

## Victoria Road Nursery Day Care of Children

40 Coplaw Street,  
Govanhill  
Glasgow  
G42 7JE

Telephone: 0141 424 1063

**Type of inspection:**  
Unannounced

**Completed on:**  
27 March 2024

**Service provided by:**  
Glasgow City Council

**Service provider number:**  
SP2003003390

**Service no:**  
CS2003014883

## About the service

Victoria Road Nursery is a new purpose built service located in the Govanhill area of Glasgow. This was the service's first inspection since moving to their new premises. The service is provided by Glasgow City Council and is registered to provide care to a maximum of 87 children aged from two years to those not yet attending primary school.

The service is conveniently located close to transport links, schools, nurseries, shops and parks.

## About the inspection

This was an unannounced inspection which took place on 26 and 27 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 attending the service
- spoke with staff and management
- received electronic feedback from 12 families whose children attended the service
- received electronic feedback from 24 staff who worked in the service
- observed practice and daily life
- reviewed documents.

## Key messages

- Children were cared for by staff who were kind and nurturing in their approach.
- Facilities for children to play and learning indoors and outdoors were a major strength of the service.
- Children benefitted from plenty of space and natural light.
- The service had very good links with other schools, nurseries and community partners. They worked collaboratively to meet the needs of their learners and the community.
- The strong management team had embedded a culture of self evaluation and reflection which had improved outcomes for children and families.

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

### Quality indicator 1.1: Nurturing care and support

Staff knew children very well, they were kind, gentle and responsive to children and their individual needs. Children who required additional support were very well supported by staff who were trained and understood their developmental stages. The service had very positive links with other professionals. We saw evidence of meetings and contact that had taken place with other professionals to ensure children and families received the right kind of support at the right time.

The service had monitored and made changes to mealtime routines for children. They wanted mealtimes to be a calm, nurturing and sociable experience for children. The introduction and development of rolling lunches meant that children were choosing when they went for lunch. Smaller groups meant that staff could closely supervise and support children to make good choices. Children were confident and encouraged to be independent at lunchtime. We observed children choosing their own food and selecting their own drinks. Sensitive gentle conversations took place between children and staff. Staff were aware of children with dietary requirements and ensured their needs were met. Children were included in the setting up of lunchtime, staff used this time to extend children's learning. For example, a child was asked to collect three plates, when she brought them back, she was encouraged to count out the three plates.

We looked at how the service managed the safe recording, storage and administration of medicine. We discussed with the manager and depute manager where gaps in recording had been identified. Additionally, we provided suggestions about how the medication could be stored in a more manageable way. For example the service could add children's photographs to medicine storage boxes and use individual consent forms for each medicine rather than multiple medication being logged on one sheet. In some cases clearer information was needed relating to signs and symptoms of when medication may be required.

Wellbeing indicators were embedded in the service's approach to personal planning. Each child had a personal plan which identified their needs, likes and dislikes. We could see that plans were updated as and when children's needs changed. Children who required additional support had wellbeing assessment plans in place which also closely linked the well-being indicators. We suggested that the template used for personal plans could be clearer to show at a glance children's needs should they need to be cared for by a member of staff who did not know them.

### Quality indicator 1.3: Play and learning

Children were observed to be very engaged and having lots of fun at nursery. They were secure in their environment and were confident in leading their own learning. All playrooms, indoors and outdoors were well resourced with quality resources which encouraged children to explore and be curious.

Outdoor children had lots of opportunities to play, learn and explore their natural environment. During inspection we observed children playing in mud, mixing mud, measuring, counting and planting. Children were learning about risks and the benefits of risk taking. We observed groups of children around the firepit which they later used to toast bread and make porridge.

Children enjoyed this activity and were respectfully behaved to ensure their safety. It was clear that children were very secure in the routine of fire pit use and being safe. Resources outdoors were exciting and were of interest to children.

The service involved children and were very involved in their local community. They worked in collaboration with the local community to understand cultural celebrations. They had responded to the needs of the local community by learning about and celebrating Ramadan and preparing for the festival of Eid. During our inspection, we observed an activity where children were exploring dates as part of their learning about Ramadan. As well as the cultural learning staff supported children to cut the dates and in doing so used mathematical language such as "we have two pieces that's two halves, if we cut them again, we will have four, that's four quarters."

Staff were skilled in recognising children's cues and in developing and challenging their thinking. Children had many opportunities to develop their numeracy and literacy skills. Children were confident in their exploration of resources and activities and using them to enhance their learning.

Staff were skilled at observing and recording children's experiences, progress and achievements. We saw meaningful observations were being recorded and shared on children's individual profiles on the see saw app. Staff linked planning and progress to the Curriculum for Excellence. Robust tracking and data collection helped to identify gaps in children's learning and progress. Staff used these gaps or areas for development to plan next steps.

