Kirktonholme @ Shettleston
Day Care of Children

129 Wellshot Road
Shettleston
Glasgow
G32 7BJ

Telephone: 0141 778 9813

Type of inspection:
Unannounced

Completed on:
11 October 2019

Service provided by:
Kelly Care Limited trading as Kirktonholme Nursery

Service provider number:
SP2003001303

Service no:
CS2003006004
**About the service**

Kirktonholme @ Shettleston is provided by Kelly Care Limited trading as Kirktonholme Nursery. The early learning and childcare centre is located in the Shettleston area of Glasgow and is in partnership with Glasgow City Council.

The centre operates from a converted two storey house and purpose-built cottage, within enclosed grounds, and outdoor play areas. The centre can accommodate 63 children aged from birth to those not yet attending primary school and operates Monday to Friday.

The service’s vision, values and aims include:

‘All our activities will be focused on providing a high quality service to children and their families, while ensuring that we continuously improve and deliver best practice. We will work in a way that ensures all children and their families have a fair and equal access to our service. We will ensure that staff are appropriately trained and supported in their personal development. We will show integrity and mutual respect in working with children, parents and outside agencies while ensuring we work in a manner which is supportive and fosters praise.’

We wrote this report following an unannounced inspection that was carried out by an early years inspector on the 10 and 11 October 2019. We gave feedback to the area manager and manager on 11 October 2019.

We check services are meeting the principles of Getting it Right for Every Child (also known as GIRFEC). Set up by the Scottish Government, GIRFEC is a national approach to working in a consistent way with all children and young people. It is underpinned by the principles of prevention and early intervention. The approach helps services focus on what makes a positive difference for children and young people - and what they can do to improve. Getting it Right for Every Child is being woven into all policy, practice, strategy and legislation that affects children, young people and their families.

**What people told us**

We observed and spoke with 12 children throughout the inspection. Older children were very keen to tell us about their learning, friendships they had made and activities they enjoyed. Children’s comments included:

‘I am making stars with glitter and glue and paper.’

‘I have been learning about stars, planets and the sun. Did you know that meteorites sometimes fall from the sky, and cows with horns jump over the moon.’

‘5,4,3,2,1 blastoff. My rocket is going into space.’

‘I have a mermaid book and I am putting on lots of colours. I have lots of friends and I can share my mermaid book.’

‘I have been learning letters. I can write my name.’

‘We can choose to do anything. I made my mum a birthday card today.’

‘There are lots of ants outside. They hide in there and come out to get food.’
We issued 30 care standards questionnaires. Parents/carers completed and returned nine prior to this inspection. When asked about the overall quality of care their child receives in this service, eight parents/carers strongly agreed and one agreed they were happy. We spoke to one carer who praised the secure environment and welcoming, friendly staff team. Parents’ comments included:

‘The staff have been amazing with my daughter’s personal care. I am very happy with the staffs’ care for my daughter throughout the day.’

‘My daughter has been at the nursery for 7 months and the bond she has with all the ladies is unbreakable. They have also been there to support me.’

‘I am extremely happy with the care my son receives at Kirktonholme Nursery (Shettleston). My son enjoys nursery and has excellent relationships with the ladies in his room. All staff are welcoming, friendly and dedicated. They go above and beyond to provide a variety of experiences and activities to assist my son’s development. They regularly update my son’s learning journal and upload photos to their face-book page to show what the children have been doing.’

‘This particular nursery goes far beyond their responsibilities by organizing the kids as much fun activities as possible. I am always very surprised with the ideas that are proposed and carried out and I very appreciate their involvement and willingness to create such a fun world to our wee ones! I cannot ask for more. There are sometimes some issues but I am sure like everywhere else.’

**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 and quality assurance paperwork. These demonstrated priorities for improvement and how the management and provider were monitoring the quality of provision within the service.

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

<table>
<thead>
<tr>
<th>Service Area</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of care and support</td>
<td>5 - Very Good</td>
</tr>
<tr>
<td>Quality of environment</td>
<td>5 - Very Good</td>
</tr>
<tr>
<td>Quality of staffing</td>
<td>not assessed</td>
</tr>
<tr>
<td>Quality of management and leadership</td>
<td>not assessed</td>
</tr>
</tbody>
</table>

**What the service does well**

The manager explained that through adopting a whole team approach, new and existing staff had developed meaningful relationships with children, families and each other. Staff provided child centred, responsive care and demonstrated that they knew the needs of children and families very well.

Personal plans clearly set out how parents and staff plan to meet the individual needs, routines and preferences of each child in line with GIRFEC health and wellbeing indicators. As part of a multi-disciplinary team, children who required additional input were very well supported by staff trained in Special Educational Needs (SEN). Health and wellbeing plans were therefore meaningfully assessed and tailored to meet the individual needs of each child.
Transition programmes supported the continuity of care and support for children and babies settling into the nursery and when moving rooms. We observed happy, confident children who received nurturing care and support, lots of cuddles, praise and reassurance from the responsive and caring staff team.

