

The Enchanted Tree Nursery

Day Care of Children

Broomhouse Community Hall
2 Baillieston Road
Glasgow
G71 7SB

Telephone: 0141 781 4545

Type of inspection: Unannounced
Inspection completed on: 2 August 2017

Service provided by:
LSL Daycare Ltd

Service provider number:
SP2016012719

Care service number:
CS2016347230

About the service

This service has been registered since August 2016 and opened for business in November 2016. The service is a nursery and is registered to provide care for a maximum of thirty-four children aged from two years to those not attending school. A maximum of ten children can be aged two years. There are currently thirteen children registered with the service and we met nine of these children during this inspection.

The service is available Monday to Friday 7.30am until 6pm throughout the year. It is provided from a community hall in Broomhouse, Uddingston, Glasgow. The provider adapted the hall to ensure it was safe, secure and welcoming for children. The nursery has sole use of the premises during operating hours. Children have use of one large playroom, toilets and a spacious adjacent outdoor area. There is also an additional playroom for physical activities, a kitchen and a small staff room. The nursery is close to parks, wooded areas, shops and public transport links.

The service is provided by LSL Daycare Ltd. It is a family run business, and a manager and depute manager plan the day-to-day care and education for children. The nursery has been working closely with Glasgow City Council and is working towards achieving partnership with them. The service aims include, "To provide a safe, stimulating environment both inside and outdoors", and "To nurture self-esteem of each child, to respect his/her individuality and to value his/her contributions."

We check services are meeting the principles of Getting it Right for Every Child (also known as GIRFEC), 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 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, often referred to as the SHANARRI indicators.

We wrote this report following an unannounced inspection which took place on Tuesday 1 August 2017. We visited the service again on Wednesday 2 August 2017 on an announced basis to complete our inspection and provide feedback to the management team. As this was the service's first inspection, we looked at all quality themes. In particular, we looked at how staff planned care and support for children, including looking at children's personal plans and online learning journals, risk assessments and other measures to keep the environment safe as well as checking how staff ensure the environment is respectful, opportunities for staff training and its impact on outcomes for children, and quality assurance systems.

What people told us

We received six care standards questionnaires from parents/carers whose children attended the service. Two parents also approached us during the inspection as they were eager to share their views about the service. Parents who completed our questionnaires indicated that they were happy with the service. They were confident that staff regularly assessed their children's progress, and that their child could choose from a balanced range of activities. They were also confident that the service provided healthy snacks, and that staff would protect their child from harm. Comments from parents included:

"Since my child joined this nursery, he has progressed so much. The staff are excellent and keep me well-informed with my child's learning and development. I feel confident sending my child here as he is so happy going to nursery and loves all the outdoor play he gets."

"The Enchanted Tree allowed plenty of settling-in time for my child before he joined to ensure he would be comfortable/happy there. He loves it and the staff. He wakes up every day wanting to go. The range of activities he does in a day is amazing to see on the closed Facebook page. Great knowledge from teaching background is reassuring for his development."

"Excellent. Very happy since I moved my child from another nursery. This is a completely different learning environment with lots of fresh air and active learning. This is the best nursery ever."

"Amazing nursery. Educational, fun, friendly, lots of outdoor play, active play, encouraging, helpful, caring. I cannot praise this nursery and its staff enough. The staff are truly fantastic with the children and my child loves every minute."

"The Enchanted Tree Nursery is worlds apart from every nursery I have seen. The staff are amazing and this makes the nursery very special. Having two qualified Primary Teachers as care givers has really developed my son. I love how clean and organised the nursery is and also the curriculum and outdoor play. The extra curricular activities such as judo and football are a fantastic addition to the nursery and this makes them unique. Overall, I am very happy with the service and wouldn't change anything."

"Cannot praise this nursery enough. My children have come on so much since starting with them."

Children also spoke with us. We saw that they were engaged with a wide range of activities and that they happily entered nursery. There were lots of cuddles between staff and children and it was clear that loving relationships had been developed. Children talked to us about the various activities they had taken part in and could describe their learning. Comments from children included:

"I like the tyre swing when it's up high. I like playing inside too. I like putting on music and playing with the prams. I also like lunch time. I bring a packed lunch. We go out for walks and we go to parks. The ladies are nice and sometimes funny. When I hurt myself I get a plaster and a cuddle."

"I'm having good fun. The tyre swing is the best. We get nice healthy snacks like strawberries and watermelon and crackers."

"The police lady came to visit. She let me hold her torch and she put handcuffs on us. We got to speak on the radio."

"I like the tyre swing the best. It's because it goes high and spins very fast. Inside, I like to read stories. I got to pick this nursery and I liked it best because it had a park outside. The ladies are nice and they look after me."

"The fire brigade came to visit and I got a shot of the hose and we went in the fire engine."

"Judo is so fun."

