

# LANGA Street Nursery School Day Care of Children

83 Langa Street  
Glasgow  
G20 0SG

Telephone: 01419 463 721

**Type of inspection:**  
Unannounced

**Completed on:**  
5 April 2024

**Service provided by:**  
Glasgow City Council

**Service provider number:**  
SP2003003390

**Service no:**  
CS2003015979

## About the service

Langa Street Nursery is provided by Glasgow City Council. The nursery is registered to provide a care service to a maximum of 55 children aged two years to those not yet attending primary school.

The service is located in the north of Glasgow close to local amenities such as parks, shops and schools. The children are accommodated within two large playrooms and separate dining/multifunction area. The children have direct access to a large outdoor area.

## About the inspection

This was an unannounced inspection which took place on Wednesday 3 and Friday 5 April 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 feedback from 13 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 a skilled staff team who worked well together.
- Staff had positive relationships with children and families.
- Management should develop auditing and monitoring of procedures.
- 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?	4 - 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, kind and nurturing in their approach with children. Children were happy and confident in approaching staff and were affectionate with staff. Staff knew the children well and were attentive to their needs. One parent commented, 'Staff know all children and parents by name and always have a chat about how my child's day has went, progress they are making'. We could see that clear friendships had been formed between children.

Lunch was a relaxed and unhurried experience. A rolling lunch approach meant that children could eat when ready and that their play and learning was not disrupted. Children's independence and life skills were promoted through self-serving opportunities. Children were confident in self-serving and were supported by staff when needed. Staff sat with children throughout meals and engaged in conversation with them, making the experience sociable and fun. Staff were aware of children's dietary requirements, and meals were provided to meet these. Children experienced high quality, nurturing lunch time's that supported and developed their skills.

Home visits were used by staff as an opportunity to gather key information about children and families prior to starting the service. This helped staff to meet the children's needs and family wishes. Personal plans were in place for all children and the information contained was relevant and helped staff to know and care for the children and meet their individual needs. Strategies to support children with additional support needs were identified in children's Wellbeing Assessment Plans. These strategies and other information were not available in the personal plans and some information was difficult to find. We discussed with management that plans should be streamlined and used as living documents to ensure all staff knew how to meet the current needs of every child. Personal plans should be regularly monitored and audited to ensure that all staff were completing them to the same standard, **see area for improvement under quality indicator 3.1**.

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 commented, 'The staff are welcoming, friendly and truly care for my children and our family unit. Staff always welcome child and parent into the nursery every morning with a smile and are so positive'.

We reviewed the storage and administration of medication within the service and found that medication was stored and administered safely. All staff had attended child protection training and were confident in the procedures they had to follow. This helped to ensure children were cared for safely.

### Quality indicator 1.3: Play and Learning

We observed children having fun and being fully engaged in their play and learning. Children were offered a balance of spontaneous and planned experiences to participate in and were able to lead their own play and learning. Children had access to a range of resources which sparked their curiosity and imagination such as potion making with water and flower petals. One child told us, 'I like playing, and when the teachers do books and singing and playing outside'.

Play experiences supported children's numeracy, language and literacy skills. Staff used skilful language to promote language and numeracy. For example, one child was painting a pattern and the staff member extended this by asking what came next and 'what colour comes after green in your pattern?' Staff knew when to observe and when to extend children's learning. Children benefitted from free flow access to outdoors. The outdoor play areas offered opportunities for risky play and children were confident in leading their own play outdoors.

Planning for children was based upon their interests and staff used observations to establish their interests and their individual learning needs. Staff met regularly to discuss planning and to evaluate children's learning. Learning and development was tracked to establish children's progress and develop next steps for learning.

The service had recently introduced sharing children's learning with parents online. Floor books of each groups learning gave children the opportunity to have their voice heard and be involved in evaluating their learning. Staff used Leuven scales, a tool for monitoring a child's well being and involvement in different activities. We discussed how tracking this would help gain a better understanding of children's engagement and wellbeing. Makaton, a communication tool using signs, symbols and speech to support communication, was used by staff when singing songs to develop children's understanding and we observed children responding with Makaton.

Parents had recently been involved in numeracy and literacy programs with their children. As part of this they were able to explore books, take part in number activities and take resources home to engage with their children. One parent commented, 'My child has been involved in maths session where we were to go along and we played games and have even been able to take a game home to play and learn with'. This gave parents the opportunity to be involved in their children's learning.

## 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, secure, well resourced outdoor area. The environments were furnished to a high standard. The service made good use of lighting and material to soften the rooms and make them feel more cosy. This gave children the sense that they mattered.

