

# Cranstonhill Nursery School Day Care of Children

3 Little Street  
Glasgow  
G3 8DQ

Telephone: 01412 484 899

**Type of inspection:**  
Unannounced

**Completed on:**  
19 April 2023

**Service provided by:**  
Glasgow City Council

**Service provider number:**  
SP2003003390

**Service no:**  
CS2003014870

## About the service

Cranstonhill Nursery School is a service provided by Glasgow City Council. The service operates from accommodation in the Anderston area of Glasgow. The service has sole occupancy of the building including an outdoor play area. The accommodation comprises of three playrooms each with direct access to outdoors. The service is conveniently located close to schools, shops and other amenities.

The service is registered to provide a care service to a maximum of 65 children aged two years to those not yet attending primary school.

## About the inspection

This was an unannounced inspection which took place on 17 and 18 April 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.

During the inspection we:

- spoke with children using the service
- received electronic feedback from 13 parents/carers
- spoke with staff and the management team
- spoke with a Glasgow City Council area manager
- received electronic feedback from 9 staff
- observed practice and daily life
- reviewed documents.

## Key messages

- The management and staff team had worked hard to address and meet the requirements and areas for improvement identified at the previous inspection.
- Significant investment and improvements had been made to the environment, resources and how the environment was used to improve outcomes for children.
- Improvements had been made to the safety of the environment.
- Staff were happy and confident in their roles and worked well together to provide high quality care and experiences for 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?	4 - Good
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?

4 - Good

### 1.1 Nurturing care and support.

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

Children experienced warm, caring, nurturing interactions for a staff team who knew them well and responded to their needs sensitively. Staff were considerate of children's personal preferences and individual needs, this was reflected in their daily practice.

Children were happy and settled in the environment. Staff greeted children and their families warmly on arrival. We observed kind, caring and respectful interaction between staff and children. As a result, we observed children who were happy and had formed positive attachments with staff. One parent told us, "The staff are always friendly, smiling and welcoming when my child is at nursery."

Changes to lunchtime routines had improved significantly. Children now had the opportunity to enjoy a relaxed, unhurried mealtimes where they could be involved in the setting up and serving. Children were confident in their lunchtime routines and were confidently becoming more independent when making choices and serving themselves. Effective systems were in place to monitor when children had lunch and if they had eaten. Staff should continue to support and encourage children to make good choices around meal times.

Procedures and practices of how the service managed the safe storage, recording and administration of medicine had improved. We spoke to staff and sampled medication records and were confident that staff were following safe procedures and had the knowledge and skill to administer medication safely to children.

### 1.3 Play and learning

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

The acting manager was implementing a new planning approach that supported staff to plan in the moment for children. The environment was set up in a way that supported this. Children had access to a wide range of quality resources that supported their independence, curiosity and skills for life. We observed children choosing their resources to support their play and extend their skills in literacy and numeracy.

We sampled children's learning observations and found staff skills in observing children were mixed. Observations were minimal in detail and provided little analysis of the learning and achievements children had made. We noted that staff were observing children at play and stepping in to support children. For example, staff were supporting children with managing risk and safe play during block play by asking them "is this safe?" Children naturally asked staff for support when they required, and staff responded to children's requests. We noted that the new approach to planning and observing children was at early stages. Some staff missed opportunities to extend children's thinking and consolidate their learning by using effective questioning, and skilled interactions.

The new planning approach being implemented was evidence and theory based. The acting manager was supporting staff's understanding of current theory, evidence and children development by providing access to a range of literature that's supported staff skills. Staff told us they need more time and training to support the new planning process. One staff member said "it would be beneficial for staff to have some proper training in the new approach"

Staff had recently been exposed to Froebelian principles and theory. They told us that although a very different way of working they were excited and willing to adopt these principles. "Cranstonhill has taken forward many changes to the environment with children at the centre of these changes." Staff used their learning and understanding of these principles to enhance the learning environment and provide quality play and learning experiences for children.

