

Glasgow University Nursery Day Care of Children

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Unannounced

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Service provided by:
Childcare Scotland Properties Limited

Service provider number:
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Service no:
CS2019373513

About the service

Glasgow University Nursery is a Daycare of Children service operated by Childcare Scotland Properties Ltd, who registered the service on 12 September 2019. The nursery is based in a terraced villa in the Hillhead area of Glasgow. The service works in partnership with Glasgow City Council to provide pre school education. Children can attend the nursery on a part-time or full time placement.

The nursery provides care to a maximum of 74 children not yet of an age to attend primary school at any one time. Of those 74 no more than 18 are aged under two.

About the inspection

This was an unannounced inspection which took place between 21 February 2023 and 23 February 2023. 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, registration information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with several children using the service
- spoke with 22 families
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- The leadership team had a clear vision, which was developed in consultation with children, families, stakeholders and staff.
- Staff had worked closely with families to gather and share effective information on children's personal preferences.
- Children were meaningfully involved and made informed choices about their play and learning.
- Staff intuitively stepped in to support children's play ideas when needed or offer challenge to extend their learning.
- Children had access to many local places of interests locally and we agreed with the service that the outdoor play area continues to be developed, as already identified from their evaluations.
- We discussed with the manager further improvements to the indoor setting, to enrich the younger children's environment.

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?	5 - Very Good
How good is our setting?	4 - Good
How good is our leadership?	5 - Very Good
How good is our staff team?	5 - Very Good

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

How good is our care, play and learning?

5 - Very Good

Quality Indicator 1.1: Nurturing Care and Support

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children. We evaluated this key question as very good.

Children received warmth, kindness and respect from staff. They took time to listen, talk and communicate with children. This meant staff could respond meaningfully to children's needs and wishes, supporting children's overall wellbeing and sense of belonging. One parent told us "Every effort has been made to nurture the children and celebrate differences, this has helped my child feel valued in the nursery environment." Staff provided warmth by demonstrating genuine affection, care and concern for the children. One parent told us "In our experience we have found the staff to be attentive and caring, interested and invested in the children's learning."

Meals and snacks were provided by the service, and children were fully involved in the preparation of snacks. Across the nursery, the service had recently moved from parents providing packed lunches to providing hot lunches from a catering company. Food choices were nutritious and reflected current guidance. One parent told us "The hot lunches addition has made a big difference to us and my child is eating better at home now too." A full month's menu was offered to parents in order that they could make the right choices for their child. Children enjoyed a positive lunch experience which was sociable, relaxed and unhurried. Staff and children sat together laughing and chatting. This ensured children's health and wellbeing needs were met. Through encouragement and positive reinforcement, staff supported children to develop their independence skills. We observed children pouring their own drinks, serving themselves and clearing their dishes away. Staff sat with children and had lunch with them. This meant they could model good habits and ensured that, if a child needed support, this was offered quickly and efficiently.

We saw sensitive arrangements around children's sleep routines. Staff worked in partnership with families to establish routines which responded to children's individual needs and family wishes. Staff told us how their recent safe sleep training had influenced how they supported children at this time. In the under two years playrooms, parents were given a daily sheet updating them of how their child's personal needs were met throughout the day. This supported the nursery's strong family engagement ethos.

Personal planning reflected the holistic needs of each child to improve their wellbeing and support positive outcomes. There was a comprehensive approach to supporting children requiring additional support from external agencies. Personal plans highlighted the importance of involving children and their families in making decisions about their care and development and allowed for individual target setting around the Getting It Right For Every Child (GIRFEC) wellbeing indicators. Staff knew children very well as individuals and valued the importance of parents being involved in creating personal plan next steps. One parent told us "The staff are attentive, have taken note of dietary sensitivities and toilet training, and they let us know daily when we pick our child up how he's done and any issues he's had." We could see that the manager was auditing all personal plan's next steps recently for all children and through this, staff were demonstrating a deeper understanding of the benefits of personal planning.

