

# Glenburgh Nursery Centre Day Care of Children

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**Type of inspection:**  
Unannounced

**Completed on:**  
30 September 2022

**Service provided by:**  
South Lanarkshire Council

**Service provider number:**  
SP2003003481

**Service no:**  
CS2003015328

## About the service

Glenburgh Nursery Centre is registered to provide care to 127 children. The age range of those children is from birth to those not yet at primary school. Of those 127, no more than six are aged under two. No more than 37 are aged two to under three. No more than 84 are aged three to not yet of primary school age.

Care is provided from a single storey property, located within the town of Rutherglen, South Lanarkshire. The service is close to local shops, schools, transport routes and other amenities.

## About the inspection

This was an unannounced inspection which took place on Tuesday 27 September 2022 between 08:15 and 15:35. The inspection was carried out by two inspectors from the Care Inspectorate.

To prepare for the inspection we reviewed information about this service. This included previous inspection findings, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with six people using the service and six of their family members
- spoke with nine staff and management
- observed practice and daily life
- reviewed documents

## Key messages

- Relationships with children were nurturing.
- There was a mix of staff skills and experience and staff were committed to a journey of improvement.
- Personal plans were not consistent in identifying children's needs.
- Children's play would be further enhanced by having more opportunities to develop creativity and challenge.
- Relationships with families had been established and were supporting meeting the needs of children.

## From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

How good is our care, play and learning?	3 - Adequate
How good is our setting?	4 - Good
How good is our leadership?	4 - Good
How good is our staff team?	4 - Good

Further details on the particular areas inspected are provided at the end of this report.

## How good is our care, play and learning?

## 3 - Adequate

We evaluated this key question as adequate, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

### 1.1 Nurturing care and support

Relationships between children and staff were nurturing, respectful and support was offered in a sensitive manner. One parent told us "My child has some amazing relationships with the staff, and I know I can go to work and not have to worry as they are well loved and looked after."

Where children required additional support, plans were in place and staff used the agreed strategies to help meet each child's needs. Staff informed us of good partnerships with other agencies such as speech and language therapy. This supported staff in meeting children's needs. One parent told us "Staff are really amazing; my child has an additional support need and the staff have been fully supportive with them and their needs and are very helpful to me as a parent. They have put a lot of supports in place for me at the moment."

Most children experienced a calm, unhurried and sociable lunch. Older children were provided opportunities to develop skills in pouring, self-serving and cutting. To ensure that all children experience a lunch time that supports positive wellbeing further reflection and improvement is needed. The service agreed to put this into their future developments.

Staff had a clear understanding of their roles and responsibilities in safeguarding children. They participated in regular training and systems ensured they were confident in recognising and responding appropriately to any concerns.

Parents should be involved in discussions on all aspects of play, learning and development to enable them to contribute to identifying appropriate next steps. To enable this to happen and to ensure strategies are based on individual needs and support positive outcomes for all children the manager and staff should communicate regularly and consistently with all families.

Personal plans were not consistent in identifying children's needs. Personal plans should clearly identify children's needs and how these will be supported. To further enhance this approach the service should also value parents as children's primary care givers. This would help to strengthen relationships and support meeting children's needs. This was an area for improvement at the last inspection and as a result of our findings we have repeated it.

Children's learning was recorded on electronic journals and shared with children's families. We found inconsistencies in the information shared. One parent told us, 'I used to have daily updates and photos on learning journals, but this doesn't happen as often now'. The manager told us that communication with families was an identified area of the 2022/23 improvement planning as part of their parental engagement focus. This will support positive outcomes for all children as part of a regular and consistent communication strategy.

### 1.3 Play and learning

Older children were able to flow between indoors and the outdoor areas. Staff supported younger children when they wanted to go outdoors. Children made choices of where to play and were confident in the environment. Children were happy, having fun and engaged in their play with peers and staff.

The majority of the day was structured with a clear focus on minimising disruptions to play. We observed a few occasions where children's experiences were disrupted for staff to complete tasks. For example, a painting experience was stopped to enable nappy changing to take place. The service needs to review the pace of the day to minimising disruptions to play for all children.

