

## St. Clares Day Nursery Day Care of Children

22 Drumlanrig Avenue  
Glasgow  
G34 0JD

Telephone: 01417 713 512

**Type of inspection:**  
Unannounced

**Completed on:**  
20 March 2024

**Service provided by:**  
Glasgow City Council

**Service provider number:**  
SP2003003390

**Service no:**  
CS2003014936

## About the service

St. Clares Day Nursery is a daycare for children service, situated within a residential area in Easterhouse, Glasgow. The provider is Glasgow City Council. It was registered with the Care Inspectorate in April 2011.

The service provides a daycare service to a maximum of 76 children, 24 children ages six-weeks to two-years, 20 children aged from two-years up to three-years, and 20 children aged from three-years to not yet attending primary school. The accommodation comprises of four main playrooms for children, with direct access to outdoor areas that children can access daily.

The service is located close to local shops, amenities, and transport links.

## About the inspection

This was an unannounced inspection which took place on 19 and 20 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.

To inform our inspection we:

- Spoke with children using the service, and their family representatives.
- Spoke with staff and management
- Reviewed 26 completed questionnaires
- Observed practice and daily life
- Reviewed documents.

## Key messages

- Children benefitted from warm, caring, nurturing staff who knew their needs well.
- Children were engaged in meaningful play and were supported and challenged by staff effectively.
- Children experienced high-quality mealtimes.
- Staff had developed meaningful relationships with each other, families, and children.
- The service had a strong vision, values and aims that were celebrated and encouraged.
- Children benefitted from access to a wide range of stimulating resources and a well-furnished homely environment.
- Excellent parental engagement was benefitting children and families.
- The manager and team had developed excellent improvement planning and self-evaluation practices.
- The management and staff team engaged with the inspection process well and were keen to take forward any suggestions for improvement.

## 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?	6 - Excellent
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 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.

### Quality indicator: 1.1 Nurturing care and support.

Children experienced warm, caring interactions and support from skilled staff. Staff cared for children in line with their personal preferences recorded within children's personal plans. Staff responded to children's requests sensitively while supporting their rights and their independence. We received positive feedback from parents about their children's care. Comments we received included:

"My child always communicates well about his time in nursery and I feel this is a reflection on the time taken by the staff working within them through out the day".

"Warm, friendly and nurturing. You feel part of a family at St. Clare's. My child loves going to nursery and is happy when there".

Children enjoyed a social snack and mealtime with their peers and staff. Children were fully involved in the preparation of lunch time, where they set the tables attractively. Older children benefited from a rolling lunch. This meant children were able to come to a natural pause within their play when they wanted to go for their lunch. Children within the under three years rooms sat around tables with staff. They had lots of room and the positioning of tables had been carefully thought out to make the experience calm, unhurried and supportive to all. Children were offered opportunities to develop their independence and social skills. Meals were nutritious, and dietary and allergy requirements were catered for carefully, respectfully, and safely. We concluded staff had developed and facilitated high quality mealtimes that were nurturing for children and supported their overall wellbeing and development.

All children received a personal plan drawn together using wellbeing Indicators; Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included (SHANARRI). Plans were created in partnership with parents and reviewed and updated in line with guidance. Staff also met with management to discuss individual children's wellbeing, achievements, next steps, and strategies needed to support them to reach their full potential. We discussed with the management team the benefit of recording this information within personal plans, to ensure all staff have the information to hand when needed.

Medication was stored and administered in line with best practice guidance. This meant when children needed medication it was stored and administered safely in line with their needs.

Sleep time was managed well. Safe sleep checks were in place along with a safe sleep policy. Most of the younger children slept after lunch time however, a few children were able to rest at other times in line with their sleep routines recorded within their personal plans.

Children benefited from a skilled staff team who worked very well with other professionals and families to create strategies to support children with additional support needs. Management had invested time in training for staff that supported them to develop their skills and knowledge of children with additional support needs. Almost all staff who provided feedback strongly agreed "I am confident I have the skills and knowledge to support children and their families".

This meant that children were receiving care which met their individual needs.

### Quality Indicator: 1.3 Play and learning.

Children were actively involved in leading their play and learning through a balance of spontaneous and planned high quality experiences. Experiences promoted independence, choice, and creativity. For example, children enjoyed exploring playdough, they confidently collected additional resources such as feathers and pasta to support and extend their experience. Children had the opportunity to develop their language, literacy and numeracy skills throughout their play, staff encouraged this naturally in their interactions. We concluded children were having fun as they experienced high quality learning and development opportunities.

