

# West End Nursery Day Care of Children

10 Malloch Street  
Glasgow  
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Telephone: 01419 455 179

**Type of inspection:**  
Unannounced

**Completed on:**  
19 June 2024

**Service provided by:**  
L & D Nurseries Ltd

**Service provider number:**  
SP2013012103

**Service no:**  
CS2013318588

## About the service

West End Nursery registered with the Care Inspectorate in 2013. The service is registered to provide a care service to a maximum of:

- six children aged 0 - under one year
- nine children aged one - under two years
- 24 children aged from two years to those not yet attending primary school, of whom no more than 10 are under three years old.

West End Nursery is situated in a detached building with it's own grounds in the west end of the City of Glasgow. Aims and objectives of the service include: "To provide a safe, warm, happy, loving environment; to treat all children as individuals; to provide quality care, based on a policy of equality; encourage children to reach the full potential by ensuring they become confident individuals, effective contributors, successful learners and responsible citizens; to foster a trusting and communicative relationship between children, parents and staff."

## About the inspection

This was an unannounced inspection which took place on Tuesday 18 June and Wednesday 19 June 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 throughout the inspection year.

In making our evaluations of the service we:

- Spoke with several children using the service and reviewed survey responses from six parents whose children attend the service
- spoke with the senior management team and nine staff
- observed practice and staff interactions with children
- reviewed documents.

## Key messages

- The service was very well led by a strong, approachable management team who delegated responsibility appropriately to staff and involved them in the development of the service.
- Children were empowered to be fully involved in their play and learning through the skilled interactions and actions of staff.
- Children's learning and development was supported through a well balanced curriculum.
- Staff knew children very well, responded to their needs sensitively in line with information recorded in their personal plans.
- The staff team and management team engaged with the inspection positively.
- Children benefited from a social and enjoyable lunch time experience.
- The management team had carefully deployed staff across the service to ensure all children's needs were being met well.
- Staff and children respected their environment, taking time to make sure it was homely and welcoming.

## 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

### Quality indicator 1.1 Nurturing care and support.

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children therefore we evaluated this quality indicator as very good.

Strong nurturing relationships and effective communication with parents contributed to children's needs being met. Children experienced kind and caring interactions from staff who took time to listen and respond to their needs. Children's care and learning routines were individual to their needs and were delivered with kindness and compassion. All parents who provided feedback strongly agreed with the statement "Overall, I am happy with the care and support my child receives in this service". This meant children were being supported and nurtured throughout their daily experiences well.

Staff were skilled at building resilience and identifying when children were needing reassurance, love or comfort. We saw many opportunities for children and families to contribute to charities locally and nationally. These included, Children in Need and a local Foodbank. These opportunities installed an understanding to the children of friendship and helping people, who need it.

Cultural, dietary, medication and allergy needs were well communicated to ensure all relevant staff were aware of children's needs and wishes. We witnessed staff encouraging choice, responsibility and independence at this time, while also sensitively helping them make healthy choices for their lunch. Fresh water was available throughout the day and children were encouraged to remain hydrated. Children experienced warm, caring relationships with staff when receiving support with feeding. Where children were weaning, or were receiving their nutrition from milk feeds, this was well planned and in line with parents wishes. We concluded staff had developed and facilitated quality mealtimes that were nurturing for children and supported their overall wellbeing and development.

All children received a personal plan drawn together using wellbeing Indicators; Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included (SHANARRI). Plans were created in partnership with parents and reviewed and updated in line with guidance. One parent told us "My child's keyworker approaches me when the care plan is due to be updated. I feel the nursery acts on my wishes and I can see these being explored with my child." Plans contained the key information that staff needed, to respond sensitively, quickly and compassionately to changes in a child's life. All parents we spoke to, told us that they were fully involved in sharing with staff their child's care and knew about their personal plan. Personal planning reflected the holistic needs of each child to improve their wellbeing and support positive outcomes.

Sleep time was managed well. Safe sleep checks were in place along with a safe sleep policy, which was shared with parents. Children were able to rest or sleep in line with their sleep routines recorded within their personal plans. Children's dignity and privacy was respected, as staff attended to their personal care needs. Staff discreetly supported children to the toilet, sensitively helped them to wipe their noses and asked permission to change their nappies. This ensured children's comfort and promoted their rights.

Medication was stored and administered in line with best practice guidance. Medication storage and records were audited monthly by the manager. This meant when children needed medication it was stored and administered safely in line with their needs.

Children's wellbeing was supported through staff knowledge and understanding of their role in identifying, recording and referring any concerns. This was supported by policy and attendance at child protection training. Staff were working well with other agencies, such as the primary school, to promote a continuity of care and access to further support if necessary.