Children had the opportunity to take part in a range of play experiences. This included opportunities to have fun such as playing on the large climbing frame and transporting water. Children enjoyed taking water from the water tray across to the role play area to feed dolls. Children's play would be further enhanced by having more opportunities to develop creativity and challenge. This would ensure children are supported to reach their potential.

Approaches to further enhance planning for children's play and learning was a developing area for staff. We observed a few examples where this was helping children to progress their skills and learning. For example, nature play training had linked with children's interest in outdoor nature play. One child told us "I like to climb and slide I love the garden." and others said whilst digging for worms "They (worms) live in the ground where they are warm" and "We need to be careful and gentle with them."

### Areas for improvement

1. Planning and record keeping should support staff to plan and provide meaningful experiences to meet children's needs. To achieve this, each child must have a personal plan in place which identifies their needs and how the service plans to support these.

This is to ensure care and support is consistent with the Health and Social Care Standards which state: 'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices.' (HSCS 1.15) and 'My needs, as agreed in my personal plan, are fully met, and my wishes and choices are respected. (HSCS 1.23)

### How good is our setting?

**4 - Good**

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

The service provided a welcoming environment that was safe, bright, spacious and a pleasant environment for children to play, learn and relax. A variety of measures were in place to ensure the environment was clean, tidy and maintained.

Safety measures ensured appropriate supervision of children was in place. Improvements had been made to the safe storage of hazardous materials to keep them out of reach of children. We identified some areas where more robust risk assessment was needed to reduce the possible risks to children.

For example, the loose fitting of netting on outdoor fencing. To support this, the manager should ensure auditing of the environment is effective.

Children had taken part in walks within the local community, visited a local charity shop and were welcoming families back into the service. This included planned Bookbug sessions and further development of the garden. Community links enhanced children's experiences to participate in social learning activities.

A variety of toys and materials were available to children which enabled opportunities to develop their thinking, ideas and skills across curricular areas such as blocks, obstacle courses and access to a sensory garden. One parent told us "This is a very positive learning environment for my child."

Toilet and changing areas were clean and ventilated with suitable handwashing facilities available. However, the changing room temperature was cold and we asked the service to review ventilation using good practice guidance. We observed on occasion inconsistencies in staff handwashing. To reduce the potential transmission of infection, we asked the management team to monitor handwashing.

## How good is our leadership?

### 4 - Good

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Relationships with families had been established and were supporting meeting the needs of children. Methods of communication included face to face chats, meetings, emails, newsletters and an online app. One parent told us "Communication is always great. Anything at all they pick up the phone and likewise if I have any concerns or questions. They are always happy to assist." However, another parent said, "Communication could be better". Continuing to enhance these two-way communication methods would ensure all families had the information needed to work in partnership.

A parent told us "The management team is always available and speak with me. Any issues are acknowledged. Management are honest and take steps to change things." The manager and staff team worked well together to bring about positive outcomes for children through regular self-evaluation. For example, elements of the service 2022/23 improvement plan reflected some of our findings on individual learning and opportunities for parental participation. This helped demonstrate a service with a commitment to and capacity for improvement.

Sharing learning and good practice updates within team meetings was encouraged. Continuing to progress this type of practice would help to ensure individual children receive the right support from the right person at the right time.

Staff told us they received regular feedback on their work and could approach the management team with any concerns. For example, individual performance reviews and observations of practice led to supportive improvement discussions about how to improve the service and meet children's needs.

Quality assurance processes were supporting continuous improvement for children and their families. The manager had a plan that monitored all aspects of the service and identified key strengths and areas for improvement. Continuing to support staff through observations of practice would be useful to take forward the areas of development mentioned in quality of play and learning and staff deployment.

Opportunities for distributed leadership were available to staff. This supported individual staff members to use their skills and knowledge to develop key areas of practice such as nurturing approaches. Staff were keen to continue to improve both their individual practice and confidently discussed their allocated roles and how they were contributing to children's play and learning experiences.

### How good is our staff team?

### 4 - Good

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Staff had formed positive and trusting relationships with families to work together to meet children's needs. They were enthusiastic, committed to their roles and happy at work. There was a positive team ethos and staff told us they felt supported by each other.

