

# Barrachnie Nursery Day Care of Children

19a Barrachnie Road  
Garrowhill  
Glasgow  
G69 6HB

Telephone: 01417 718 331

**Type of inspection:**  
Unannounced

**Completed on:**  
14 March 2024

**Service provided by:**  
Barrachnie Childrens Nursery Ltd

**Service provider number:**  
SP2011982764

**Service no:**  
CS2011299938

## About the service

Barrachnie Nursery is provided by Barrachnie Childrens Nursery Ltd. The early learning and childcare service is in partnership with Glasgow City Council to provide commissioned places for children aged between three and five years. The service operates from a converted building that is close to local shops and amenities in Garrowhill, East Glasgow.

The centre can accommodate 94 children aged from birth to those not yet attending primary school. The setting operates over 50 weeks a year. The accommodation consists of:

- four playrooms
- one large open plan area used for mealtimes
- access to an outdoor play area for physical play and outdoor learning
- changing and toilet facilities for children
- office, catering and staff facilities.

## About the inspection

This was an unannounced inspection which took place on 7 and 8 March 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:

- spoke with children using the service
- reviewed feedback from parents whose children attend the service
- spoke with management and staff
- observed practice and staff interactions with children
- reviewed documents.

## Key messages

- Children experienced warm and nurturing care to support their wellbeing. They were cared for by kind and caring staff who knew them very well.
- Staff managed children's transitions well. Children and families were involved in decision making and settling in was tailored to the individual needs of children.
- Planning approaches to play and learning were child centred.
- More regular planned outdoor play opportunities within park and woodland spaces beyond the limitations of the nursery setting would extend existing opportunities for children to experience fresh air and enjoy challenging play.
- The management team and staff had made very good progress with a recent refurbishment of the nursery and should continue with plans to develop outdoor learning.
- The service was well led by a strong, approachable manager who was motivated to deliver positive change for children and families.
- There was a very respectful ethos in the service with staff treating children as individuals. Staff communicated well with each other and worked together to ensure effective supervision and quality engagement with children across the day.

## 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?	4 - Good
How good is our setting?	4 - Good
How good is our leadership?	5 - Very Good
How good is our staff team?	4 - Good

Further details on the particular areas inspected are provided at the end of this report.

## How good is our care, play and learning?

4 - Good

We evaluated this key question as good overall where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

### 1.1 Nurturing care and support.

Children experienced warm and nurturing care to support their wellbeing. They were cared for by kind and caring staff who knew them very well. Staff demonstrated a genuine interest when interacting with children. We saw children being given cuddles and praise and being comforted by staff when needed. We saw most staff engaging effectively with children using language to support and extend discussion and facilitate learning, for example, what could you use that for now?, how will you make the spaghetti?

Staff had gathered lots of information about children which was contained in personal care plans. They worked closely with families to gather key information, and care plans were reviewed regularly to ensure they reflected children's individual preferences, likes and dislikes. Staff used information contained in care plans to promote consistency and continuity of care for children.

Detailed and regularly reviewed personal planning systems were in place for all children. Staff made effective use of national guidance on personal planning including 'Realising the ambition' and 'Getting It Right for Every Child' (GIRFEC). Staff understood the importance of effective observations and assessment in identifying next steps for learning for children. Children's learning and development was recorded and tracked. This meant that staff could easily identify areas where individual children may benefit from additional support.

Most staff were using personal planning information to involve families in decisions about their child's care and development. This helped to promote parental awareness of actions that were being used in practice to help individual children achieve their learning goals. The management team was ready to implement a new app for parents to assist with immediate access to children's daily experiences and learning and development. We asked the manager to carefully monitor this and provide support to staff to effectively use the app. Good systems were in place to support children with additional support needs. This included multi agency involvement serving to maximise potential outcomes for children's learning and development.

Staff managed children's transitions well. Children and families were involved in decision making and settling in was tailored to the individual needs of children. We saw younger children moving between the playrooms for under threes which further supported their confidence, emotional wellbeing and future transitions. It also helped children who had already moved rooms to revisit attachments and bonds with key staff, helping nurture positive relationships.

