

Glenvue Nursery School Day Care of Children

Dedridge East
Livingston
EH54 6JQ

Telephone: 01506 412 830

Type of inspection:
Unannounced

Completed on:
7 June 2024

Service provided by:
West Lothian Council

Service provider number:
SP2003002601

Service no:
CS2003016166

About the service

Glenvue Nursery School is registered to provide a daycare of children's service to a maximum of 64 children aged from 2 years to not yet of an age to attend primary school at any one time. Of those 64 no more than 10 are aged 2.

The nursery is located in Livingston, West Lothian and in a separate building within the grounds of Dedridge Primary School. The accommodation consists of an entrance foyer, cloakroom area, toilet and nappy changing facilities, kitchen, office space, a staff room, a large open plan playroom with two smaller rooms used for quieter play and mealtime routines. There is also direct access from the main playroom to the fully enclosed outdoor areas.

About the inspection

This was an unannounced inspection which took place on Monday 3 June 2024 between the hours of 9:10 and 16.25. We returned on Tuesday 4 June 2024 between the hours of 8.00 and 17:20 to continue with the inspection. 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 to and interacted with children using the service
- spoke with staff, the head teacher, depute head teacher and a early learning and childcare area support manager from the local authority
- observed practice, daily routines and children's experiences
- reviewed documents relating to children's care and the management of the service
- took into account interactions with families during the inspection and feedback we received from 11 families via an online survey we issued.

We provided feedback to the head teacher, depute head teacher, senior early years officer and the local authority's quality improvement officer - early years on Friday 7 June 2024.

Key messages

- Staff demonstrated a professional, caring and supportive approach during their engagement with children.
- Children's wellbeing was supported as staff knew the children in their care well and made effective use of their personal plan information. Ongoing enhancements to the personal plan systems would support staff to have a clearer overview of information including review dates and any changes made.
- Daily access to fresh air and outdoor experiences supported children's health and wellbeing.
- Quality assurance processes supported a continuous culture of improvement and promoted positive outcomes for children. Ongoing audits of the service would continue to support the ongoing self evaluation and monitor outcomes for children.
- The deployment of staff effectively supported children's experiences throughout the day. Ongoing monitoring of staff deployment by the leadership team would help ensure that staffing levels took account of children's varied needs and routines throughout 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?	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 this key question as very good.

Quality indicator 1.1: Nurturing care and support

Children experienced warm, caring and nurturing approaches from staff which resulted in positive relationships being established. Staff knew the children in their care well which meant that when children needed additional help, staff were skilled to support them throughout the day. For example, giving reassurance and support for children taking part in the school transition sessions and the dental session held in the nursery.

Feedback we received from families about what they liked about the service included, "My son has thrived in the nursery setting and obviously feels safe, confident and supported in his learning experiences" and "Very enjoyable and pleasant place with very kind staff".

Mealtime routines had been developed to enhance children's experiences. There was now a designated space away from the main playroom to support an unhurried and relaxed approach. Routines provided opportunities for children to learn new skills and support their independence. For example, self serving their own food and drinks, learning to spread their butter and to cut up fruits safely with staff support. Staff engagement with children at mealtimes supported social interactions and also meant they could provide children with help or assistance when needed. Staff were knowledgeable of how to keep children safe and this included minimising the potential of choking and ensuring any dietary needs were met.

There was a high number of children who brought packed lunches each day rather than choose a nursery lunch option. Feedback from families included, "I would like the meals to be more balanced and varied but I understand that is not a nursery specific issue". The leadership team were reflective of this feedback and planned further assessment of the lunchtime routines and choices to children's experiences. For example, to help identify the reasons for children preferring a packed lunch and to consider the timing of lunch to further support children who preferred to have their lunch in a quieter space.

