

Glasgow Gaelic School Nursery Sgoil Araich Sgoil Ghàidhlig Day Care of Children

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Unannounced

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Service provided by:
Glasgow City Council

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Service no:
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About the service

Glasgow Gaelic School Nursery, Sgoil Araich Sgoil Ghaidhlig Ghlaschu is part of Glasgow City Council's provision for early learning and childcare. The service is located in the Glasgow Gaelic School in the West end of Glasgow.

The nursery was previously registered by the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011. The service is registered for 30 children aged three years to those not yet attending primary school.

The nursery operates from designated rooms in the school building. Kitchen, toilet and cloakroom facilities are integral to the setting. The nursery has its own entrance/exit arrangements and children have direct access to designated outdoor play areas.

The aims of the service state: "To provide a safe, happy and welcoming Gaelic orientated environment which offers opportunities for everyone to develop their full potential and promote equal opportunities. To help children acquire a basic knowledge and understanding of the Gaelic language by ensuring its learning is an enriching and exciting experience".

About the inspection

This was an unannounced inspection which took place on 26 February 2024 and 27 February 2024. The inspection was carried out by one inspector 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

- gathered the views of 25 families using the service
- consulted with six staff and management
- observed practice and daily life
- reviewed documents.

Key messages

Children's safety, emotional security and wellbeing was very well supported in all aspects of this service.

Effective communication throughout transition to primary one, by all staff promoted continuity and progression of children's play and confidence.

Children were nurtured and supported throughout their daily experiences.

Staff had created a fun learning environment that was fully immersed in Gaelic language.

Children's needs were at the core of the service and they were offered exciting play spaces through high quality furnishings and equipment.

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

1.1 Nurturing Care and Support

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

Staff had developed a very good nurturing and inclusive ethos in the service, and this was evidenced through their very warm and caring approach towards children. One parent told us "This a loving nurturing environment, the staff truly get to know each child and show love and care." The interactions between staff and children were responsive and engaging. This helped children feel loved, safe and secure. Respectful interactions took place from all staff at the children's level and these were delivered with kindness and compassion.

Medication administered and stored in line with best practice guidance. We saw evidence that this was audited monthly ensuring that children received medication as detailed in their personal plan. We witnessed tooth brushing was well managed in the service. Staff had good infection control procedures at this time. They encouraged children to brush their teeth in the recommended time, but also made it fun which encouraged children to make healthy choices.

Children and their families were warmly welcomed into the service by staff. We observed staff talking to parents at drop off time which was personal to the individual family, and we could see the positive relationships staff had formed with them. One parent told us "Staff are so welcoming when we come into the playroom. They always make time to speak to us and together we explore new strategies to support our child"

Personal planning reflected the holistic needs of each child to improve their wellbeing and support positive outcomes. Staff had worked closely with families to gather and share effective information on children's personal preferences and their life outside nursery. Relevant staff worked proactively with children, families, and other professionals to identify appropriate next steps and strategies based on individual needs and prior learning. Staff demonstrated to us the importance of ensuring children's wellbeing was supported, before they move onto their individual next steps. This information was used consistently and effectively by all to ensure positive outcomes for children.

The service did not offer lunches at the time of inspection. This will be offered to families before the end of March 2024. We seen that staff had taken time to consult with children and parents what they would like lunchtime to look like. Staff were looking forward to offering children a lunchtime experience based on current best practice, their allergies, likes and dislikes.

Children enjoyed a social snack and staff and were offered opportunities to develop their independence and social skills. Staff supported those children who needed it at this time. This part of the day was unhurried, it was a relaxing and calm experience for all. Meals were nutritious and children were able to request more food if still hungry and dietary and allergy requirements were catered for carefully, respectfully, and safely.