Throughout the various play sessions we observed in the the service, it was clear that children experienced sensitive and respectful caregiving. We saw senior staff supporting and guiding new, less experienced staff. We observed staff being responsive to children's changeable interests and demands. Children were spoken to and listened to in ways that encouraged them to feel valued and included.

Mealtimes were relaxed and sociable for children. Staff sat at tables with children and promoted independence, encouraging them to self serve their food and drinks and clear away their plates. We heard a range of social chat where children reflected on their morning in nursery. Children were given alternative food if they didn't like the food choice on offer.

Personal care routines were carefully and sensitively managed. Changing areas for children met the requirements of national guidance on nappy changing.

Sleep arrangements for children complied with national guidance to maintain safety and security. Children were supervised by staff at all times when sleeping.

The medication policy and procedures were satisfactory. We asked the manager to review storage of medication and this was immediately addressed during the inspection process.

We asked the manager to continue to encourage staff to access a range of best practice guidance which would further enhance care and support for children.

Parents comments included;

"I am more than happy with the care my two year old receives."

"The staff know each child well and provide great care."

"The attention the staff pay to my child. Not just the staff from his room but from all rooms - they all know my son by name and take time to stop and chat to him when entering and leaving nursery."

"Detailed verbal feedback at the end of the day which keeps me informed of what my son has enjoyed and disliked that day. This allows me to build on his experiences when playing/learning at home."

"The level of care my child receives. The awareness not only my child's keyworker but all staff have of the needs of my child."

### 1.3 Play and learning.

Staff worked hard to provide a variety of quality learning experiences by continuously promoting choice, children's interests, as well as reflecting on individual achievements.

Planning approaches to play and learning were child centred. This helped children to feel valued and gave them a sense of belonging. Children were having fun choosing where to play and resources to use for play. Some staff were familiar with and using schemas to support children's play. Children's repeated actions in their play helped staff to gain an insight into their interests, promoting engagement in learning and extending thinking.

Most staff took time to extend conversations with children about their play and used some well-timed open ended questioning to further extend and challenge thinking and learning. We found that some staff used observations of children's significant play interests to adapt their support for and resourcing of play experiences. Recorded next steps for children's play and learning were specific to each child's needs.

We observed staff using open ended materials that engaged children's imagination and enriched their play and learning. Staff were developing the use of loose parts resources to help to develop children's cognitive skills, critical thinking and problem solving skills.

Play materials were easily accessible to children. We saw children enjoying stories and books, making spaghetti, making rainbow playdough. Staff interacted effectively supporting language and communication, helping children to extend their thinking and consolidate their thoughts and ideas through play.

We asked the manager to continue to support staff across the nursery to identify and evaluate play experiences that children find engaging and challenging. This would help to promote children's sense of ownership and leadership of play and would particularly support children with additional needs.

Promoting children's voice, giving children opportunities to express themselves, listening to their input and ideas could help older children to identify and assess their own learning, further developing child centred play.

We highlighted, and the manager and staff agreed, that more regular planned outdoor play opportunities within park and woodland spaces beyond the limitations of the nursery setting would extend existing opportunities for children to experience fresh air and enjoy challenging play. The senior management team agreed to make this a focus of future staff resourcing as well as improvement and professional development planning.

Parents' comments included;

"I wonder if the learning experiences could be more responsive which may engage my two year old more with things that he likes."

"I like the range of activities and opportunities that my son is exposed to including sensory, musical and literacy. No 2 days are the same and staff base these on the interests of the children in the room."

## How good is our setting?

**4 - Good**

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

### 2.2 Children experience high quality facilities.

The management team and staff had made very good progress with a recent refurbishment of the nursery. New resources and furnishings had been purchased and a programme of decoration was in place. Future plans included development of the outdoor area and a new sensory room for children. The provider had greatly invested in the service and this resulted in a more attractive environment and improved experiences for children.

The setting was well planned, comfortable, warm and child friendly. Children had lots of space to freely move around and staff had created a homely environment with space for children to relax. Play spaces reflected children's interests and provided a range of opportunities for active play and learning. Resources were of good quality and were accessible to children. This helped children to feel respected and valued. We saw staff helping children to use resources in their own way to develop their play and match their own interests and intentions. Children were shaping and designing their own play outdoors, supporting imaginative play and problem-solving. Children were settled and confident within their environments, accessing and taking part in the experiences on offer.