Children had access to cosy areas where they could rest and relax and there was ample room for their needs. There was a variety of resources available which children could easily access including art resources, block play, puzzles and books. This promoted their independence and gave them the opportunity to lead their own play and learning.

The environments were structured to take account of children's age and stages of development. Equipment in the service was well maintained with plenty of natural resources including a large block play area and loose parts. The large outdoor area was spacious and safe and offered opportunities for risky play including balance equipment and tyre swings. Children had access to a mud kitchen, loose parts and areas where they could sit and rest. One parent commented, 'There's a fantastic outdoor area with various activities/ toys/nature for children to explore'.

Children benefitted from access to the local community with visits to local parks and shops. The service has strong links with local businesses and charities which allows them to offer a food bank and school uniforms to families. They also receive resources from some of the local businesses including sand which they will be using for their indoor sandpits.

Infection prevention and control procedures were in place and followed by staff. This helped to make sure children were cared for in a safe setting. Staff used a register and whiteboard to account for children in the service and to note when children went outside. This helped to ensure that children were cared for safely. Risk assessments were in place which staff completed regularly. We discussed with management that these should highlight the risks identified and the mitigations and measures in place to support children's safety and should be used as working documents.

## How good is our leadership?

4 - Good

We evaluated this quality indicator as good as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

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

The management team were friendly, approachable and engaged well with the inspection process. Staff told us management were approachable and supportive.

An improvement plan was in place which was shared with families and staff. This meant that staff knew what was needed to deliver best outcomes for children and families. We saw evidence of improvements based on the plan including the introduction of the online system for parents to see children's learning and the implementation of wellbeing courses for staff.

Parents, staff and children's voices were valued and sought by the service. This included the introduction of rolling lunches where parents were invited along to see how it would work and if there were any changes they would make. Staff were also consulted and we could see the changes based on their suggestions. For example, water being available for children at the tables they sat at instead of on the serving table. Newsletters and daily conversations were used to communicate with families. This helped them to have ownership of the service and to feel involved in their children's time at nursery.

A quality assurance calendar was in place to support monitoring of practice and systems. We found some gaps within the quality assurance systems within the service including the monitoring of personal plans and environments. Monitoring of staff meetings and one to ones would help ensure they took place regularly and took account of staff wellbeing needs. We discussed with management the importance of monitoring and auditing within the service to ensure that children and families receive the best care and staff are supported in providing this, **see area for improvement 1**.

The manager had joined the service recently and had started to introduce a distributed leadership approach. Staff had champion roles and team leaders had responsibility for specific areas, for example support for children with additional support needs and medication auditing. One to ones gave staff the opportunity to discuss training needs and identify and support they required. This meant staff were being supported to have high aspirations and confidence in their ability to support high quality outcomes for children and families.

**Areas for improvement**

1. As part of the quality assurance procedures the management team should continually audit and review children's personal plans and environments. Monitoring of staff meetings and one to ones should be developed to ensure staff are supported in providing care for children in line with best practice guidance.

**This is to ensure the service complies with the Health and Social Care Standards (HSCS) which state: "I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes." (HSCS 4.19).**

## 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 there were enough staff to meet ratio's and children's needs. The service was experiencing staffing issues with multiple staff being off. We received feedback from staff that suggested when staff were off, the provider was unable to allocate supply staff to cover. More supply staff were currently being recruited. We concluded although staffing was a challenge for the staff team some of the time, the manager had deployed staff accordingly, using their skills to best meet the needs of children. As a result, we observed children having high quality experiences and interactions from staff. Staff were very dedicated to ensuring all children's needs were being met and children achieved their full potential.

Staff worked well together as a team and communicated well with each other when leaving areas. There was a mix of skills and experience among the team which helped staff to deliver positive outcomes for children. Staff shared information with each other regarding children's care which meant all staff knew what children's needs were. Staff told us that one of the strengths of the service was their teamwork and support of each other. One staff commented, 'At Langa street we are great at working as a team and working together consistently in order to help children develop and becoming independent and confident learners'.

Staff were responsible for their own areas within rooms which meant resources were available for children which met their needs and interests. A keyworker system was in place which meant children knew who they could go to if they needed help or support. This also helped staff to know the children they cared for. Some staff told us they felt better use of staff deployment would support all staff to get equal protected time to keep up to date with personal learning and paperwork including personal plans.

Staff understood the importance of having positive relationships with children and families. One staff commented, 'I feel my relationship with parents and carers is very good. I enjoy getting to know each individual child and building up a trusting and supportive relationship'. Parents told us that they felt staff knew the children and families well. One parent commented, 'Staff are quick to notice any changes in children and praise them for new developments and always speak of child in positive manner'.



## 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?	4 - Good
3.1 Quality assurance and improvement are led well	4 - 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 iarrrtas.

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.