

# Cumbernauld Campus Nursery, New College Lanarkshire Day Care of Children

New College Lanarkshire  
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**Type of inspection:**  
Unannounced

**Completed on:**  
10 May 2024

**Service provided by:**  
Board of Management New College  
Lanarkshire

**Service provider number:**  
SP2003000959

**Service no:**  
CS2003004627

## About the service

Cumbernauld Campus Nursery is provided by the board of management of New College Lanarkshire.

The provision is registered to provide six children 0 - under two years, 10 children two - under three years and 48 children three years and over. The service operates between the times of 08:30 to 17:00 Monday to Friday during term time.

The service is provided from a self contained unit on the New College Lanarkshire campus. Children have access to play rooms that have been designed to support their needs and interests. All children have access to a secure outdoor play area.

## About the inspection

This was an unannounced inspection which took place on 07 and 10 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 a small number of children using the service
- gathered the feedback from 15 family members of children using the service
- spoke with staff and management present on the days we visited the service
- gathered feedback from 10 staff using a questionnaire
- observed staff practice and children's experiences
- reviewed documents.

## Key messages

- Children were confident and settled within the setting. They had lots of fun learning and playing with their friends.
- Staff had formed extremely positive bonds with children and families, through meaningful engagement they ensured expectations and needs were met.
- Well designed play spaces ensured children had access to high quality play and learning experiences.
- Improvement planning could be further enhanced by leaders undertaking further development to support them measure the impact of changes being made.

## 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?	4 - 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 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 were happy and having fun playing with their friends and staff. They were very confident with the daily routines and in making choices about their day. Close bonds had been formed between the children and staff. Children told us they liked coming to the nursery and they liked the staff. All the parents confirmed they had strong bonds with the staff. Staff were caring, respectful and provided comfort and reassurance to support children's wellbeing.

Children and families were supported through meaningful transitions. For example, when starting the service, moving into a new playroom and moving onto primary school. Parents were fully involved in all decisions about their child's care and were kept well informed of the needs and progress. One parent told us 'You can see from the ways we receive my child is having the opportunity to take part in fun experiences ...'. and another told us 'Whenever I need to speak to my child's keyworker, they take everything on board in relation to their develop etc.'

Staff recognised the importance of relaxed and unhurried mealtimes. They had been working hard to further enhance children's independence and choice at mealtimes. Children gave the food provided a thumbs up and told us they liked the food on offer. Children had access to drinks throughout their day, they were confident getting drinks from the water stations.

Staff gathered meaningful information about the children. They found out what matter to them and their personal preferences. One parent shared with us that 'My child's care is put first in every decision.' The staff planned settling in visits, got to know the children's routines and planned how best to support them. Children's records could be further enhanced to reflect the staffs knowledge of their needs and how staff supported them in practice. For example, by identified targets being specific, measurable, achievable, relevant, and time-bound (SMART) and clear strategies recorded on how these will be achieved or monitored.

Relationships were a strength within the setting. Parents told us that they had formed positive bonds with staff and they were made to feel welcome. One parent told us 'The moment you walk in the building, there is a sense of welcoming, everyone says hello & make a fuss of my child.' another parent told us 'Staff are like family, makes me feel so confident and safe leaving my child.'

### Quality indicator 1.3 Play and learning

Children's play and learning was planned in response to their needs, wishes and choices. All children were able to self select if they wished to play inside or outside. Children told us they liked playing outside and the youngest children smiled and laughed as they explored outdoors.

The inside play areas were well designed to promote children's choice and freedom to make decisions about their play and learning. Children's daily routines were planned around their needs. Staff had considered children's attendance patterns, needs and personal preferences. The daily routine was relaxed and supported smooth transitions.

Children were having lots of fun playing outside. They were experimenting with different ways to use their bodies, such as climbing and riding bikes, which were very popular. The older children's outdoor play and learning could be further enhanced to support and extend their thinking. The service had plans in place to address this, through the use of the new outside classroom. The youngest children were having great fun transporting and experimenting with materials. For example, playing with water pouring and filling and gathering and rolling balls down tubes. Staff working with the youngest children provided play and learning experiences that supported their preferred types of play.

Early literacy and numeracy was well established in children's play and learning. Various materials and experiences were provided, with children making good progress mark making and using numbers during play. Children were able to discuss their learning and talk to the inspector about what they had been learning. Children had a keen interest in science and learning how things worked. Children had fun learning whilst participating in a wide range of play, mark making, pretending to be at school in the imaginary classroom and to problem solving in the construction area.

## 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 main entrance to the setting was secured and monitored closely by staff. Staff welcomed all visitors and ensured they were known to them before they entered. The entrance to the premises is welcoming and provides lots of information for families and visitors, through the use of well positioned displays. Children had a designated space to keep their things, giving them a sense of belonging.