Children could access toilet facilities adjacent to the playrooms. Where children needed support, this was carried out in a designated changing area meaning children's dignity and personal preferences were respected.

There were playroom quality assurance checklists and risk assessments in place to monitor areas and ensure safety and security for children. Infection prevention measures and controls were also in place. Staff worked well together to identify and minimise risk to children within the setting, both indoors and outdoors. This meant that children's activities were not compromised and they were supported to enjoy some challenging, fun experiences.

The premises, resources and equipment were well maintained. Maintenance recording systems identified high, medium and low risk areas of work. The provider employed their own staff to immediately complete any work required to ensure safety and security for children and staff.

Accidents and incidents records were completed and shared with parents. Monthly audits were carefully completed to identify any areas of potential risk or concern. An action plan was in place to address these.

Children's information was stored securely within the office. This ensured that children's personal information was safe and protected.

We asked the manager to continue to progress plans to redecorate the playrooms, develop the garden area and prioritise access to community facilities and outdoor environments. Overall this would provide a broader range of experiences for children, enhancing physical, mental and emotional development.

Staff comments' included:

"I disagree that the setting is supporting children's current interests and curiosities. This is mainly directed to outdoors as at this moment there isn't much for them to do even though the garden is going to get done up but not being made aware when this would happen."

Parents' comments included:

"Not sure if it happens for the older kids but more outdoor adventures with grass/trees/nature."

"Better outside facilities."

"I really wish they were taking the kids out, there is a park close by as the garden area is not very good at all, I feel the kids should be out and about more and not stuck in doors."

"Whilst the garden has improved enormously, it could still be enhanced with perhaps more ride-ons for the kids, maybe some plants for them to tend to. The kids do love the garden I must say, and are always keen to get out there."

## 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 people, therefore we evaluated this key question as very good.

### 3.1 Quality assurance and improvement are led well.

There was a range of quality assurance processes in place to ensure that children experienced good outcomes. These involved children and families and included moderation of planning, children's voice and parents' questionnaires to obtain feedback. The manager and staff were consulting with parents to create a clear vision for the service. Questionnaires had been given to parents, and staff planned to gather additional children's comments.

We found that the new management team, within a short timeframe, had developed a comprehensive understanding of the strengths of the service and what was needed for improvement. They had aspirations for the service and children. They fully appreciated the importance of partnership working, using the views' of children and families, as well as partners, to inform the future planning and development of the service. Self evaluation and improvement plans were clear and facilitated continuous improvement to support outcomes for children and families.

The service was well led by a strong, approachable manager who was motivated to deliver positive change for children and families. The manager and depute manager were visible and welcomed parents into the service each day. Within the leadership team the manager provided good direction to staff who told us that there was a strong sense of teamwork and an open and honest ethos in the service. We found that staff were motivated, well led and passionate about improving outcomes for all children. Staff morale was good and this impacted positively on children's care and experiences.

Staff told us how the management team provided a clear focus for their shared team work including setting out clear responsibilities and expectations. Staff were aware of the service improvement plan. We found that the team worked together effectively to evaluate and reflect on their practice. Some staff had champion roles and were keen to take forward current ideas, develop and implement best practice guidance. Team meetings took place regularly and staff had the opportunity to take part in one to one meetings with management. These provided an opportunity to discuss any improvement ideas and identify any related training needs. Staff training was recorded and monitored.

The new manager and senior staff were fully committed to developing the service and the provider was committed to investing in and supporting this development.

Staff' comments included:

"The leadership from the new managers is a lot more supportive and willing to help staff."

Parents' comments included;

"I have seen a lot of positive changes within the nursery since management changed last year we get more information via monthly news letters for upcoming events and what my daughter will be learning and focusing on, my daughter enjoys her days here and has had no problems thus far and I'm sure she will continue to grow and develop well with the help of the staff at the nursery."

"My child is thriving under the leadership of Nicole and Bernadette."

## How good is our staff team?

**4 - Good**

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

### 4.3 Staff deployment.

Staffing levels supported delivery of good care to children. Staff were deployed based on expertise and experience to ensure that their differing experience, knowledge and skills were well used to support children. Senior staff mentored new and trainee staff. Staff communicated well together and supported each other in their shared work roles, for example, all staff moved around the playrooms providing staff cover when required. As a result all staff knew children well and this helped to promote continuity of care for children. Staff shared information and observations of children with other staff.