## How good is our setting?

4 - Good

### 2.2 Children experience high quality facilities

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

There had been significant investment made by the provider to improve the Indoor environment. All the playrooms had been opened to create a flow to the environment. The indoors was comfortable, furnished and resources to a high standard and provided lots of natural light and ventilation. It had been changes to offer space for children to rest, regulate and play, ensuring children had space for their needs. Feedback about the changes to the indoor environment from all staff, parents and children was positive. One child said " I can go in all of these rooms. They have lots of toys and blocks and stuff. I can go outside when I want, outside is my favourite place to play.

Our concerns relating to the outdoor environment at our last inspection had been addresses. A perimeter fence had been erected at the side of the building, this meant that children playing in the garden could not access areas out with. Further required improvements to the outdoor area were ongoing, we were satisfied that the work once completed would offer a safe area for children to access for outdoor play and learning. While the service was waiting on the full new outdoor space, they had established a small safe section of the outdoors to use daily. We noted that children always accessed this area during the 2 days of inspection. During the inspection this area offered physical play, sand and water, and small manipulative play. Children were able to ask to go outside and staff managed children's access to outdoors well. We spoke to staff about further developing the outdoors when it was ready. We found they were looking forward to developing an outdoor space that supported children's play and learning through curiosity and exploration in line with the recently introduced Froebelian approach.

Risk assessments had been updated, these now reflected mitigations and measures to support children to access outdoors safely. Both staff and the acting manager told us a new risk assessment will be carried out when the full outdoor areas are in use.

To support children's safety registers were used to accurately account for all children. A one-way system for children being dropped off and collected worked well. Staff communicated well with each other to ensure children's attendance was accurately recorded in both register and wipe board.

We were satisfied with infection, prevention and control measures. Both staff and children carried out effective hand washing practices. Laundry and bedding was stored and washed safely.

We asked the acting manager to review how they store equipment within the changing areas to ensure it was safe and promoted effective infection, prevention and control . We were confident the manager would take this forward quickly.

## How good is our leadership?

4 - Good

### 3.1 Quality assurance and improvement are led well.

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

The new acting head of centre was clear in her vision and was motivated to lead improvements within the setting. She had identified that the vision value and aims of the setting did not reflect the setting, as a result she planned to revisit the vision value and aims. The acting manager must ensure that staff, children and parents are fully involved and consulted in achieving their vision.

The management team demonstrated effective leadership. They had a very positive attitude to change. They had a good understanding of the service's strengths and the improvements that were still needed to improve the overall quality of the service. Management and staff had worked extremely hard to improve all aspects of the nursery, including addressing all requirements and areas for improvement made at the last inspection.

The acting manager was committed to supporting staff and driving improvements within the service. To support staff practice and increase their knowledge she had facilitated visits to other early years settings where staff could share their knowledge and learn about other approaches to practice. The acting manager was very committed to adopting Froebelian principles which would help staff to deliver high quality play and learning which is at the heart of the service.

The acting manager and staff team recognised that involving parents had been a challenge post Covid 19. Through conversations they were able to share their plans on how they planned to reintroduce parents and carers into the service and involve them in future developments and the day to day life of the service. Parental involvement would strengthen the already positive relationships between staff and parents and support children's emotional development.

## How good is our staff team?

4 - Good

### 4.3 Staff deployment

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

Staffing levels at the service supported meeting the needs of children. Staff responded to children promptly to ensure their care and comfort. For example, comforting those who were upset . As a result, all children's needs were met by staff who were sensitive to them.

Staff were deployed in such a way that ensured children were supervised and their needs met throughout the day. They were responsive and sensitive to children's needs and worked hard to ensure that quality engagement was consistently maintained.

Staff understood that continuity of care was important for children and communicated well with each other when a task took them away from their responsibilities. This resulted in children consistently receiving care from staff who knew them well. Management were working hard to ensure a flexible approach to staffing levels at key times, for example the beginning and end of the day. This will ensure children's learning and development is consistently well supported.