"The police came and we learned about stranger danger. You're not allowed to talk to strangers even if they ask you if you want a sweetie and you always have to make sure your mum knows where you are."

Two children talked to us about their entry into a Glasgow Engineering Competition. The competition included a primary stage and this nursery was the first nursery to enter the competition. Two teams entered their projects. Staff had given depth to the project by looking at Scottish inventors before planning their engineering entry, which was a car. One child told us, "We put wheels on. It had to go straight. I was in the Batman team and we painted our car black. We used Lego to measure. We won and we got a medal. I want to do it again next time."

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at the service's own improvement plan during the inspection. This set out priorities for development and how management was monitoring the quality of the provision within the service. It was clear that this was a working document and that all staff were included in identifying priorities for improvement.

From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	5 - Very Good
Quality of staffing	5 - Very Good
Quality of management and leadership	5 - Very Good

Quality of care and support

Findings from the inspection

There were very good opportunities for children to make decisions about their own learning. Staff were particularly skilled in enabling children to take the lead in any activity so that their interests were nurtured and there was depth to their learning. Staff helped children reflect on their learning over the day and provided appropriate challenge and support through activities and the positive relationships in place. Transitions to and from the nursery were well planned, and parents told us this meant their children confidently attended the nursery or were ready for school.

The GIRFEC principles were evident throughout the nursery. Staff had created a caring, safe and nurturing environment where children were learning to express themselves freely. One child we spoke with told us about the SHANARRI indicators. They said, "I don't know what that's called, the wheel, but I know red is safe and green is healthy and the purple is moving your body." Staff focused on children's health and wellbeing by providing regular outdoor play and physical exercise, healthy snacks, and encouraging healthy packed lunches. Topics for learning in the nursery had included hospitals and the body to help children understand the impact of healthy living. Physical activities included weekly judo, and a block of football sessions had also been completed. Staff told us they had noticed a significant improvement in children's gross motor skills throughout these sessions with all children now confidently able to move freely, climb and balance.

Personal plans had been put in place for all children. These included information about health as well as any other routines for individual children. We saw that these recorded regular updates including any information shared by parents. Online learning journals were also in place. These focused on children's development including their health and wellbeing, and parents could see these and add comments. Next steps were often included. Parents told us that communication in the nursery was very good. We talked with staff about ensuring significant observations always included next steps, and that personal plans clearly set out how they were meeting each child's health, welfare and safety needs. Communication with parents regarding the personal plans was not always clearly recorded and this meant plans did not always evidence parent input. For example, meetings had been held with some parents and although information in the personal plans had been updated, there was no evidence that parents had helped identify next steps for their child.

We found that the environment created by staff positively impacted on outcomes for children. Children were confident and happy at nursery. Overall, we assessed this theme as very good.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 – very good

Quality of environment

Findings from the inspection

The environment was safe, clean and secure. It was well resourced with quality products that had been carefully planned to allow easy changes to the layout and the necessary "pack away" at the end of the day due to community use in the evenings. Risk assessments had been completed, and staff regularly discussed risk with children. For example, before children went outdoors, "park checkers" were chosen who took a checklist to look for any hazards. Children enjoyed this responsibility. Children's independence in the nursery was encouraged through the use of toilets, hand hygiene, getting ready for outdoor play, choosing activities, and preparing and choosing snacks.

The environment allowed space for children to play individually, in small groups and in larger groups. Children talked excitedly to us about their birthday parties, using the disco lights in the hall. Very good use of the space was made. The additional hall in the premises was used for weekly judo, and the outdoor sports arena had been used for the football sessions. This area was also used by children on bikes to give them opportunities for balance and to learn about risk. Regular use of the park adjacent to the community hall was made and children told us they particularly enjoyed this. Staff also made good use of the local community. Fire fighters and community police had visited, and the nursery visited the local library each week, travelling on the bus. All of these activities were effectively used to discuss risk with children and they could confidently talk to us about staying safe.

Indoor and outdoor activities provided opportunities for children to develop skills and knowledge, explore their environment, and investigate science. During our visit, children enjoyed building a castle in the clouds with Lego bricks and shaving foam, which linked to the nursery focus on literacy through rhymes.

Staff focused on developing a respectful and inclusive environment. They welcomed children each day and encouraged them to place their name on the attendance board and attach a picture of how they were feeling. For example, happy or sad. Staff had also developed a "Safe Place" in nursery to help children manage their feelings. One child talked to us about this. They said, "If you feel angry you can go there and blow bubbles or walk up the stairs until you feel better." Another child told us these were "calm down choices" and that they could choose what they wanted to use. Staff told us this had worked well and that a parent had successfully developed this method at home for their child after seeing the positive benefits in nursery.

Overall, we saw that children enjoyed the environment and activities provided. They were supported very well by caring staff. We assessed this theme as very good.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 – very good

Quality of staffing

Findings from the inspection

Staff were motivated and committed to providing a quality service where children could experience the best possible outcomes. At this inspection, monitoring and evaluation systems were at an early stage as the service had been operating for less than a year. However, through discussions with staff and our observations during the inspection, we found that staff in the service were very good.

