

# Lyoncross Nursery School Day Care of Children

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Glasgow  
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**Type of inspection:**  
Unannounced

**Completed on:**  
8 March 2024

**Service provided by:**  
Glasgow City Council

**Service provider number:**  
SP2003003390

**Service no:**  
CS2003014906

## About the service

Lyoncross Nursery is provided by Glasgow City Council. The nursery is registered to provide a care service to a maximum of 72 children aged 3 years to those not yet attending primary school.

The service is located in the southside of Glasgow close to local amenities such as parks, shops and schools. The children are accommodated within three large playrooms. One of the playrooms provides Gaelic medium education for children attending. All children have direct access to a large outdoor area.

## About the inspection

This was an unannounced inspection which took place on Thursday 7 and Friday 8 March 2024. 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 children using the service
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- received electronic feedback from seven parents/carers

## Key messages

- Children were happy, confident and settled in the service.
- The setting was comfortable, spacious and stimulating for children.
- Children benefitted from direct access to a range of learning opportunities outdoors.
- Children benefitted from strong links with the local community.
- Staff had positive relationships with children and families.
- Staff worked well together to deliver positive outcomes for children.
- The management team were friendly, visible and approachable.

## 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?                 | 5 - Very 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

We evaluated this Key question as very good, where significant strengths supported positive outcomes for children.

### Quality indicator 1.1: Nurturing care and support

Staff were warm, caring and nurturing in their approach with the children and knew the children well. Staff were attentive to children's needs. One parent commented, 'My son is always happy to go to nursery and has built up a positive relationship with his key worker and other members of staff. Lyoncross offers a happy, safe learning environment'. Children were happy and confident in approaching staff when they required help and we could see friendships had been formed.

Mealtimes were a relaxed and unhurried experience for children. There were opportunities for self serving which could be extended to allow children to further develop their independence and responsibility. We discussed with management the importance of staff sitting with children throughout meals to encourage a sociable experience and ensure children were safe. In the Gaelic room children helped to set up lunches and had more independence and self serving opportunities. Staff sat with children throughout which promoted a sociable experience for children.

Personal plans were in place for children which helped to support their wellbeing. These were created in partnership with parents and children which helped to promote continuity of care for the children. Relevant information was included in the plans which took account of well-being indicators to enable staff to meet children's individual needs. Staff were working to ensure that the plans were used as working documents which meant staff could react to any changes in children's lives and plan accordingly. Strategies to support children with additional support needs had been identified. The service had close working relationships with outside agencies such as Speech and Language therapists which supported positive outcomes for children.

Staff told us that one of their strengths was the positive relationships they had with children and families. We observed children and families being warmly welcomed into the setting. One parent told us, 'The staff are all kind, knowledgeable and really know the needs of the children'. Children had their own 'scrapbooks' which were used by parents to record children's achievements and success and share these with the nursery. This helped to maintain positive relationships and gave children a sense of belonging in the setting.

### Quality indicator 1.3: Play and learning

We observed children having fun and being fully engaged in their play and learning. Children experienced a balance of spontaneous and planned activities and had opportunities to lead their own play and learning. We saw that children had access to a range of resources which promoted their curiosity, imagination and problem solving skills. Resources and activities were carefully considered and used to spark children's interest and curiosity. One parent commented, 'The nursery provides a caring and welcoming environment for my child to develop. She is challenged, happy and thriving'.

Play experiences offered provided opportunities for children to develop their language, literacy and numeracy skills. Staff used skilful questioning and interactions with children to promote their learning. Children were able to share their learning with us, for example, one child had created their own book and was able to recall the story of 'The three billy goats gruff'.

All children benefitted from free flow access to outdoors. Outdoor play areas offered opportunities for risky and challenging play and children made good use of all the space in the outdoor area. Children were confident in leading their own play outdoors and were fully engaged in play and chose to do so in groups and individually to meet their interests.

Planning for children had recently been reviewed and improvements had been made. This meant staff planned learning experiences for individual children to develop their skills and meet their needs. Staff used children's interests as a basis for planning. Children's development and progress was tracked and staff used observations to establish appropriate next steps in learning. Observations were shared with parents via online blogs, giving them the opportunity to see what their children were doing and learning in nursery. Floor books were in place that had observations and photographs of children's group learning which children could contribute to. This empowered children to be fully involved in their learning.

Gaelic Medium education was provided in one playroom of the setting. Children attending benefitted from an immersive Gaelic approach. Staff planned for children based on their interests while developing their confidence and skills in Gaelic language. Staff were skilled in knowing when to step back from play and let children lead and when they needed to support children to extend their learning.

The service had strong community links which were of benefit to the children and their families. A community pantry was available outside the nursery for families and local residents to access. Children participated in intergenerational visits to local care homes and had use of the local church facilities. This meant that children were able to feel part of their community and local area.

## How good is our setting?

## 5 - Very Good

We evaluated this key question as very good, where significant strengths supported positive outcomes for children.

### Quality indicator 2.2: Children experience high quality facilities.

Children were cared for in a bright, comfortable and welcoming environment. They benefitted from direct access to a large, well resourced outdoor area. The setting made very good use of the indoor environments which were furnished to a high standard. Children had cosy areas to rest and relax. There was ample space for children's needs to be met. One parent commented, 'The setting is welcoming and clean, the building is fit for purpose and the outdoor area is fabulous'.

The environments were structured to take account of children's stages of development and learning. Imaginative use of lighting helped to lower the height of the rooms which created a homely and cosy atmosphere throughout all areas of the setting that children accessed. Equipment in the setting was clean and well maintained with plenty of natural resources. Risk assessments were in place and staff recorded any potential risks and hazards. All staff attended annual health and safety training. This meant children were cared for by staff who understood how best to keep them safe.