The management team were consistently visible in the setting and played a key role in supporting good practice. Staff told us they were very well supported by management and colleagues and felt their views and opinions mattered.

There was a good balance of skills and experience across the team. Staff were committed to their professional development and had engaged in a wide variety of training and professional reading to develop their knowledge and skills. Staff would benefit from and welcome the opportunity to meet more regularly as a team. Staff told us that although reflection meetings had been discussed these had not yet taken place.

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

### Requirements

#### Requirement 1

By 5 January 2023, the provider must ensure that every child is cared for in a way that reflects their individual needs and rights.

To do this, the provider must, at a minimum ensure:

- a) Emergency medication is stored safely
- b) Signs and symptoms of when a child requires medication are clearly recorded
- c) A robust system is in place to ensure that medication is being effectively monitored, audited and stored safely.

**This requirement was made on 8 December 2022.**

#### Action taken on previous requirement

The service had carried out a review of how medication was stored, recorded, administered and audited. Children's medicines were stored safely in accordance with best practice guidance. Appropriate consent forms had been completed which detailed when medication should be administered and the amount of medication to be administered. Medication was reviewed monthly by a member of the management team.

**Met - outwith timescales**

## Requirement 2

By 5 January 2023, the provider must ensure that children are cared for in an environment that is safe and secure.

To do this, the provider must, at a minimum, ensure:

- a) all areas of registered space are used throughout the day
- b) noise levels within the playrooms are monitored.

**This requirement was made on 22 December 2022.**

### Action taken on previous requirement

The service had reviewed and improved how registered space was used. As a result all playrooms were used throughout the whole day. Children moved freely between the three playrooms. As a result children had more space, were more engaged in activities in an environment which was much calmer and less noisy.

**Met - outwith timescales**

## Requirement 3

By 5 January 2023, the provider must ensure that children are cared for in an environment that is safe and secure.

To do this, the provider must, at a minimum, ensure:

- a) Risks posed by opportunities to leave the garden area unaccompanied are removed.
- b) Staff are aware of where children are at all times.
- c) Staff within playrooms are accountable for the children. They should do this by ensuring that robust daily registers are taken.
- d) Staff regularly assess and take action to improve the safety and security of their setting.
- e) Robust risk assessments of the outdoor area are carried out and used effectively.

**This requirement was made on 8 December 2022.**

### Action taken on previous requirement

A permanent high fence had been installed around garden perimeter.

The introduction of fire registers supported staff to know who was in the building.

Better communication between staff about where children were.

Registers were in place that clearly noted when children arrived and left the service.

Risk assessments had been reviewed and updated to reflect risks associated with the setting and mitigations that had been put in place to reduce risks.

**Met - outwith timescales**



## 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

To support children's health and wellbeing, whilst promoting enjoyment of healthy eating, the manager and staff should improve mealtime experiences. This should include improved systems to monitor routines so that all children are encouraged to be independent and enjoy relaxed mealtimes.

**This area for improvement was made on 8 December 2022.**

#### Action taken since then

The service had significantly improved meal time experiences for children. Please refer to text under key question 1.1 of this report.

**This area for improvement had been met.**

#### Previous area for improvement 2

The service should ensure that children have access to outdoor physical play in the fresh air daily.

**This area for improvement was made on 8 December 2022.**

#### Action taken since then

Children were enjoying more regular opportunities to play and learn outdoors.

**This area for improvement had been met.**

#### Previous area for improvement 3

The manager should ensure there is a robust and transparent quality assurance system in place, and that those quality assuring practice and children's experiences are clear about their roles and responsibilities. This is so all children experience high-quality care and learning within a safe environment.

**This area for improvement was made on 8 December 2022.**

#### Action taken since then

The new acting head of centre had introduced effective monitoring systems which had improved outcomes for children and families.

**This area for improvement had been met.**

### Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com).

## Detailed evaluations

How good is our care, play and learning?	4 - Good
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	4 - Good
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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Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

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