A robust induction process supported newly appointed staff to meet children's needs. The induction programme helped new staff to settle into their roles and become part of the staff team. Support from senior staff ensured that new staff were clear about their roles and responsibilities. Staff told us they had regular daily discussions about how best to meet children's individual needs, ensuring that they felt included and cared for. Children who required additional support were well supported by staff to feel respected and



included in daily experiences. We observed staffing arrangements at children's meal times and found these generally contributed to calm, relaxed and positive experiences for children.

There was a very respectful ethos in the service with staff treating children as individuals. Staff communicated well with each other and worked together to ensure effective supervision and quality engagement with children across the day.

Staff told us that they were well supported by the leadership team. This helped to build positive working relationships. Staff were happy, engaging and sharing tasks through working as a team. They were included and listened to at staff meetings. Staff breaks and lunches were organised to minimise disruption, ensuring the day ran smoothly to support the play, care and learning of the children.

Arrangements were in place to promote continuity of care across the day and ensure positive transitions and communication with families. Keyworkers were available to chat and exchange information with parents. We saw staff sharing information with parents about their child's day. The new app would enhance this process, demonstrating learning and progression, allowing parents to contribute to children's learning journals and easily follow play and learning activities.

Staff engaged in some professional learning activities that built on and sustained their practice. We discussed this with the manager and asked her to continue to support staff with opportunities to extend their professional learning, for example, multi disciplinary and face to face training and professional dialogue.

All staff had a clear understanding of their responsibility to keep children safe and protected. Child protection training had been completed, supporting staff to keep their knowledge up to date. Staff were clear on reporting and recording procedures.

Staff told us how much more positive and confident they were since the new management team were employed. They were more supported and valued the opportunities for team building.

Staff' comments included;

"The leadership in this setting have been supportive since I started in January. They have given me opportunities to enhance my own learning. As well as consistently checking in about how I am feeling and if any help is needed."

"Since starting I have had many conversations with management team asking if I am okay, how I am getting on and if there is anything they can help support me with."

Parents' comments included;

"The staff are really friendly and passionate and work hard to give the kids life skills as well as teaching and play."

"The staff in Rainbow Room really take the time to attend to my child's needs. When my daughter feels overwhelmed the staff know exactly how to respond and have put measures in place working with myself to help regulate some of those behaviours. The activities that are planned really help to push my daughter's capabilities. She gets to be involved in lots of activities we wouldn't necessarily be able to do as much of at home."

"The staff all know both my boys well. My oldest has recently left to go to primary school and he had a lovely relationship with all of the staff, particularly his key workers. They knew him so well and were responsive to his needs. My 2 year old has been displaying some tricky behaviours recently and the staff in

his room have collaborated with us to try and understand the reasons behind these behaviours and have worked to come up with strategies to support him. Overall, I feel that the staff are dedicated to the children in their care."

## 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

To support children's health, safety and well-being needs, children should be cared for in a safe and comfortable environment. Particular attention should be given to the monitoring of temperatures within playrooms to ensure heating and ventilation can be adjusted to comfortable levels within the service.

This is to ensure care and support is consistent with Health and Social Care Standards, which state 'My environment has plenty of natural light, ventilation and heating can be adjusted to meet my needs and wishes' (HSCS 5.21).

**This area for improvement was made on 16 March 2023.**

#### Action taken since then

This area for improvement has been met.

#### Previous area for improvement 2

To keep children safe and secure, the service should further develop risk assessments of the outdoor environment. Consideration should be given, but not limited to the following areas: • Reviewing the outdoor risk assessments currently in place and updating accordingly to include periods when the gate is left unlocked when children are not using the outdoor space. • Monitoring of staff's implementation and the recording of daily risks assessments.

This is to ensure care and support is consistent with Health and Social Care Standards, which state 'My environment is safe and secure' (HSCS 5.19).

**This area for improvement was made on 16 March 2023.**

#### Action taken since then

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?	4 - Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	4 - Good

How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - 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?	4 - Good
4.3 Staff deployment	4 - 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.