The resources were easily accessible for children which promoted their independence and gave them the opportunity to lead their learning. The room layout and resources were carefully thought out and included details which enhanced children's experiences. For example the home corner had the children's family photos which helped them to feel more at home in the setting and contributed to a sense of belonging.

The large outdoor area was safe and spacious and offered a variety of stimulating resources including loose parts, balancing beams, planting areas, quiet spaces and a mud kitchen. Children were supported to participate in risky play and attended forest school activities in the local area. Children were confident in exploring the outdoor environment independently and had opportunities to lead their own play and learning. For example we saw children working together to create a bridge from loose parts which they were able to balance on.

We discussed with management the need for sheltered areas outdoors. The service were improving the outdoor environment with more opportunities for shelter, as a result of damage to their existing sheltered areas. The service had introduced a large container unit which children will be able to use. This will give children the opportunity to have somewhere to rest and relax in all weathers.

**How good is our leadership?****5 - Very Good**

We evaluated this key question as very good, where significant strengths supported positive outcomes for children.

**Quality indicator 3.1: Quality assurance and improvements are led well**

Management were approachable, friendly and engaged well with the inspection process. Staff told us they felt they could approach members of the management team if they needed support. One parents told us, 'I've always been pleased with the manager and if I ever had a problem I would find her approachable'.

Visions, values and aims were in place for the setting which had been reviewed by staff to ensure they continued to represent the ethos of the service. An improvement plan was available which highlighted strengths and areas for improvement within the service. Parents, staff and children had been consulted on this as part of the self-evaluation process. This gave children and families the opportunity to be involved in the development of the service. We saw evidence of progress made in the service improvements plan including the development of the Promoting Alternative Thinking Strategies (PATHs) program which helps children to develop emotional and problem solving skills.

Children and families voices and opinions were sought and valued by the service. Children were involved in self evaluation and improvements within the setting. This included the development of the story corner and Bookbug sessions. The staff and management had positive relationships with parents and communicated using newsletters and daily conversations. One parent told us, 'The leadership is excellent and the manager always goes above and beyond to provide weekly updates and stories of what the children have done in the week as well as reminder of important dates'.

There was an ethos of distributed leadership across the service. All staff had champion roles which were based on their interests and skills including outdoors, literacy and numeracy. Staff were confident in telling us about these roles and how they were responsible for cascading this information to each other and also to parents. Staff meetings took place which gave staff the opportunity to reflect on their practice and evaluate the service provided.

The management team and staff worked alongside other agencies to deliver best outcomes for children. Feedback from other professionals stated that they found the service to be welcoming and staff communicate well with them and children to offer better outcomes. This included working in conjunction with speech and language therapists to support families to feel more involved in their children's care. The setting had previously achieved their Language and Communication Friendly Environment (LCFE) accreditation. They were working with Speech and Language teams for re-accreditation to include new staff who had joined the service. This meant that all children would benefit from a skilled staff team who knew how to best meet their needs.

## How good is our staff team?

5 - Very Good

We evaluated this key question as very good, where significant strengths supported positive outcomes for children.

### Quality indicator 4.3: Staff deployment

During our inspection we found that there were enough staff to meet ratio's and children's individual needs. While there had been some changes to staff over recent years, this had not impacted on the care and learning that children received. One parent commented, 'My daughter is in the Gaelic room and the staff are experienced, professional and kind which fosters a trusting safe place to help the children grow'.

Staff told us that one of the strengths of the service was that they worked well as part of a team. Staff communicated well with each other indoors and outdoors. This was supported by the use of radio communication to communicate between areas and for support when needed. Staff shared with us that they felt communication between staff and management could be developed as sometimes information was not always passed on correctly to them. We discussed with management strategies which could be used to develop communication and they agreed that this was something they were working on.

The staff team consisted of a mix of skills and experience which helped staff to deliver positive outcomes for children. Parents told us that they felt that staff knew their children well. One parent commented, 'The staff are experienced, caring and knowledgeable. The care my child receives is excellent; she is happy and challenged'. While staff within the Gaelic room spoke Gaelic when speaking to children and parents, they knew when children needed support with this and would translate in English for them when required.

Staff were responsible for their own areas and ensured these were well maintained and resourced for the children. A keyworker system was in place where four keyworkers were responsible for one group of children. This meant that there was a continuity of care for children even during staff absences. Staff told us it meant that children's learning and progression was easier to capture as staff worked together to share information about children in their groups. This also offered continuity to parents who knew which staff were responsible for the children and could speak to someone regardless of what time they were in the setting.



## 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

The manager should ensure that all staff receive relevant health and safety training and have a clear understanding of service policy and procedures to provide a safe environment of children in their care. Risk assessments to show actions taken to reduce actual and potential hazards identified and maintenance reporting systems should be robust.

**Health and Social Care Standards, My support, my life**

**4.14 - My care and support is provided in a planned and safe way, including if there is an emergency or unexpected event.**

**5.17 - Environment is secure and safe.**

**This area for improvement was made on 4 December 2018.**

#### Action taken since then

When reviewing this area for improvement we found that risk assessments and maintenance records were in place where staff noted any hazards/risks and it was recorded when this had been rectified. Daily risk assessment of overall areas were completed by staff and all staff had attended annual health and safety training. **This area for improvement has 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?           | 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?                           | 5 - Very Good |
| 2.2 Children experience high quality facilities    | 5 - Very 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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