We observed the lunch experience for children. Children enjoyed the ‘rolling lunch’ which meant that the flow of play was not interrupted, and children could therefore choose when to eat. Staff sat chatting with children and provided time for them to enjoy a pleasant social lunch time experience with a focus on promoting independence skills and good manners. Younger children were well supported with a clear focus on nurture and attachment.

Staff were very responsive and caring when attending to the personal care and support needs of individual children and babies. Staff were very attuned to each child’s sleep routines and preferences. We saw a young baby cradled to sleep then gently laid in a cot as agreed with parents and identified in their personal plan. In addition, we saw older children had space and resources to relax or sleep when needed throughout the day. This supported the nurturing, caring ethos observed.

Playrooms were well organised with consideration given to the space and layout of easily accessible resources. Staff were skilled in using research and best practice guidance to extend children’s learning and knowledge of the world around them.

Staff used supportive and encouraging language with children, they listened to their voices, asked open ended questions and interacted appropriately to help children assess their personal safety during active and risky play experiences. In consequence, we observed that children were curious and challenged by the natural environment; were confidently leading their own learning, problem solving, and making informed decisions and choices about their play, emotions, actions and friendships.

All staff had opportunities to take forward leadership roles in areas of the curriculum. Staff training had supported family learning programmes, that had fully engaged children and families in extending their learning at home, within the nursery and wider community.

We saw a very good example of how children and families had benefited from engaging in planting, harvesting and cooking fruit and vegetables they had grown within the nursery garden, at home and local allotment as part of the local sustainability project. Parents praised this initiative as some children did not have access to a garden.

The manager and staff team had participated in child protection training this year. Staff demonstrated a good knowledge of service policy and local area child protection committee guidance. Staff knew who the child protection co-ordinator was. To support staff in their roles and responsibility to safeguard and protect children from harm, the manager agreed to further assess staffs’ knowledge and understanding of child protection recording and reporting systems.

What the service could do better

We noted detailed information was recorded in personal planning folders. Following discussion the manager agreed to signpost staff to where current information is recorded, when setting out, assessing and updating the health and wellbeing plans for each child. For example, positive behaviour strategies in place to support children’s emotional wellbeing.
We noted some staff had received first aid training and that first aiders were deployed within each playroom. Following discussion the manager agreed to ensure all staff were aware of their roles and responsibilities to ensure the health and safety of children who may require first aid treatment.

To further improve hygiene and infection controls the area manager informed that building plans are in place to enclose or relocate the nappy changing areas within the cottage and 1-2 playroom.

**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

<table>
<thead>
<tr>
<th>Date</th>
<th>Type</th>
<th>Care and support</th>
<th>Environment</th>
<th>Staffing</th>
<th>Management and leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Sep 2017</td>
<td>Unannounced</td>
<td>6 - Excellent</td>
<td></td>
<td></td>
<td>6 - Excellent</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not assessed</td>
<td></td>
<td></td>
<td>Not assessed</td>
</tr>
<tr>
<td>28 Oct 2015</td>
<td>Unannounced</td>
<td>5 - Very good</td>
<td></td>
<td></td>
<td>5 - Very good</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 - Very good</td>
<td></td>
<td></td>
<td>5 - Very good</td>
</tr>
<tr>
<td>4 Oct 2013</td>
<td>Unannounced</td>
<td>5 - Very good</td>
<td></td>
<td></td>
<td>5 - Very good</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4 - Good</td>
<td></td>
<td></td>
<td>5 - Very good</td>
</tr>
<tr>
<td>10 May 2012</td>
<td>Unannounced</td>
<td>4 - Good</td>
<td></td>
<td></td>
<td>4 - Good</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4 - Good</td>
<td></td>
<td></td>
<td>4 - Good</td>
</tr>
<tr>
<td>14 Sep 2010</td>
<td>Unannounced</td>
<td>5 - Very good</td>
<td></td>
<td></td>
<td>6 - Excellent</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not assessed</td>
<td></td>
<td></td>
<td>Not assessed</td>
</tr>
<tr>
<td>15 Sep 2009</td>
<td>Unannounced</td>
<td>5 - Very good</td>
<td></td>
<td></td>
<td>6 - Excellent</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 - Very good</td>
<td></td>
<td></td>
<td>5 - Very good</td>
</tr>
<tr>
<td>22 Aug 2008</td>
<td>Unannounced</td>
<td>5 - Very good</td>
<td></td>
<td></td>
<td>5 - Very good</td>
</tr>
</tbody>
</table>
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 foilseachadh seo ri fhaighinn ann an cruthannan is cánain eile ma nithear iarrtas.

オーストラリアの報告書は、他言語での提供も可能です。

这张报告提供其他语言版本。

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.