

# Quarrybrae Nursery Class Day Care of Children

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Glasgow  
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**Type of inspection:**  
Unannounced

**Completed on:**  
15 May 2024

**Service provided by:**  
Glasgow City Council

**Service provider number:**  
SP2003003390

**Service no:**  
CS2023000202

## About the service

Quarrybrae Nursery is provided by Glasgow City Council. The nursery is registered to provide a care service to a maximum of 40 children from 3 years old to not yet attending primary school at any one time.

The service is located within Quarrybrae primary school in the east of Glasgow close to local amenities such as parks, shops and schools. The children are accommodated within one large playroom, and separate dining/multifunction area. The children have direct access to an outdoor area, school gym and pitch.

## About the inspection

This was an unannounced inspection which took place on Tuesday 14 and Wednesday 15 May 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 people using the service
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- received electronic 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.
- The service should continue to develop planning processes to meet children's needs.
- Children benefitted from a skilled staff team who worked well together.
- Staff had positive relationships with children and families.
- Management should develop quality assurance processes to include children.
- 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?	4 - 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?

4 - Good

We evaluated this key question 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 1.1: Nurturing care and support.

We evaluated this quality indicator as very good, where significant strengths supported positive outcomes for children.

Staff were warm, kind and nurturing in their approach with children. Children were confident and happy within the setting. Staff knew children well and were attentive to their needs. One parent commented, 'The team each have individual groups to look after, but they also take time to build relationships with the other children, so they are there if they need help.'

Mealtimes were a relaxed and unhurried experience for children. There were opportunities for self-serving, which could be extended to allow children to further develop their independence skills. We discussed with management the importance of staff sitting with children throughout meals to encourage a sociable experience and ensure children were safe. Management informed us that they plan to introduce a rolling lunch approach which would help children develop their independence and allow them to choose when to have lunch. An extra member of staff would also be employed to ensure staff sit with children throughout their meals.

Personal plans were in place for all children, which helped to support their wellbeing. These were created in partnership with parents, which helped to promote continuity of care for children. Relevant information was included in the plans to enable staff to meet children's individual needs. Wellbeing targets for children were identified in partnership with parents and reviewed every month. This helped parents to be involved in their children's care and development. Parents told us that these meetings helped them to know their children better. One parent commented, 'Regular formal meetings with my child key teacher are always set up to discuss my child progress. Those meetings are always great and I receiving 100% of attention during this time in calm, quiet place without any time restrictions'. Plans were regularly reviewed and updated with parents to ensure children were receiving care which met their current needs.

Strategies to support children with additional support needs were identified in children's wellbeing assessment plans. The service had positive working relationships with outside agencies such as social work and speech and language therapists, which supported positive outcomes for children.

Staff told us that one of their strengths were the positive relationships they had with children and families. As a new service they had taken the time to get to know the families and build relationships. We observed families being warmly welcomed into the setting. Families were invited into the service to take part in various activities such as story sessions and stay and play groups. One parent commented, 'As parents, we have been encouraged to pop into the nursery to read books in different languages to allow children to come in contact with different languages and connect with our children and their friends in nursery settings'. This helped maintain positive relationships and gave families a sense of belonging in the setting.

### Quality indicator 1.3: Play and learning.

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.

We observed children having fun and being fully engaged in their play and learning. Children experienced a balance of spontaneous and planned activities and had opportunities to lead their own play and learning. We saw that children had access to a range of resources which promoted their curiosity, imagination and problem-solving skills. This included, for example, loose parts, puzzles, craft activities and large block play. One parent commented, 'My child loves sand and water and he has unrestricted access to this type of play all year round in the nursery. He also loves plants and gardening and now he is proudly looking after plants they grow from seeds in the nursery'.

The play experiences offered to children provided opportunities to develop numeracy, literacy and language skills. For example, one staff member used pictures to help children recall the story of 'The very hungry caterpillar'. Staff used skilful questioning and interactions with children to promote their learning. This included asking 'what letter comes after J in your name?' Staff knew when to observe and when to extend children's learning.

A new reflective planning approach was being introduced at the service. Staff gathered observations about children and planned experiences that linked to their interests and stage of development. Staff used Education Scotland's 'Curriculum for Excellence early level experiences and outcomes' to track children's learning. Observations of children's learning were shared with parents online. Staff worked with parents to set targets for their children's learning. This helped them feel included in their children's experience in nursery. We discussed with management how they could further develop their approach to clearly capture children's input in the planning. This should include planning next steps with children and supporting opportunities for children to revisit and consolidate their previous learning.

