the nursery manager and remembering activities they had enjoyed. We particularly liked that children were recorded talking about their play experiences after a time lapse, which helped demonstrate children's understanding of their own learning and acted as a trigger for what they would like to learn about next. The practice contributed positively to children's higher order thinking and communication skills.

The guiding principles for staff working with children was displayed on noticeboards in formats that were easily understood by different audiences. Additional leaflets and support materials were available in the Family Room. The information helped families understand how staff were supporting good outcomes for children and how parents/carers could be more involved in the nursery community if they so wished. This meant everyone felt their participation was respected and valued. Engagement with the wider community enhanced children's learning opportunities, for example through their participation in the Nature Nursery nearby. Having frequent access to outdoor play and nature not only enhances children's overall wellbeing but also encourages them to take responsibility for their environment.

The manager and team had stripped back the amount of manufactured resources in the playrooms at the beginning of the new term. Their aim was to create spaces with meaning where children would feel safe and gain a sense of autonomy. This framework for staff practice and children's experiences had been influenced by early learning and childcare theorists as well as national and local guidance, such as Glasgow City Council's commitment to the 'Tapestry' approach. It meant that children were motivated to be curious and challenged by open ended resources and the natural environment. In this way, staff were empowering children to be responsible for their own learning, to feel included and to achieve.

Staff were valued and empowered through a well planned framework of training, support and supervision. The manager had a visual presence in the playroom to model good practice and offer guidance. Staff told us they felt very supported by the manager, who they considered to be an inspirational leader. Individuals had taken on leadership roles that allowed them to focus and drive forward initiatives they felt passionate about, such as Nature Nursery. Embedded collaborative self evaluation helped the team measure the success of these initiatives and to share good practice with colleagues from other early learning and childcare services.

Staff engaged extremely well with the inspection process taking on advice offered and presenting as reflective practitioners, that were highly motivated to do their best for families.

What the service could do better

The nursery should continue to monitor and maintain their very high standards of quality. The nursery manager and staff should continue to engage with families and other stakeholders to drive forward the priorities identified in their improvement plan.

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

What the service has done to meet any requirements we made at or since the last inspection

Previous requirements

There are no outstanding requirements.

What the service has done to meet any recommendations we made at or since the last inspection

Previous recommendations

There are no outstanding recommendations.

Inspection and grading history

Date	Type	Gradings	
1 Dec 2016	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	Not assessed
		Management and leadership	Not assessed
31 Oct 2013	Unannounced	Care and support	4 - Good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	4 - Good
19 Nov 2010	Unannounced	Care and support	6 - Excellent
		Environment	Not assessed
		Staffing	Not assessed
		Management and leadership	Not assessed

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