Children's overall wellbeing was supported by the effective use of their personal plan information. For example, this included information about children's individual care and support needs, medical needs, dietary needs, strategies of support, achievements and 'all about me' documentation. Systems were in place to support the reviewing of this information with families to ensure this was kept up to date. This along with regular discussions, links with other professionals and consultation meetings enabled relationships to be built and helped staff to respond quickly and sensitively to any changes. We discussed that personal plans should continue to be enhanced to clearly document when reviews of all information have been carried out in consultation with families and any changes made. For example, medical or dietary information. The nursery's ongoing plans develop the personal plan documentation would also support staff to have an overview of information held.

Feedback we received from families indicated that they agreed to the statements "I am fully involved in my child's care, including developing and reviewing their personal plan" and that "Overall, I am happy with the care and support my child receives in this service".

Quality indicator 1.3: Play and learning

Children benefited from a variety of play and learning opportunities both indoors and outdoors. For example, construction, loose parts play, water play, story telling, play dough and other sensory experiences. This meant that they could lead their own play and make choices from a range of experiences. Effective use of questions by staff helped extend children's learning experiences and their engagement. For example, involving children in risk assessing their climbing apparatus before use, watching the ants on the tree and problem solving with their block play.

Feedback we received from families about what their children liked included, "Puzzles, mud play, kitchen play, blocks, painting, water play, gardening and outdoor playing", "I can see clearly an improvement in skills and language. From doing crafts and painting to interaction with nature", "Likes seeing friends and playing outside". Other feedback also outlined that they would like to "Do more cooking".

Children's skills in literacy and numeracy were supported and developed through a variety of resources, opportunities and skilled interactions by staff. For example, story telling, discussions, technology, matching and sorting. Staff skills and the planning approaches meant that children's play and learning experiences were responsive to their interests and life experiences. This included taking on board children's comments, feedback and ideas which were recorded through the floor books and responsive planning processes. As a result, children were engaged and focused during their play.

Children's experiences were assessed and evaluated on an ongoing basis by staff. Information about children's progress, achievements, photographs and their next steps for learning were shared and discussed with families. For example, through consultation meetings, sharing of photographs, regular discussions and the use of online systems. This helped ensure families were included and kept up to date with information about their child's play, learning and development and experiences in the setting. Feedback we received from families included, "The staff acknowledge you and have conversations, very approachable, always updating you on the child's achievements and things they have done", "I feel I can comfortably discuss any issues we are having and be supported through them, in nursery or at home", "Always kept up to date with paperwork and stages and new goals" and "Always finding time to have a conversation with you regarding your child".

However, some children's online information about their achievements and photographs were limited. Feedback we received indicated that some families would like more information about their child's experiences. Comments included, "Perhaps more updates in the app informing of what children do during the sessions" and "Feel more updates on seesaw" (the online system). The nursery reflected on this feedback and plans were in place to develop a consistent approach to information sharing with all families. We also discussed ways the nursery could further share children's daily experiences and learning opportunities with families within the setting. This would ensure that families were kept up to date more regularly about their child's play, learning and development experiences.

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 a welcoming environment which was inviting, well furnished and comfortable. There was also plenty of natural light and ventilation to support children's wellbeing. Children's safety was maintained by a secure entry system to the building and the garden areas were fully enclosed.

The environment was assessed regularly to enhance the layout and resources which helped further support children's choices. This meant children had access to well presented spaces to support their current interests. A variety of soft lighting, seating and furnishings supported quieter, cosy areas within the playroom. Children were confident in their environment and choosing where they wanted to play. They also approached staff when they needed some support, additional resources or to involve them in their play.

Feedback we received from families included, "My child is often, if not mostly, outdoors. Rain or shine, I feel they do their best to accommodate this. The garden project they have been working on currently is absolutely fantastic. You can tell they take great pride in their nursery setting and the children are allowed to be a big part of it" and "Such a wide variety of play. Role play, building, learning numbers/letters, reading, interacting with stories, the list is endless".

Other feedback from parents suggested improvements including "The facility has been around for a long time and could do with a do up" and "Need more space for hanging jackets". The nursery reflected on this feedback and we discussed the ongoing assessment of the environment. For example, parts of the outdoor grassy and planting areas were overgrown. Staff advised that some families had volunteered to assist in the upkeep of these areas. We discussed that further clarity from the local authority was also needed about the routine maintenance of outdoor spaces to enhance the visual appearance and children's experiences.