There were some examples of staff sharing good practice, and these were under development. The management team was working closely with Glasgow City Council and had successfully accessed appropriate training. This had included training to help them maintain a safe environment and to improve outcomes for children. For example, all staff were paediatric first aid and Fire Warden trained, and had completed Child Protection, Childsmile, food safety, and Solihull training. This meant that staff understood family issues such as separation and attachment, and could support this well during settling-in times. Management had planned training on the safe use of Epipens and inhalers in the event that these were needed for any children attending. One staff member had attended training on forest schools, and the management team had contacted the Forestry Commission to work with them in using a nearby forest area with the children. Risk assessments had been completed for this use and staff planned to attend further training to support them in making this an exciting learning experience for children.

Staff fully understood personalised support for children and the training attended had positively impacted on outcomes for children. We asked management to monitor this impact and to include training and its impact in their records, for example staff supervision records when these were in place. All staff interacted positively with children and we saw that children were confident with staff. Staff were clearly knowledgeable about child development and how they could fully support this. Staff met regularly and minutes of meetings reflected that individual children's support was discussed and planned. These minutes also reflected that when parents shared information, this was acted upon appropriately. For example, the nursery included specific topics such as safety and inclusion at circle time to include all children.

Staff were registered with the appropriate body, either SSSC (Scottish Social Services Council) or the GTCS (General Teaching Council Scotland). All staff were aware of the requirement to maintain training records. Recruitment procedures followed best practice, and individual files were in place for staff. We asked management to add a start date to this file to make monitoring easier. Management also supported staff to use the Care Inspectorate and SSSC websites to access and update information and publications relating to their work. For example, staff had discussed the publication "Getting Ready to Read" and had created a literacy rich environment as a result.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of management and leadership

Findings from the inspection

There was a clear commitment from management, who were part of the company providing the nursery, to provide a quality service. The work carried out to the premises before the nursery opened, and the financial input to high-end, long-lasting resources and staff training meant that the nursery was welcoming, equipment was appropriate, and staff were motivated and skilled. Both the manager and depute had teaching qualifications and both had several years experience of working in schools and/or nursery. This meant that they were able to plan challenging activities and that they were very familiar with the Curriculum for Excellence and the Pre-Birth to Three documents. The approach of management was innovative. For example, nursery children had entered a Glasgow Engineering Competition, and staff skills were reflected in the amount and quality of outdoor play and science activities.

Quality assurance systems were at an early stage. However, all staff had been included in completing an overview of the service using information from the Care Inspectorate. This was detailed and from the information gathered, management had developed an Improvement Plan. This plan set out priorities for the next year. We saw this was a working document and that action continued to help meet the priorities set.

Immediate aims included developing outdoor play through forest activities, developing the outdoor park with the help of the establishment of a "Friends of Broomhouse Park" committee, and encouraging more involvement from parents/carers. Management was developing a home link to help parents and children become more familiar with the SHANARRI indicators. Training was planned for support workers, and both managers had completed the first year of their PDA in Childhood Practice. Staff and management were reflective practitioners, and those we spoke with were committed to developing their knowledge to help improve outcomes for children. The management team was working closely with Glasgow City Council who had supported them in training, included them in meetings of the North East Forum, and arranged for them to visit other establishments to share good practice. The nursery hoped to achieve partnership with the council to help support families using their service.

Questionnaires had been issued to parents with a section for them to include their child's views. All feedback was very positive, and the suggestions made were being actioned. For example, some parents had asked that weekly activities such as judo could be held on a day their child attended. Management had planned the next sessions to take place on alternate days each week to ensure all children could access this activity. Some parents had indicated that they would like the service to provide lunches, and management had contacted a company with a view to consulting with parents about the cost and quality. It was evident that parents had voted on the recent day trip, and it was clear throughout our visit that children's voices were valued. Parents spoke positively about the service Facebook page and were happy with the communication in place.

We discussed systems that should be developed over the next year. For example, formal supervision had not taken place yet, and there was limited evidence of monitoring and auditing systems as the service had operated a short time. (see recommendation 1) We were confident that the plans in place to support staff and improve the quality of the service were very good.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. Management should develop quality assurance systems in preparation for expansion of their service. These should include audits of records (including children's personal plans) and supervision meetings with staff as the staff team develops. Supervision meetings should link with training attended so that the impact of training could be measured. Supervision meetings should also include feedback from any monitoring visits.
National Care Standards Early Education and Childcare up to the age of 16, standard 14: Well-managed service.

Grade: 5 - very good

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.

Complaints

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

Enforcement

No enforcement action has been taken against this care service since the last inspection.

Inspection and grading history

This service does not have any prior inspection history or grades.

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