Staff had an understanding of child protection procedures as a result of training that contributed to the safeguarding of children. Chronologies were in place and used for the purposes of monitoring and assessment, to help children with the right support at the right time.

Quality Indicator 1.3 – Play and Learning

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children. We evaluated this key question as very good.

We focused on children's right to play, have fun, experience joy and the resulting impact this had on their learning and development. Staff recognised the value of play as an opportunity for developing life skills and learning. Staff worked together to place the needs and interests of children at the centre of their play and learning. During the inspection, children were exploring all aspects of the rain forest, measuring how tall the children were, identifying shapes and sorting them in colour and size. Very good use was made of children drawing self portraits enabling staff to see the progression of children's fine motor skills to underpin early writing skills. We observed children engaged in play experiences for prolonged periods of time showing high levels of engagement and excitement. Children in the two – three playroom were playing very well in the house corner. These children were beginning to make sense of their daily routines and playing together, delegating tasks and turn taking. Consequently, children were having fun and enjoying their learning and development opportunities. They were supported by staff to learn independence skills, make choices and lead their own learning. One parent told us "Play and learning activities offered by the nursery support their development." Children were keen to talk to us about their experiences at the service and about their routines. Children told us:

"that was my idea to look at where monkeys live in the rain forest,"

"we forgot to put glitter on the snake,"

"we can stand next to the big line there to see if we have reached another number-that means that we are growing taller."

"lunchtime is great now, we can choose what we want to put on our plate to eat"

Children benefited from the input of visiting professionals who regularly spent time in the playrooms, working with groups of children offering additional experiences like music. The children also visit the University Gym for yoga and dance. The nursery also had a very good relationship with the local authority's leader of learning. We seen that outcomes for children had been improved, by them working together to improve interactions, experiences and spaces to extend children's opportunities for creating early text through mark making.

All staff were building confidence in planning play and learning opportunities that would support and scaffold children's learning in a way that was responsive to their observed and expressed interests. Staff felt that it was important to know about all the children's likes and dislikes in their playroom and they frequently shared observations of what the children had achieved or enjoyed. Big Books' effectively captured children's thoughts, ideas and discussions. Play experiences developed children's skills in language, literacy and numeracy, in response to the child's needs and wishes. As a result, children were progressing well, and were happy and confident.

Good quality observations in online learning journals gave parents and carers an understanding of learning and development taking place. These included:

- children discovering how ice is made,
- small construction to extend fine motor skills,
- role play, to extend children's imagination,
- trips out to the local parks and museum.

Staff were being encouraged and supported in the effective use of questioning to extend children's thinking, widen their skills and consolidate their learning through play. They also sent home individual "What you could encourage your child do at home," based on what the child was showing interest in the playroom. Parents were also encouraged to tell staff what their child had achieved at home, ensuring that they built upon that in nursery. One parent told us "We periodically receive requests for updates as to what our child is working on or achieving at home."

How good is our setting?

4 - Good

Quality Indicator 2.2: Children experience high quality facilities

We made an evaluation of good for this theme, as several important strengths, taken together, clearly outweighed areas for improvement.

We focused on the physical environment where children were cared for, ensuring that the environment was appropriate with good quality furnishings and equipment. We observed good standards of health and safety, cleanliness and decor throughout. A small kitchen, toilets and changing facilities led from each playroom. The easy access to the changing area enhanced children's experience when receiving personal care. The setting was comfortable, furnished to a high standard and was welcoming, with plenty of natural light and ventilation. This gave a strong message to children and their families that they mattered.

Maintenance records for safety equipment were maintained by the university. Good systems were in place to manage electronic information in line with general data protection requirements.