Communication with families was strong, we reviewed evidence that the service had collected that demonstrated parents felt their views were respected and they were kept informed of their children's progress and the life of the centre. All parents that we spoke with confirmed that they were always welcomed warmly into the service and had the opportunity to discuss their child's care, play and learning. One parent told us "We value coming in every morning and being greeted by the staff. The smiles on their faces and my child's face makes it all worth while."

### **Quality indicator: 1.3 Play and learning.**

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children therefore we evaluated this quality indicator as very good.

Children moved easily around the play areas independently and transporting toys as they wished. Staff took time to listen, talk and communicate with children. This supported children's overall wellbeing and sense of belonging. Children had fun as they participated in a variety of experiences which were developmentally appropriate and relevant to their interests. They had a sense of purpose as they busily played, developing their learning. Staff used a responsive planning approach, that linked to national curriculums such as Education Scotland Curriculum for Excellence Early level and Realising the Ambition Being Me. This meant staff gathered information that supported them to report on children's progress and achievements.

Older children built detailed models using cable reels, cardboard, plant pots and wood. One child told us they had made a spaceship, whilst others discussed how tall and long their models were. Children were using wall art displays to make sense of their learning at this time in the two-five rooms. We could see some children were beginning to recognise the concept of time and how this impacts on their daily life. Others were celebrating the buildings they had made through drawings of their constructions. The materials available to younger children encouraged them to be curious and creative within their play. Younger children were building strong connections in their brains as they explored using their senses. Staff had a rich understanding of the importance of children in this age group feeling safe and nurtured. This was promoted by effective use of photographs of their families around them. Staff celebrated through photographs and displays of the importance of this age group exploring and developing their senses, through sand, water, shaving foam and paint.

Staff promoted positive use of language and vocabulary during conversations with children and interacted well with them during play. They joined in play in many fun ways and at children's level, for example, staff were helping some children make pretend snacks in the house corner for a special party. Staff were developing opportunities for children to learn about literacy and numeracy through play based approaches, in the two-five playrooms. The younger age group were developing their literacy skills through song time, puppets, musical instruments and story time. Staff used very good questioning techniques effectively to help children to think about what to do next to extend their play.

Children's daily experiences were shared with parents through the Family App. We saw that children's learning was enhanced, by parents posting their child's learning, play and fun at home too. All parents we spoke with told us "My child's development is supported through interesting and fun play experiences." We concluded children were having fun as they experienced good play and learning opportunities.

## How good is our setting?

**5 - Very Good**

**Quality indicator: 2.2 Children experience high quality facilities.**

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children therefore we evaluated this quality indicator as very good.

Playrooms were clean, bright, and furnished with natural furniture which helped create calm and relaxing environments. Indoors and out were welcoming and inviting spaces and they all provided children with ample space to play. Children played happily independently or cooperatively in groups which helped them to build positive relationships with their peers and develop their social skills. We noted that the environment in the playrooms had been reviewed by staff to ensure more effective opportunities for play. Resources were well maintained, safe and accessible to children. The service made very good use of the local community and staff had been trained in Forest Schools protocols. Children were actively involved in the development of this experience. They had created rules for all children when in the forest area, based on keeping each other safe by wearing safety goggles at times and adhering to boundaries that staff may have identified for them to explore within.

Children were enabled to rest and relax as each playroom had cosy and nurturing areas which were well accessed by the children. This resulted in children seeking out a quiet space where they could have some individual time when needed and contributed to them feeling safe. Staff told us of their plans to incorporate more shaded areas outdoors, to ensure that children had more spaces outdoors to relax as they wished.

Children experienced an environment that smelt fresh and was clean as staff undertook regular cleaning throughout the day which helped support cleanliness and children's wellbeing. We saw staff and children washed their hands regularly which minimised the spread of infection. Robust infection prevention and control and food safety practices provide high levels of safety for children. These were supported by effective quality assurance practices.

Staff carried out daily checks of rooms to ensure spaces were safe for children. Some risk assessments were in place and provided detail of potential hazards and measures they would take to minimise any risks. The service had safety measures to support a secure environment for children. Maintenance records ensured that any equipment and damaged items were repaired or replaced. Playroom registers, policies, risk assessments and fire safety drills kept children protected.

Storage of resources were clearly accessible and thought out, which ensured that children could choose the right play experiences to suit their needs and interests. Staff told us that the owner was committed to fund well-resourced play areas and experiences to support and extend children's learning in all areas. The extensive range of interesting materials, access to nature, tools and open ended resources enabled big scale and small world play. This engaged children's curiosity and challenges their thinking.