Children were cared for in designated playrooms designed to meet their needs and interests. The setting had three playrooms to cater for babies, toddlers and young children not yet attending primary school. Each playroom had access to a outdoor play area. In addition, they had rooms for private meetings. Parents told us they were welcomed into the service and felt staff worked in partnership with them to plan their child's care. This included daily drop off and collection, stay and play days and parent meetings.

The younger children's playrooms were in good condition and well organised, meeting the needs of the children. The space and materials were well planned, the children enjoyed exploring how their bodies worked using different equipment and were learning using their senses. Resources had been considered to support children's development. They had access to nappy changing facilities and toilets close by. Children could sleep in cots, buggies outside and beds, staff followed safe sleeping guidance. These rooms provided a cosy, nurturing and welcoming environment.

Children in the three to five years playrooms were able to self-select resources easily and make decisions about their play which supported their independence. The indoors areas were designed to provide a well rounded curriculum, the outdoor area was being further developed. Resources were well placed and easily accessible for children.

The outdoor play learning was part of the service improvement plan. We discussed with staff and leaders how the outdoor play areas could be further enhanced to support high quality play and learning. For example, by providing children with better access to materials to extend their thinking and natural curiosity. A new outdoor classroom had been built, staff now needed to consider how best this could be used to support and extend children's play and learning.

The service made good use of the space available to them. However at this visit, we found items stored in toilet areas, not following infection, prevention and control guidance. The manager agreed and had taken actions to address this before the inspection was completed. The manager should ensure monitoring of infection, prevention and control safety measures are included into the service quality assurance systems. This will allow the manager to address any issues identified, more timeously and effectively.

## How good is our leadership?

4 - Good

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

### 3.1 Quality assurance and improvement are led well

Leaders within the service had worked hard to ensure self evaluation, and the plans for improvement, were supported by all those involved in the service. Staff had a shared vision and told us they were proud and happy to be a part of the service. Parents told us that their views were listened to, almost all strongly agreed they were meaningfully involved in developing the service. Parents provided extremely positive feedback about the service, they did not share any areas where improvements could be made.

The service had a good understanding of the improvements they wanted to accomplish and ideas on how to achieve these. Further development and training would support the service in having a more meaningful improvement plan. Improvement priorities needed to be more specific and measurable to ensure the identified outcomes for children continued to improve. The leaders had attended training on effective planning for improvement and agreed some further development was needed.

The service needs to ensure that the quality assurance methods used help drive forward positive changes. Implementing more formal monitoring of children's experiences and staff practice would provide better evidence based evaluations. For example, observations of children experiences, peer assessments and closer monitoring of children's records.

Children voices were being listened to, and used to influence the service they received. Staff were skilled at observing and responding to the youngest children's non verbal and verbal communications. The older children were frequently asked for their views on their care, play and learning. Staff included children's voices when evaluating their experiences and planning future ones. Children's voices could be further enhanced through their personal plans in paper and electronic files.

**How good is our staff team?****5 - Very Good**

We evaluated this key question as very good, where significant strengths impacted positively on outcomes for children.

**4.3 Staff deployment**

Staff employed within the service to deliver direct care and support to the children were all registered or, in the process of, with the appropriate professional body for childcare workers, the Scottish Social Services Council (SSSC). We found that adult to child ratios were maintained, and, where needed, had been adapted to meet the needs of the children.

There was a positive ethos within the staff and strong leadership from the manager. The staff worked hard to provide high quality care and support, this was evident in each play room. Staff worked hard within each area to ensure they were well deployed and informed to meet children's needs.

Staff worked within designated playrooms, which provided continuity and consistency for the children and families. Smooth transitions for children were achieved through well planned settling in visits and being cared for by staff who had created strong bonds with the them. Children felt secure and loved, being supported by staff who knew them well and provided the right care to meet the children's needs.

Most staff had worked in the service for a significant period of time. Although there had been some changes within the staff team, staff were working together to maintain consistency in the quality of staffing. Staff confirmed the service had effective systems in place, for example to cover staff absences.

Staff communications and interactions were nurturing and respectful. Parents were confident that staff had the appropriate skills, knowledge and experience to care for their child and support their learning. Parent's comments about staff included 'Each child is always cared for, anytime you enter the nursery you can feel the atmosphere. Children are happy, safe, have adequate attention from staff and always seem to be genuinely having fun.' and another told us that 'My child is happy to attend and see the staff looking after them in the mornings and is happy and content, fed, clean and alert when I pick them up after work which reassures me that their needs have 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?	4 - Good
2.2 Children experience high quality facilities	4 - 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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