All children had the opportunity to play and learn outdoors during our visit, with direct access to an outdoor area. We observed children having the opportunity to lead their own play and learning outside through loose parts play and water play. The opportunity for free flow access to outdoors was not being maximised. Management informed us they were in discussions with the provider to be able to keep the doors to outside open to allow children this opportunity. This would enhance children's opportunities to choose when to play outside and lead their play and 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 benefited from direct access to a well-resourced outdoor area. The large indoor playroom offered a variety of play and learning experiences. This included sand and water trays, a large block area, sorting games and cosy book area. The setting made good use of the indoor environments, which were furnished to a high standard. This gave children the message that they mattered.

Children had cosy areas to rest and relax, and there was ample room for children's needs to be met. One parent commented, 'The team are so professional but caring it really is a happy environment for the kids to play and learn in which as a parent I'm happy the children are safe and cared for'. Children also had access to the gym hall within the school and school pitches. This gave the children further areas to develop their physical skills.

The environments were structured to take account of children's stages of development and learning. The resources were easily accessible for children, which promoted their independence and gave them the opportunity to lead their learning. Equipment in the setting was clean and well maintained, with plenty of natural resources. Risk assessments were in place, and management carried out daily assessments to record any potential risks and hazards. All staff attended annual health and safety training. This meant children were cared for by staff who understood how best to keep them safe.

The outdoor area was safe and spacious, and offered a variety of stimulating resources including loose parts, a planting area, and mud kitchen. Children were confident in exploring the outdoor environment independently and had opportunities to lead their own learning. For example, children were using loose parts to create their own large marble runs. There were opportunities for risky and challenging play such as creating balancing equipment out of crates and other loose parts. A small woodlands area and two outdoor areas were being refurbished to allow children access. When developed these will allow further outdoor learning opportunities.

**How good is our leadership?****4 - Good**

We evaluated this key question 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 they found the management team to be supportive and approachable. One staff member commented, 'I feel supported because I've been able to upskill my development in the areas I wanted to develop which makes me feel more confident to develop and support children where I can'. This meant staff were supported in delivering positive outcomes for children.

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 parental engagement activities. As the plan was created for the service opening, management agreed that moving forward staff, families and children would be involved in identifying strengths and areas for development. This would help everyone to be involved in development of the service.

Families and staff's voices were valued and sought by the service. Parents questionnaires were shared to evaluate the service and feedback was given. The service had just introduced a 'you said, we did' board to let families see feedback. Staff told us they were also consulted about any changes or improvements made in the service. We discussed with management the importance of introducing strategies to include children in their quality assurance process. This would help them to have ownership of the service and feel part of the improvement process.

Management had begun to introduce a distributed leadership approach. Staff had been allocated champion roles for different areas including parental engagement and literacy. Continuing with this would allow staff to develop their responsibilities and skills. Regular staff meetings and one to ones gave staff the opportunity to reflect on their practice and note any support that they required. This meant staff could identify any support needed to help offer better outcomes for children and families.

## 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 that there were enough staff to meet children's individual needs. As a newly formed team, staff had worked together to develop their relationship and understand each other's skills in order to deliver positive outcomes for children. One parent commented, 'My child has developed so well from the time he joined the nursery the encouragement from the teachers is absolutely incredible'.

Staff worked well together as a team and communicated well with each other when leaving areas or needing support. There was a mix of skills and experience among the team, which helped staff to deliver positive outcomes for children. One staff commented, 'Being a newly opened service I feel the successes are the environment and that staff provide a nurturing safe space for children and support parental engagement with strong relationships being built'. Staff told us that one of the strengths of the service was their teamwork and support of each other. Staff were vigilant of children at all times and noted when children entered and left the setting. This helped to keep children safe.

Staff were responsible for their own areas and ensured these were well maintained and resourced for the children. 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 get to know the children they cared for.

Staff understood the importance of having positive relationships with families and children. One staff commented, 'We have four weekly meetings with the parents, and it gives us both the chance to talk about their child's development and how they are getting on at nursery and at home and if they need any support or assistance to help their child or themselves'. Knowing the families and children well helped staff to offer care which met their individual needs.

Staff development was actively encouraged within the service. Staff had protected time off the floor for professional reading. Staff told us that this helped them to develop their practice. Staff had attended training to enable them to meet children's needs and help offer positive outcomes. This included creative music training, which staff said developed their understanding of how music could help develop children's language skills. Staff photo boards helped families and children to know what staff were in the service and their roles.



## 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?	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

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