1.3 Play and Learning

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

Children were meaningfully and actively involved in leading their play and learning through a balance of spontaneous and planned high quality experiences that promote children's choice and independence. Well considered innovations and creative approaches successfully engaged children's imagination and enrich their play and learning. These play experiences contributed to develop children's skills in language, literacy and numeracy. The staff had created a fun learning environment that was fully immersed in Gaelic language. Children were leading their own play and learning through a balance of planned and spontaneous activities indoors and out. Some experiences were being shared with parents through See Saw and the management team, shared with us, their plans to enhance this.

Staff had identified through their Improvement Plan to increase children's attainment through their well thought out phonological tracker. They had created six tasks to enable them to do this along with success criteria. We could see that children were embracing these experiences and staff told us that children were progressing well in this area of their learning. They told us that the rhythm and beat associated with phonological play enabled children consolidate their skills to use Gaelic language in their every day play. One parent told us "My child has learned a lot more Gaelic than I had expected him too in his 4 months attending nursery."

Progress for children around maths, early literacy and emotional wellbeing are well thought out. Most staff were confident in making judgements about their key worker child's trackers. There were very good transition arrangements in place for children moving onto Primary One. Nursery staff and school staff work together to ensure that nursery children were comfortable and confident moving into the primary section. Staff and parents have told us that the increase of the hours of session that will be available from March 2024, will ensure better outcomes for the children who use these.

We saw that children moved easily around the play areas independently and transporting toys as they wished. Staff took time to listen, talk and communicate with children. Effective use of questioning extends children's thinking, widens their skills, and consolidates their learning through play. This meant staff could respond meaningfully to children's needs, wishes and this supported children's overall wellbeing and sense of belonging. We saw that there were meetings arranged for parents to come in and discuss, any aspect of their child's play and learning. Staff told us that they valued this opportunity to meet with parents on an individual basis. These discussions ensured that children's care and learning routines were individual to their needs and were delivered with kindness and compassion.

Staff had a good understanding of child development, relevant theory, and practice, and skilfully used this to support quality play and learning experiences. They supported the emotional resilience of children and families through holistic and nurturing approaches to secure children's wellbeing including, the right to play. Staff observations and skilled interactions promoted children's creativity and curiosity.

The basis of the learning in the service is firstly that it will have a strong focus on listening and talking in Gaelic through a play based curriculum, which was monitored and tracked by the team leader and depute head of the school. This was shared with children and parents, along with effective suggestions to parents what can further support this at home.

One parent told us "There is a feeling of community and strong values here and staff hold high parents involvement in their child's learning." We noted that the take home teddy programme was being extended to ensure that all areas of the curriculum can be easily explored at home and nursery.

How good is our setting?

5 - Very Good

2.2 Children experience high quality facilities

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

We found the service to be welcoming, and well-ventilated. Children had ample space for their needs. We observed children taking good care of their resources and the environment was calm, but also encouraged children's creativity, curiosity and sense of wonder. This gave a strong message to children that they matter and they had ample space for their needs. One parent told us "I feel my child is safe, secure and extremely happy. Staff are welcoming and I feel it is a very clean environment." There was a secure entry system in place which was monitored by staff. Glasgow City Council, management and staff had worked hard on the visual environment developing play areas following the last inspection, with a focus on ensuring the environment was organised and inviting. Children's artwork was displayed which celebrated their achievements. Management and staff should continue their journey in reviewing and evaluating the play space outdoors which will support children's engagement and problem solving.

Play spaces both indoors and out were developmentally appropriate. Children had access to a wide range of resources that supported and challenged their play and learning. Lots of loose parts and opportunities to be creative were well used by children outdoors. Staff planned areas within each play space in response to children's interests. One parent told us "class size is small so my child gets lots of interaction." Staff completed daily registers. We observed staff communicating very well with each other to ensure they were accounting for all children. Registers were accurate and used to show how many children were in the playroom and how many were outside.

There were maintenance records in place. We noted that some aspects of these were not always followed up by the local authority for action, we discussed that the management should continue to pursue the outstanding points for action, to ensure appropriate safety measures were in place.