Children were kept safe as staff were vigilant and worked together to ensure the environment and resources were suitable for children throughout the day. Systems were in place to report any issues or potential risks within the environment which meant that action could be quickly taken to address these. Children were involved in risk assessing the outdoor environment with staff and this continued during their play experiences to support children to make safe choices and remind them of the boundaries. For example, helping children to learn about keeping themselves safe when using climbing apparatus and resources.

There were three garden areas that were used for different types of outdoor experiences at different times. For example, wheeled opportunities, sand, painting, climbing, planting, cosy areas and sheltered areas to support experiences in all weathers. The fences to the front and side of the building were lower which meant there was the potential for children to be able to climb over these. However, staff were vigilant when outdoors to ensure that children's safety was maintained. A further risk assessment was to be carried out to consider the height of the fences as well as the location of resources or furniture. The action taken to minimise any potential risks within the setting should then be documented. For example, some children liked to climb up to look out the window and consideration of alternative options to do this safely was to be progressed. This would help further ensure children's safety.

Children's health and wellbeing was supported through regular handwashing routines throughout the day. Staff further supported and reminded children to also do this when needed. As some children independently accessed toilet facilities, we discussed that staff should continue to monitor children's handwashing routines to ensure that this was consistently and effectively being carried out. For example, after going to the toilet as well as before and after eating.

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.

There was a shared vision, values and aims for the service which helped inform staff practice. Opportunities were in place for parental engagement such as surveys, regular newsletters and the sharing of best practice information to help keep families updated and build on relationships. The improvement plan identified priorities for the development of the service and updates were also shared with families. This meant that families were kept up to date and had the opportunity to influence change within the setting. Families also had the opportunity to be involved in the service through attending Glenvue gatherings, PEEP sessions and consultation meetings.

Feedback from families included, "We have been welcomed in as a family, with the nursery having very much a community feel that is very welcoming" and "PEEP! Absolutely fantastic..... (personal information removed). This has been very important for us to be able to attend and take part".

Quality assurance processes supported the leadership team and staff to assess and reflect on what worked well in the service and identify areas for development. For example, this included regular team meetings as well as audits of children's personal plans, lunchtime routines, the environment, play spaces and staff interactions. As a result, continuous improvements and the sharing of best practice information with staff were well supported and helped identify any training that might support them in their role. Ongoing self evaluation processes including the auditing of children's personal plan information and the routines of the day, would assist the leadership team and staff to identify any action needed to further enhance positive outcomes for children.

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

The leadership team fully recognised the importance of ensuring the service was appropriately staffed to support children's experiences throughout the day. Procedures were in place to cover staff absences and staff worked together as a team to maintain quality experiences for children. As a result, staff were consistent in their approach to support children's individual needs during their play and learning opportunities. However, the effectiveness of staff deployment throughout the day was to continue to be monitored by the leadership team. For example, to take into account the varied arrival and departure times of children during the session, the routines of the day and any individual support strategies for children. This would help identify any potential gaps and ensure that children were supported to reach their full potential. For example, to enable staff to utilise some resources and spaces within the school and nursery to support children's individual needs and cues.

Feedback we received from families included, "Very enjoyable and pleasant place with very kind staff", "Very friendly teachers. Taking good care of children" and "It is a busy nursery with a lot of different areas. I believe wholeheartedly that best efforts are made to ensure there is enough staff".

There was a clear approach to identifying staff roles and responsibilities. For example, staff had responsibility for setting up and working within specific areas of the nursery each week. As a result, this helped support consistent practice and identify what was working well or any areas for improvement. When staff had to move to different designated areas of the nursery to support children, they communicated this effectively with their colleagues. This demonstrated staff understood the importance of their role and were flexible in their approach to team working to support positive outcomes for children.

Staff names and photographs were displayed in the foyer to assist families to get to know who was caring for their child. We discussed that where there were changes to staffing such as supply staff or absences, it would be beneficial for this information to also be shared with families.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at 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

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