The outdoor area was laid out for children to explore loose parts for open ended play. The areas included small physical toys, mud kitchen, planting and tables to draw on. We agreed with the service that the outdoor play space would benefit from being extended and enhanced. One parent told us "The outdoor area is not an advantage for this nursery. I feel that it needs some change, to me as a parent it's not very inviting or attractive. But it's the only thing I am not a fan of in this nursery."

Children had ample space for their needs indoors, where they could access free flow areas with a range of interesting play and learning experiences. We discussed at inspection, how by adding more challenge to children's environment indoors, for the under two year olds, would encourage more creativity and curiosity.

Children told us about their recent visits to the Art Gallery, the gym and the local woods. Staff discussed that as part of outdoor visits to a local park and local gym, a risk benefit approach to learning was developed to support children to safely engage in play, to push their own boundaries and build self-confidence. Parents were happy that children used the local facilities in the community to extend children's outdoor play, one parent told us "We hope that they continue to spend more time outside in the park as the weather improves as the back area is not the best, but otherwise we're very happy.

We discussed with the manager the potential benefits of using transportable resources to enhance children's play and learning outdoors. We suggested, for example, science boxes, books, containers for collecting small natural resources, tape measures and transient art materials.

How good is our leadership?

5 - Very Good

Quality Indicator 3.1: Quality assurance and improvement are led well

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children. We evaluated this key question as very good.

The service was very well led by a strong, approachable manager who delegated responsibility appropriately to staff and involved them in the development of the service. Glasgow University Nursery had a shared vision for the setting that reflected the aspirations of children, families, stakeholders and the wider community. Staff knew this was important for the setting and ensured children were nurtured in a kind, caring and happy learning environment that promoted happy and healthy relationships.

The management team recognised the importance and value of working in partnership with families, children and stakeholders to ensure they were meaningfully involved and able to influence change within the setting. An example of where this had resulted in a positive change was in the provision of hot meals. Consultation had taken place with parents, children, staff and stakeholders with timelines and helpful risk assessments. We saw that the change was evaluated with all involved in the initial consultation, who agreed that this had enhanced children's experience at nursery.

The service improvement plan was underpinned by relevant local and national guidance and legislative frameworks, and was a useful tool for improvement. The plan outlined clear points for action, responsibilities and timescales. The priorities were clear, realistic and achievable and led to sustained improvement in outcomes for children and families. One parent told us "Caroline and Linsey are very knowledgeable about childcare and also running a business. They frequently share with us, information about new ways of delivering childcare, that best suits the children in this nursery." Staff told us that they were involved in developing the improvement plan, along with identifying improvements in their own playrooms that had a positive impact on the child's day. These included, offering children more opportunities to explore outside play areas, improving children art work displays to be more interactive and enhancing the book corner. Staff also had been actively involved at recent staff meetings, reflecting on their practice in relation to the Care Inspectorate quality framework for daycare of children, childminding and school aged children. This gave them confidence that they were providing a service, underpinned by current best practice documents.

The manager made time to support staff to fully understand the importance of high quality assurances in all aspects of children's care. The manager was highly thought of as a leader, by both staff and parents. One staff member told us "this is the best place that I have ever worked. Both Caroline and Lindsay support me in and out of work if required and it makes me feel valued and it helps me to be a very good practitioner here to all the families."

How good is our staff team?

5 - Very Good

Quality Indicator 4.3: Staff deployment

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children. We evaluated this key question as very good.

The manager recognised the importance of ensuring the service was appropriately staffed at all times, as essential to the wellbeing of children in the service. Staff felt valued and well supported and told us how effective use was made of the differing experience, knowledge and skills of the team. This ensured children's experiences across the whole day were positive and that children were kept safe.