Risk assessments were in place for play spaces, and on sampling these we found they detailed risk clearly and any mitigation and measures that were required. This supported children's safety.

We sampled accident and incident records which are held in children's individual files and found these were being shared with parents. Staff annually received appropriate training on infection prevention and control and were confident in ensuring a high quality safe environment for themselves and the children in their care.

Protection of children's personal information was paramount and complied with relevant best practice. Managers and staff were well-informed about their responsibilities.

How good is our leadership?

5 - Very Good

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, therefore we evaluated this key question as very good.

The nursery was well supported by a strong, approachable headteacher and depute head who delegated responsibility appropriately to the nursery team and involved them in the development of the service. The day to day management of the nursery was carried out by the Team Leader, who had promoted a clear vision that helped staff to develop meaningful aspirations for children and their families.

Self-evaluation enabled the service to deliver high quality care and support tailored towards children's and families particular needs and choices. We saw evidence of staff and management consulting with families about extending the current play session. The result is that children will be offered a longer day in nursery, which includes lunch. Parents have responded well to this and these new slots will be available from end of March 2024, however those parents wishing to remain on their current sessions can do this. One parent told us "I'm looking forward to longer hours at nursery, to support my work pattern and then I do not need to juggle going between two different nurseries. This will also be more settling for my child."

There were three priorities identified in this current improvement plan these included:

Ensure children's attainment of phonological awareness increased by 60%.
Almost all children will make very good progress in their physical development.
Improve the health and wellbeing of staff and children.

These improvements were supported and developed through small tests of change and rigorous moderation.

Staff understood the importance of keeping parents informed of their child's individual needs and wishes, but also the wider issues impacting on the service. Parents are updated at drop off and pick up times, along with the play sessions that were offered. Staff and management also make good use of See Saw and Nursery newsletters to keep parents informed.

How good is our staff team?

5 - Very Good

4.3 Staff Deployment

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

At the time of inspection there was ample staff in place to meet children's needs. Staff told us that this allowed them more time, to support children on a one to one basis, which is crucial when delivering a second language to children. Staff used this time as well to visit other establishments offering children a full day provision. One parent told us "My child loves the staff and coming to nursery, she cannot wait to tell me what she has learnt." Staff had explored best practice documents and were now confident that they will be able to offer the children in their care, a very good experience that meets their specific needs. All were at the early stages in embedding the rights of the child throughout all areas of play and learning. Staff told us that this needed to be offered to children in a meaningful way that upholds children's rights.

Staff engaged well in the inspection process and were open and honest during discussions. Staff felt supported by the management team and were able to approach them with any concerns. All staff were observed to work well together. This helped to contribute to a happy and welcoming atmosphere. Staff felt valued and listened too. They told us that the Team Leader worked hard to ensure staff get time to discuss and reflect the overall developments of the children's environment along with time to reflect on Children's Individual targets.

The manager and staff recognised that continuity of care was important for children. Staff breaks were planned well to minimise disruption and to ensure appropriate levels of staffing, such as during children's lunch time. Good use was made of the differing experience, knowledge and skills of the staff group to ensure children's experience across the whole day was positive and that they were safe. Staff told us that they worked well together and felt valued by the manager. They told us that they were proud of the nursery and were enthusiastic to provide the best outcomes possible for the children and their families. One parent told us " Staff are lovely, kind, caring and it feels like a mini family in nursery." Staff had a clear understanding of how children develop and learn. They made good use of professional development opportunities that linked directly to enhanced outcomes for children, these included, early literacy strategies, total immersion and audit toolkit and child protection refresh, to name a few. We could see that staff used this learning well to encourage children to use books and extend their language. This resulted in better learning outcomes and fun for children.

Effective team working, fostered a warm atmosphere where staff were courteous and respectful, in this service. 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.

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?	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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