Floor books were in place to record learning linked to children's play interests, they gave children opportunity to reflect and consolidate their previous learning. During our observations children were keen to share their floor books with us. For example, one child described how they had been recycling materials and how this helped to prevent animals in the wild from choking on unrecycled plastics. Staff used an online app to record children's individual observations and share them with children's parents. We observed children asking staff to take photographs of their work to share with their families on see saw. Parents who provided feedback agreed or strongly agreed 'I am fully involved and informed about my child's learning and development'. We reviewed evidence that this learning was extended and consolidated at home. This meant the service were valuing parental contributions to children's learning.

Planning approaches were child-centred and responsive to children's interest. Planning was individual for all children. Staff gathered observations of children's interests, and used this to plan learning experiences that support their interests and stages of development. Planning documentation linked to best practice national guidance documents. This supported and guided staff to gather children's achievements and show their progress. We reviewed evidence that children were progressing well because of the child-centred planning approach being used by staff.

We found staff had a very good understanding of child development. They supported children's right to play and skilfully offered support and challenge when needed. Children were empowered to be fully involved in their play and learning through the skilled interactions of staff. Staff were observed using effective questioning to extend children's learning and thinking. This meant children benefited from a staff team who were skilled in observing and extending their learning.

Children's opportunities for play and learning were enhanced by strong community links and opportunities for play beyond the setting. This included visits to parks, open spaces, and the local allotment. Children's visits beyond the setting were recorded within the children's floor book. This allowed for children to revisit their learning, and chat about their community links with staff, families, and their peers.

## How good is our setting?

**5 - Very Good**

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.

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

The setting was comfortable, furnished to a high standard, homely, welcoming, and benefited from natural light and ventilation through open windows. Children had ample space for their needs. Children benefited from a wide range of resources to support their play and learning. Soft areas had been created throughout the play spaces, with lights and natural decorations to support a homely feel. This supported children's wellbeing and sent a strong message to children that they matter.

The indoor and outdoor environments were well structured and developmentally appropriate for children. Spaces were well resourced and set out attractively. They reflected children's interests and invited them to explore and be curious. For example, when outdoors children shared with us that they had planted vegetables and plants in their outdoor area. Staff and children told us they were going to expand the growing area for children to plant and harvest foods for their snack time. This meant children benefited from a reflective staff team who used their interests to grow and develop the environment.

Most of the day older children benefited from free flow access to the garden area. When children free flowed to outdoors the play space was calmer and better supported children's wellbeing. We asked the management to continually review this and ensure free flow access is supported throughout the full session. This supported children's choice within their play and learning and promoted their right to play.

The management team had reduced the number of children being enrolled within the setting. This has allowed for one of the play spaces to be used to support older children's rolling lunch. Out with lunch time the space was multipurpose and used for staff to carry out experiences with children away from the busy play spaces. Staff also used to space to meet with families at regular family engagement events. This creative use of space further supported children's wellbeing, and fantastic family engagement.

Arrangements were in place for monitoring, maintenance, and repair for the building. Maintenance was reported to the janitor and then reported on to local authority for swift repair. The management were proactive in ensuring repairs were escalated and fixed quickly. Staff completed daily risk assessments. They highlighted a range of potential risks, and detailed clear mitigations and measures that were in place to support the environment to be safe. This meant children benefitted from being in a safe, secure, and well-maintained environment.

The staff team had established systems to ensure children were always accounted for. We observed staff undertaking head counts and checking registers were correct throughout the day. This kept children safe.

Infection, prevention, and control (IPC) policies and procedures were in place. For example, we observed staff and children practice effective hand washing, the building was visibly clean, and bedding was managed well. This protected children and staff from the spread of infection.

## How good is our leadership?

**6 - Excellent**

We evaluated this key question as excellent, where performance was sector leading with outstandingly high outcomes for children.

### **Quality indicator: 3.1 Quality assurance and improvement are led well.**

The service had a powerful shared vision values and aims that reflected the high aspirations of children, their families, staff, and the wider community.

The vision values and aims were agreed in partnership with families through effective consultation. It was revisited yearly to ensure it was updated to reflect best practice, and mirror the views of all children, staff and families. The vision was displayed and celebrated across the service, and it was represented through a picture visual that supported everyone's collaboration. This meant that the management and staff team had successfully embedded a shared vision, that supported sector leading practice, resulting in experiences and outcomes for children and families which were of outstandingly high quality.

A culture of self-evaluation and improvement planning was evident with the whole staff team. We found the management and staff team valued their professionalism and corporate responsibility. For example, staff had come together with other services within their learning community to share and moderate practice. This meant the high-quality practice identified within this inspection had opportunity to influence positive outcomes for children across the established learning community.