## 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

Children benefitted from an environment that had been recently purpose built and well planned to support a safe, effective and nurturing learning environment. We found the environment to be bright, clean and spacious. The manager shared with us concerns around windows and how they could not be opened safely. This had been reported to the local authority and appropriate actions were being taken to address the issue. We were reassured that this issue was being addressed.

We looked at how the service minimised the spread of infection. We found that effective policies and procedures were in place to ensure that children were kept safe and healthy. The manager worked closely with janitorial, cleaning and catering staff to ensure that roles and responsibilities were clear and everyone worked to the same high standards.

Children were kept safe through a range of safety measures, for example, attendance records, secure entry to premises and risk assessments. We asked the manager to ensure that the entrance to the service office space was kept locked to ensure a more secure reception bubble. This had been agreed at the time of registration. The manager agreed to do this immediately.

Staff used spaces available to them well. Rooms and play spaces had been carefully thought out and planned to ensure positive experiences and comfort. The layout of the playrooms was set out to enable children to engage in a wide variety of play activities on their own, in small or larger groups. Cosy spaces where children could feel safe and secure had been created using soft furnishings and lighting.

This gave children a place to relax which supported their wellbeing. Although playrooms had direct access to outdoors the service were not providing a free flow experience for children. We discussed this with the management team who shared that this was something that they planned to introduce. They planned to provide additional outdoor training for staff to ensure this opportunity could be offered safely. Providing a free flow outdoor/indoor experience for children would further improve their experiences and outcomes.

## How good is our leadership?

**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 3.1: Quality assurance and improvement are led well

The management team were friendly and approachable. They engaged positively with inspectors and were keen to share their developments and improvements. Staff who provided feedback told us that they found the management team supportive and that they felt involved and consulted about any changes or improvements that were being tested. Involving staff created a strong ethos of empowerment.

The 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 management and staff team were familiar with and used 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. 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 observed children's lunch time experiences to be very positive.

Self evaluation and reflective practice was at the heart of the service. Staff had regular opportunities to reflect on their own and each others practice. Regular team around the table meetings, peer observations and moderation meetings had increased staff's skills and confidence in reflecting and carrying out small tests of change. Where changes had been made consultation with staff, families and children had been carried out. This helped measure the impact of the changes and provided the opportunity for staff to celebrate success with families. All parents or carers who provided feedback strongly agreed or agreed that they and their children were involved in a meaningful way to help develop the setting and that their ideas and suggestions were used to influence change.

The management and staff team respected parents and carers in their child's care and in the life and work of the service. Although the service faced challenges ensuring that communication was clear and understandable to families with English as an additional language they shared information well. We could see that the service used a variety of mediums, including technology and visual aids to ensure that information was shared and meaningful to parents and carers. Where there was a need for translation services the manager was proactive in organising. These procedures helped to make sure that all families felt included and involved in the service.

**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**

Parents and carers who provided feedback were very positive about the staff team. They were confident that there was always enough staff in the setting and that staff had the skills, knowledge and experience to care for their children.

Staff were committed to professional development and used training and best practice guidance to keep up to date. Staff were motivated and keen to take on specific areas of development and lead on developing particular areas of the curriculum. Staff were clear that in order for any learning that had taken place to be effective it had to be cascaded amongst colleagues. This meant that all staff were benefitting from the learning and in turn outcomes for children were improved.

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 to. They told us that they valued the time they got to meet, discuss and reflect on their own individual progress and children's development.

During our inspection there were enough staff to support and meet the needs of children. The management team recognised and valued the importance of ensuring that the service was appropriately staffed throughout the full day to enable this to happen. Staff shifts were carefully planned to ensure that there were enough staff at the beginning and end of each day.

Staff breaks were planned in a way that minimised the impact on children, while allowing staff to rest and be refreshed. Effective staff deployment meant staff were supporting nurturing experiences and were able to meet all children's individual needs well.

There had been some recent changes to the staff team, these changes had been well managed. The management team worked hard to welcome and support new staff in the setting. We saw evidence of a robust induction and mentoring process which helped to settle and build confidence in new staff. The service was very good at ensuring children and families were made aware of any changes to staffing or routines through their settings digital platform. This helped to make children and families feel valued and secure 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 service should improve formal systems for self evaluation and monitoring of children's learning, staff performance, and of the service as a whole. The manager should implement a robust system from monitoring and recording progress and achievements across the service.

**This area for improvement was made on 30 October 2018.**

#### Action taken since then

The service had robust systems in place to monitor and evaluate children's learning and the service as a whole. Quality assurance systems and procedures had led to improvements in the service. 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?	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

## 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.