

Buttons & Bows Nursery Day Care of Children

15 Crookston Drive
Crookston
Glasgow
G52 3LZ

Telephone: 0141 883 2521

Type of inspection:

Unannounced

Completed on:

7 January 2020

Service provided by:

Buttons & Bows Nursery

Service provider number:

SP2008969505

Service no:

CS2008174312

About the service

The Care Inspectorate regulates care services in Scotland. Information about all care services can be found 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.

Buttons & Bows Nursery is registered to provide pre-school education and daycare to a maximum of 76 children aged from birth to those not yet attending primary school. The service operates from 07:30 to 18:00, Monday to Friday, during term time and school holidays and is in partnership with Glasgow City Council Education Department. The service operates from a detached villa in the Crookston area of Glasgow.

The service aims to: "Provide a safe and stimulating environment in which children can feel happy and secure. Encourage the emotional, personal, social, physical, creative and intellectual development of each child."

A full statement of aims and objectives was available to people using the service.

We compiled this report following an unannounced inspection which took place on Tuesday 7 January 2020. The inspection was carried out by a Care Inspectorate early years inspector. During this inspection, we spoke to the children, childcare staff, supervisor and manager. We chatted to eight parents/grandparents when they arrived to pick up their children. We looked at a number of documents including children's personal plans, learning journals, staff records, planning tools and general evidence of children's experiences

We check services are meeting the principles of Getting it right for every child (also known as GIRFEC). This is 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 Getting it right for every child: safe, healthy, achieving, nurtured, active, respected, responsible and included.

At this inspection, we focused on the following two themes: care and support (personal care plans and medication protocols) and staffing (training, Scottish Social Services Council conditions of registration and staff personal recruitment files).

What people told us

Sixteen parental questionnaires were returned to us prior to the inspection visit. Comments included:

"I feel confident having my child in the care of Buttons and Bows nursery staff. The nursery always ensures that they are never over their numbers which reassures me that my child will get the attention he needs. The staff are very helpful and will go to any length to ensure my child's needs are met. Great nursery!"

"I love this nursery, the staff are always attentive to our needs and ensure we are happy with the service they provide."

"All staff members take great pride in their job and the care they put in for looking after my child. My son loves going to this nursery and has become such a confident and caring child."

"My child absolutely loves nursery and I know he is well cared for when I am at work."

"The level of service and care provided is very high which makes it easier for me to leave my child in their care, go to work and not have to worry about the wellbeing of my child. The staff are all very friendly but still professional. I trust them with the care of my child which is a difficult statement to make for some parents. My child is very happy in nursery and his development and learning has been advanced from attending the nursery."

Children were happy and freely chatted with us. Their comments included:

- "I like to eat spicy chicken."
- "I like to eat macaroni and cheese for lunch."
- "I like to play in the house corner."
- "I like to pretend play and dress up."
- "I have lots of friends in nursery."
- "I like to play outside in the garden and I hide in the secret garden."
- "I am happy, I like to choose what I want to play with."

Self assessment

We did not request a self assessment prior to this inspection visit.

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

All children were busy, engaged and interested within their care and learning environment. Babies were nurtured and encouraged to develop and reach their own milestones. Children enjoyed a healthy home made lunch and were supported to be independent and sociable.

Older children participated in a science experiment. Staff encouraged and supported this learning experience and maximised individual children's learning potential. We saw staff used higher order thinking skills to question and scaffold children's learning experiences. Older children directed their own play; they were confident and creative. This encouraged enquiry and participation. Staff members were nurturing and genuinely cared for the children. Throughout the day, all children were praised and staff were proud of their achievements.

All children enjoyed outdoor play, negotiating space and balance in the natural environment. We saw children decision-making, taking risks and being imaginative with loose part equipment. Staff were planning in the moment to respond to individual children's personal interests. We observed staff empowering children to make choices and enabling them to turn take and share.

Children's personal care plans were very well linked to the principles of the SHANARRI (safe, healthy, achieving, nurtured, active, respected, responsible and included) wellbeing indicators and the Getting it right for every child (GIRFEC) framework. The service had collated information which was contained in the personal care plans; these were child centred, which included the assessment and review of developmental needs. Additional strategies were identified and an individualised support plan developed for children who may face challenges.

The children's learning journals detailed an extensive variety of learning experiences. The observational photographs demonstrated children were offered enriched learning opportunities to maximise their own learning potential.

The service made effective use of the playrooms, to create a motivating environment for children to investigate, explore, and play together. Loose part materials and resources had been introduced to the environment which encouraged children to actively learn, develop and think critically. We found resources available to children in the environment had increased opportunities for teamwork, problem solving and negotiation.

Staff demonstrated an understanding of protecting children from harm and were aware of child protection procedures. The service followed best practice medication procedures. Staff delivered positive feedback to parents about their child's day, when they collected their child.

The staff team met regularly to discuss developments and share good practice. Staff told us they often participated in in-house training for example Building the Ambition. Some staff had attended various training courses, for example child protection, first aid and woodland training. Staff told us how this training had made an impact on positive outcomes for children. Staff worked well as a team. They were highly motivated and well trained. Some of them had professional childcare qualifications and a few staff were participating in a BA in childhood studies.

All staff were registered with the Scottish Social Services Council, this body regulates the fitness of workers in early years services.

The service had robust safer recruitment procedures to employ new staff.

What the service could do better

The management team agreed to further improve learning outcomes and next steps planned for children's learning outcomes.

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

Recommendation 1

All activities and resources should be fit for purpose. National Care Standards Early Education and Childcare up to the age of 16: Standard 2 - A safe environment.

This recommendation was made on 7 September 2017.

Action taken on previous recommendation

The nursery had introduced natural, open ended resources. The activities observed were age and stage appropriate.

Inspection and grading history

Date	Type	Gradings
22 Aug 2017	Unannounced	Care and support 5 - Very good Environment 4 - Good Staffing 4 - Good Management and leadership 5 - Very good
12 Sep 2016	Unannounced	Care and support 4 - Good Environment 4 - Good Staffing 4 - Good Management and leadership 3 - Adequate
7 May 2015	Unannounced	Care and support 4 - Good Environment 4 - Good Staffing 4 - Good Management and leadership 4 - Good
24 Sep 2013	Unannounced	Care and support 4 - Good Environment 4 - Good Staffing 4 - Good Management and leadership 4 - Good
12 Dec 2011	Unannounced	Care and support 4 - Good Environment 4 - Good Staffing Not assessed Management and leadership Not assessed
16 Nov 2010	Unannounced	Care and support 4 - Good Environment Not assessed Staffing Not assessed Management and leadership Not assessed
13 Jan 2010	Unannounced	Care and support 4 - Good Environment 4 - Good Staffing 4 - Good Management and leadership 4 - Good

Date	Type	Gradings	
5 Mar 2009	Unannounced	Care and support	3 - Adequate
		Environment	3 - Adequate
		Staffing	3 - Adequate
		Management and leadership	3 - Adequate

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Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

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