## How good is our leadership?

**5 - Very Good**

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

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.

The management team and provider promoted and sustained a shared vision for the setting that reflects the aspirations of children, families, partners and the wider community. This helps all staff know what is important for the setting to meet the needs of children and families. The manager used regular questionnaires to families, to help measure success and inform improvements. These were shared with children, and families through various forms such as "you said we did." This meant children and families were meaningfully involved and influenced change within the service.

Staff had a strong voice in developing the service. Management involved them in self-evaluation, developing their knowledge of best practice. A monitoring calendar supported a systematic review of quality standards and supported positive outcomes for children. Staff used relevant frameworks to evaluate the quality of the service. Ongoing development of self-evaluation and measuring impacts will support the ongoing development of positive outcomes for children and their families.

Staff were developing confidence in evaluating the quality of children's experiences, identifying where improvements were needed. Staff reflected well together to make positive changes for children. National and local best practice guidance was helping staff to identify improvements that enhanced outcomes for children. For example, the service had made changes to the organisation of playrooms and the pace of the day to increase opportunities for children to lead their own learning. We saw robust evidence of staff working together to ensure that children can get outdoors to the safe fun outdoor space identified for each age group attending.

Managers were keen to support staff development and did this through observations of practice, regular supervision meetings and induction processes. One staff member told us "When I started recently I had a detailed induction by the management team and then mentored daily by the senior in the playroom." These practices helped to identify key areas of strength in staff as well as identifying training that was needed. The manager had good working relationships and support from the area manager and provider. Management meetings allowed for the managers and staff to come together and look at new guidance and plan improvements. The manager was skilled at sharing best practice guidance with staff. Regular opportunities for discussing practice and professional development took place at regular team meetings and at 1-1 discussions with staff. This was having a positive impact on the outcomes for children.

The manager and staff team were meaningfully utilising Education Scotland's guidance: How good is our early learning and childcare, Care Inspectorate's guidance: A quality framework for day care of children and school-aged childcare, successfully to self-evaluate the service. Staff meetings were used for staff to look at their practice and evaluate this against the best practice guidance. This information was then used to influence further improvements. For example, improvements had been made to the nursery environments to make them richer in curiosity and supported learning. We concluded, children were benefiting from robust self-evaluation and improvement planning that was leading to continuous improvements.

## How good is our staff team?

**5 - Very Good**

**Quality indicator: 4.3 staff deployment.**

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children therefore we evaluated this quality indicator as very good.

Staff told us that they were happy at their work and have enjoyed working together to improve the environment and resources to increase outcomes for children. One staff member told us "I couldn't be happier in the nursery. This nursery is the definition of the dream job and I'm grateful I'm working here."

Continuity of care across the day was supported by effective staff deployment. Staff were organised to support regular outings. The management team had developed staff rotas which took account of busier times of the day such as mealtimes and transitions into and out of the setting. Staff told us that they do not go for breaks until children are settled and happy, this was also observed by inspectors. This meant that children received good levels of interactions throughout the day. One parent told us: "There are always adequate staffing to care for my child." The management team had recently involved the children when recruiting new staff for interview. They took time to find out what questions the children wanted the prospective staff to be asked, and these included:

Are you fun, like my teachers?

Do you like to play outside?

Would you draw pictures with me?

Can you dance and cuddle?

Including children in this way, strengthened their sense of belonging by making them feel like they mattered, when choosing the new staff who would be looking after them.

The staff routinely engaged in a range of professional learning activities that built on and sustained their practice. We found staff were confident in discussing how they had improved their practice as a result of their own professional learning activities. We concluded that this learning had a positive impact on the quality of experiences for children, their progress and wider improvements in the setting. One staff member told us "I have been able to better plan for the day for the children in my care, especially since my recent learning around schemas."

All staff spoken with told us they felt well-supported in their roles. They felt that they received regular feedback on their work and felt able to approach management for support or with ideas to improve the service. Staff told us that their views were respected and that they were included in the decision-making processes, particularly relating to playroom and practice developments based on their professional learning. Staff knew children very well and secure relationships between them had been established. We witnessed children being supported by staff in ways which were appropriate to meet their needs. This meant that children felt safe, secure, and happy in a service where a caring staff team nurtured and supported them.

Staff caring for children were registered with the Scottish Social Services Council (SSSC). They are the regulatory body responsible for registering the social services workforce. They provide public protection by promoting high standards of conduct and practice and support the professional development of those registered with them. We concluded through our inspection, that there were effective, thriving relationships between staff, parents and children.

## 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?	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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