Children, staff, and families were meaningfully involved and influenced change within the setting. People's views were used to measure the impact of change and as a starting point for improvement. Varied excellent consultation and communication methods were used. This included formal questionnaires, daily conversations, wall displays, voice recordings of people's views, and written feedback from families after events. Almost all parents who provided feedback strongly agreed, "My child and I are involved in a meaningful way to help develop this setting and our ideas and suggestions are used to influence change". We saw evidence that the manager skilfully shared feedback with all staff, children, and families. The feedback clearly outlined what the service could do to meet suggestions and requests for improvement. We were confident the highly skilled management team had embedded high quality practice that used people's views to measure change and support continuous improvement.

Parents were empowered to be meaningfully involved in the life of the setting and their children's play and learning. We observed parents coming into the nursery playrooms and spending quality time with staff talking about their children's day. During the first day of inspection, we observed a numeracy themed stay and play session. Families were invited into the nursery playroom to learn from their children about the exciting opportunities they had to increase their numeracy skills while at play. We reviewed evidence that these events took place regularly, and the focus was decided through highly effective consultation and improvement planning. The high-quality parent engagement and partnerships was having an excellent impact on children's wellbeing and ownership within the service.

The highly skilled management team ensured high-quality practice was at the heart of their improvement planning. A well understood, comprehensive and meaningful improvement plan was in place. The manager and staff team were meaningfully utilising Education Scotland's guidance: How good is our early learning and childcare, Care Inspectorate's guidance: A quality framework for day-care of children and school-aged childcare, and other current best practice guidance to successfully self-evaluate the service. For example, a new rolling lunch had been carefully introduced for older children. Staff used Care Inspectorates Guidance 'Food Matters' to carefully reflect on their own practice and consider what high quality lunch time practice would look like for them. As they implemented the new agreed lunch routine, they carried out observations and gathered people's views to measure the change had been an improvement. As a result, we observe children's lunch time experiences to be of outstandingly high quality.

A quality calendar was in place to support the self-evaluation and improvement plan actions. We reviewed the evidence the management team had gathered, and the process used to self-evaluate the service. For example, a raising attainment numeracy project was being led by a member of the management team. Management spent time with staff to support their practice and confidence around numeracy.

As a result, children's attainment data evidenced children had made significant progress and achievements in numeracy. We found this to be a sector leading approach to self-evaluating practice. The management's excellent use of data and people's views was supporting them to make positive improvements to the outcomes for children, and to share an evidence-based rationale behind the changes they had made or had planned.

## How good is our staff team?

**5 - Very Good**

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.

### Quality indicator: 4.3 Staff deployment.

The management team recognised and valued the importance of ensuring that the service was appropriately staffed throughout the full day. Staff breaks were planned in a way that minimised the impact on children, while allowing staff to rest and be refreshed. For example, at lunch time additional staff were on hand to meet all children's needs before staff went for their own breaks. High quality staff deployment meant staff were supporting nurturing experiences and were able to meet all children's individual needs well.

Staff communicated and worked well together, to ensure children were safe and engaged in quality experiences throughout the nursery session. They were proactive when anticipating where and when support might be needed. Staff feedback suggested effective teamwork was a key strength of the service. This created a respectful atmosphere which ensured children's experiences were high quality, positive, and appropriately supported throughout the day.

Staff knew children very well and secure relationships between them had been established. We witnessed children being supported by staff in ways which were appropriate to meet their needs. For example, children who required individualised support at lunch time were given this. Additional staff were on hand to support the tasks needed associated with meal times, while key staff sat with children and supported their development and wellbeing. This meant that children felt safe, secure, and happy in a service where a caring staff team nurtured and supported them. Parental feedback about the staff team was positive. Comments we received about the staff team included:

"The staff team are friendly and approachable; my child has developed strong attachments to the staff in her room".

"The staff I have met throughout the years are very caring towards my child and my family".

Some parents told us: when staff are off, they don't get notified about this, meaning they are unsure who was responsible for the task normally completed by their child's keyworker. We discussed this with the management, and they agreed parent communication around staff absence could be improved. The management should ensure parents are notified about staff changes as they happen and what procedures are in place to support children of those key groups while their keyworker are off.

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](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?	6 - Excellent
3.1 Quality assurance and improvement are led well	6 - Excellent

How good is our staff team?	5 - Very Good
4.2 Staff recruitment	5 - Very Good
4.3 Staff deployment	5 - Very Good

## To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at [www.careinspectorate.com](http://www.careinspectorate.com)

## Contact us

Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

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

0345 600 9527

Find us on Facebook

Twitter: @careinspect

## Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iartras.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.