The service recognised that a number of staff had recently joined the team and there was a mixture of skills and knowledge within the staff team. The induction process helped new staff to build relationships with children and families, understand their responsibility to keep children safe, and continually develop their learning. We discussed and the manager agreed that the service should continue embedding staff learning to ensure all staff have the skills and knowledge to provide children with high quality early learning and childcare.

Almost all staff were well deployed throughout the day. We identified a period during morning drop off where supervision of children was slightly more challenging for staff in one room.

However, staff handled this well and sought support needed, which was provided. Following a discussion, we were satisfied that the management team had considered the need for a flexible approach in deployment of staff to ensure there was enough staff available to keep all children safe and meet the individual needs of children.

Interactions were nurturing, caring and met the needs of children. One parent told us "All staff are caring and friendly and know my child well" and another said, "I can honestly say that my child would not be thriving as much as they are if it wasn't for Glenburgh nursery and all the team there."

Staff caring for children were registered with the Scottish Social Services Council. They are the regulatory body responsible for registering the social services workforce. They provide public protection by promoting high standards of conduct and practice and support the professional development of those registered with them.

## What the service has done to meet any areas for improvement we made at or since the last inspection

### Areas for improvement

#### Previous area for improvement 1

Planning and record keeping should support staff to plan and provide meaningful experiences to meet children's needs. To achieve this, each child must have a personal plan in place which identifies their needs and how the service plans to support these.

This is to ensure care and support is consistent with the Health and Social Care Standards which state: 'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices.' (HSCS 1.15) and 'My needs, as agreed in my personal plan, are fully met, and my wishes and choices are respected. (HSCS 1.23)

**This area for improvement was made on 18 June 2021.**

#### Action taken since then

Personal plans were not consistent in identifying children's needs. These personal plans should clearly identify children's needs and how these will be supported. To further enhance personal plans the service should also value parents as children's primary care givers. This would help them to strengthen relationships to support meeting children's needs.

This was an area for improvement at the last inspection and as a result of our findings we have repeated it.

#### Previous area for improvement 2

We recommend that the service reviews the recent updated Risk Assessment last signed 10 Aug 2020 and review Infection and prevention control measures in line with Scottish Government guidance. Considerations should be given to the management of effective handwashing, cleaning practice and the storage of cleaning materials and children's bedding. Risk assessments should be updated to reflect current best practice guidance and reviewed regularly and whenever guidance changes to prevent the spread of infection. This will ensure their health and safety at all times and will contribute to a safe environment for staff and children.

This is to ensure care and support is consistent with the Health and Social Care Standards which state: 'I experience high quality care and support based on relevant evidence, guidance and best practice.' (HSCS 4.11) and 'The premises have been adapted, equipped and furnished to meet my needs and wishes.' (HSCS 5.16)

**This area for improvement was made on 18 June 2021.**

#### Action taken since then

Improvements had been made to the safe storage of hazardous materials to keep them out of reach of children.



Children's bedding was stored in containers with lids and cleaning was monitored as part of the service quality assurance and was observed taking place during inspection. Up-to-date cleaning checklists were viewed.

To reduce the potential transmission of infection, we asked the management team to monitor staff handwashing.

This recommendation was addressed.

### Previous area for improvement 3

To ensure each child receives high quality care and support, the provider's review process should take account of how the cohort arrangements are impacting on the quality of children's care, play and learning and take action to ensure these are high quality.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that: 'My needs are met by the right number of people.' (HSCS 3.15); and 'People have time to support and care for me and to speak with me.' (HSCS 3.16)

**This area for improvement was made on 18 June 2021.**

### Action taken since then

The service was no longer working within cohort arrangements. They had returned to pre Covid-19 restriction models where children were cared for within playrooms in line with registration conditions. This recommendation was addressed.

## Complaints

Please see Care Inspectorate website ([www.careinspectorate.com](http://www.careinspectorate.com)) for details of complaints about the service which have been upheld.

## Detailed evaluations

How good is our care, play and learning?	3 - Adequate
1.1 Nurturing care and support	3 - Adequate
1.3 Play and learning	3 - Adequate
How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good
How good is our leadership?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good
How good is our staff team?	4 - Good
4.3 Staff deployment	4 - Good

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