Key working arrangements were in place to promote continuity of care across the day and ensure positive transitions for children and communication with families. One parent told us "We are asked to inform the nursery of any achievements at home and in some way we also feel that the nursery values us as parents." Arrangements were in place to ensure parents/carers were advised of changes to the staff team, which meant they knew the staff caring for their children. Parents told us that they knew all staff well in their playroom and some throughout the nursery. Parents valued that staff spent time sharing with them what their child was doing that day. One parent told us " We are also asked from the keyworkers to sign my child's achievements and together decide the next steps"

Staff demonstrated an effective approach to teamworking and they communicated very well with their colleagues, especially when a task took them away from their responsibilities. They worked well together to ensure effective supervision and quality engagement with children across the day. One parent told us " we are particularly impressed with Linsey's resourceful work, constantly finding new activities for play-based learning."

Staff had regular opportunities to meet both as a full staff team and within their smaller room teams. We could see that a clear calendar of meetings was set out for the year detailing opportunities for professional dialogue and training. This ensured staff were kept up-to-date with local and national best practice guidance, self evaluation and practice issues.

Quality assurance processes were embedded in practice. Staff reflected on the progression within their identified playrooms for improvement using 'How Good is our Early Learning and Childcare' reflective questioning. Staff spoke confidently and passionately to us about how they were further developing their skills in self-reflection and evaluation to improve outcomes for children. In addition they were identifying improvements in their rooms that had a positive impact of the child's day. These included, offering children more opportunities to explore outside play areas, improving children art work displays to be more interactive and enhancing current book corner.

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. It was clear that there were effective relationships between staff, parents and children. One parent told us "Glasgow University Nursery is a wonderful place to send our child and would ask that they don't change what they are doing because they are doing a wonderful job."

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

1. Staff should plan for all children to enjoy outdoor play during each session.

This is to ensure that care and support is consistent with Health and Social Care Standards (HSCS) which state that:

"I can choose to have an active life and participate in a range of recreational, social, creative, physical and learning activities every day, both indoors and outdoors." (HSCS 1.25)

"I experience high quality care and support based in relevant evidence, guidance and best practice." (HSCS 4.11)

This area for improvement was made on 20 May 2021.

Action taken since then

This service makes good use of the local parks and facilities available to them. They have made some changes to the outdoor play area and are continuing to improve these, in consultation with parents, children, staff and partners. Please see Quality Indicator 2.2 in this report on the progress.

Previous area for improvement 2

2. The manager should ensure that staff are involved in reviewing and understanding child protection policy and procedures relating to Covid-19 infection prevention and control and child protection.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

"I experience high quality care and support based on relevant evidence, guidance and best practice." (HSCS 4.11)

This area for improvement was made on 20 May 2021.

Action taken since then

During the inspection we established that staff were well aware of the above procedures, with regular training and best practice discussion. This is now firmly set in the context of their day to day practice.

Previous area for improvement 3

3. In order to meet children's needs, the manager should ensure that children's information is recorded clearly within children's personal plans. Plans should also consider any circumstances which may affect a child's learning and development and identify appropriate strategies to meet the child's needs, support progress and to help children to achieve their full potential. Personal plans must be signed by parents and reviewed every six months, or sooner as necessary.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

"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)

This area for improvement was made on 20 May 2021.

Action taken since then

Personal plans are now very well used throughout the service in a meaningful way, in line with current best practice.

Previous area for improvement 4

4. In order to meet children's needs, the manager should ensure that there is an appropriate level and mix of staff experience to support children's individual needs.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

"My needs are met by the right number of people." (HSCS 3.15)

This area for improvement was made on 20 May 2021.

Action taken since then

The manager ensures that there is the right mix of staff skills in each playroom and this ensures that children are cared for in a safe stimulating environment.

Previous area for improvement 5

5. In order to minimise the risk of infection spreading the provider should revisit and review Scottish Government Guidance which relates to movement of staff within services and the use of bank or agency staff.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

"My care and support is consistent and stable because people work together well." (HSCS 3.19)

This area for improvement was made on 20 May 2021.

Action taken since then

We saw robust infection control practices in place by staff and children to minimise the spread of infection.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Detailed evaluations

How good is our care, play and learning?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very Good
How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good
How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good
How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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