

# Snowdrop Nursery Day Care of Children

Snowdrop Nursery  
Pentland Road  
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Glasgow  
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Telephone: 01417 799 605

**Type of inspection:**  
Unannounced

**Completed on:**  
18 July 2024

**Service provided by:**  
Frances Fagan

**Service provider number:**  
SP2003000987

**Service no:**  
CS2003004694

## About the service

Snowdrop Nursery is registered to provide a day care of children service to a maximum of 66 children not yet of an age to attend primary school at any one time. Of those 66 no more than 10 are aged two to under three and no more than 56 are aged three to those not yet of an age to attend primary school.

The service was located in a residential area of Chryston, North Lanarkshire and was delivered from two buildings. The first building, had two playrooms that accommodated children aged two to three years, and children aged over three years. The second building accommodated children in their pre-school year. Each building had toilet and changing facilities and a large shared garden that children were able to access freely.

## About the inspection

This was an unannounced inspection which took place on Wednesday 17 July 2024 between 09:00 and 17:00 and Thursday 18 July 2024 between 09:15 and 14:45. 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, information submitted by the service and intelligence gathered since the last inspection. In making our evaluations of the service we:

- spoke with several children using the service and two parents
- spoke with staff
- observed practice and daily life including staff interactions with children
- reviewed documents
- Gathered feedback from families using a Microsoft Forms survey.

## Key messages

- Children felt safe and secure because they were cared for and nurtured by staff that supported their emotional wellbeing.
- Mealtimes supported children to have a calm, unhurried, sociable and safe experience.
- Children were relaxed and engaged in an environment that provided a variety of spaces that supported positive outcomes for them.
- Children and families felt a sense of belonging in the service and had developed strong relationships with staff.
- Strong leadership had supported a culture of continued reflection and improvement.

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

### Quality indicator 1.1: Nurturing care and support

Children were supported to feel safe through the very good attachments they had developed with staff. Children were treated with kindness and compassion and staff were sensitive to their emotional needs. The 'Colour Monsters' were used to support children to chat about their emotions. A child told us what emotion the colours stood for. They said, "I am happy." Another child said, "I am sad when I miss my Mummy." Children felt valued, loved and secure. A parent said, "This is a fantastic nursery, the staff are so caring, professional, nurturing and really give parents reassurance that our kids are well looked after."

Children's overall wellbeing was supported by effective personal plans. Staff knew children well and were responsive to their changing needs. Care and support was agreed in consultation with families, and where relevant, with supporting professionals. The ongoing development of chronologies and regular review of personal plans ensured that important information about children was detailed and updated to meet their changing needs. Staff ensured that children received the right care at the right times. Parents said their child's personal plan was updated frequently and that they were regularly included in parent evenings and given progress reports.

Mealtimes were relaxed, sociable and unhurried. Children confidently followed the mealtime routine. They helped to set the table, poured a drink and collected their lunch from the serving trolley. Staff encouraged and supported children to use their cutlery and chatted with children about their day. Children were capable and independent as they developed life skills. A parent said, "He will now try new foods and fruits which he would never have before."

### Quality indicator 1.3: Play and learning

Most staff had a very good understanding of how children learn through play. They sparked children's curiosity and interest through effective questioning and demonstrated an understanding of schematic play. Sand and water play supported children's transporting schemas and role play in the beauticians sparked children's conversations about money and the letters on the keyboard that linked to words. Most staff were developing a very good understanding of how to provide experiences, interactions and the spaces to influence children's development. A parent said, "My oldest child has recently been learning about space and can tell me loads of information about gravity and the moon. I can see he has learned these things from active play experiences that have been shared on the online portal."

Staff were responsive to children's interests and preferences in their planning alongside implementing intentional experiences. A child showed their friends a medal they had received at a dance show. The child and their friends put on their own dance show and staff offered other children a music and movement session. Staff tracked children's progress and development using the wellbeing indicators. Observations helped staff identify and plan for children's next steps. Children were being supported to achieve their potential. A parent said, "I like how my child has a target. This we can also work on at home too so to better support."

Number, text and visual prompts were available across the environment. Children were developing an interest in literacy, language and numeracy. Writing resources in different areas encouraged children to have an interest in mark making. Books were available across the setting. Children spent time in the cosy quiet areas looking at a book or having a story with a member of staff. A parent said, "...she particularly likes when they focus on a book and then do activities based around this, such as the hungry caterpillar." Another parent told us, "His particular favourite recently has been taking part in looking after caterpillars for them to turn into butterfly's. He came home each day telling us new information he had learned."

## How good is our setting?

**5 - Very Good**

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

### Quality indicator 2.2: Children experience high quality facilities

Children benefitted from a setting that was well furnished, comfortable and homely. Natural light, and the use of sensory lighting created a calm environment. This supported children's emotional wellbeing. A balance of rich play spaces and quieter areas encouraged children to play creatively and imaginatively and to enjoy rest and relaxation. This promoted children's wellbeing. Displays of children's work celebrated their achievements helping them to feel a sense of belonging and that they were valued. A parent said, "It's nice you get in the nursery see their work on the walls."

Staff recognised the right for all children to play outdoors. This impacted positively on children's health, wellbeing and happiness. Children were interested in bugs and enjoyed spending time in the local woodland spaces. They were supported to feel a sense of connection with nature and the world around them. Children proudly showed us their gross motor skills as they climbed and jumped off tree stumps and balanced along a row of tyres. A parent said, "My children love to play outdoors and have experienced a range of activities from forest school to sporting activities."

The setting was well maintained and appropriate safety measures were in place. Effective infection, prevention and control routines ensured the environment was clean and hygienic and that children were healthy. The environment was well ventilated, hand washing was embedded in practice and regular cleaning took place. Secure entry door systems, monitoring systems and risk assessments showed that staff were responsible in ensuring the safety of children. Care Inspectorates Keeping children safe - look, think, act campaign (SIMOA), had supported staff to reflect on how they kept children safe. This included including children in chats about safety so they were becoming responsible.

## How good is our leadership?

**5 - Very Good**

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

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

The management team and staff were committed to delivering a high quality service for children and families. A shared vision created a respectful, happy welcoming ethos. This promoted a positive atmosphere for children to play and learn.

Strong and encouraging leadership supported staff to feel confident and knowledgeable in their roles. Children were cared for by a dedicated staff team that felt well supported and valued. A positive ethos and strong leadership supported staff to have high aspirations and confidence in their abilities.

Continuous improvement was supported by effective quality assurance systems. The service used best practice guidance 'How good is our early learning and childcare' and Care Inspectorates 'A quality framework for daycare of children, childminding and school-aged childcare' to support them on their improvement journey. As a partner provider, the service worked with the Local Authority to develop improvement priorities and the action to be taken. The management team continued to support staff to develop confidence in raising standards through reflective practice. Staff need to continue to develop ways to build self-evaluation into their working day. This will bring about positive continuous changes to outcomes for children and families.

Children and families views were actively sought to inform the development of the service. Families were regularly asked for ideas on how to improve the quality of the service through formal and informal meetings and parental questionnaires. This meant they were meaningfully involved and influenced change in the service. A parent said, "We are asked regularly for any suggestions that we feel would help improve the nursery." Families had asked for children to be involved in trips and outings. The service had responded by increasing the levels of trips in the local community including to the library and farm and through having visitors in the service to give children a wider range of experiences. A parent said, "One of her favourite activities was when a police officer came and visited the nursery, she then started role playing being a police officer at home."

## How good is our staff team?

**5 - Very Good**

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

### Quality indicator 4.3: Staff deployment

Staff knew children and families well and had established trusting and secure relationships with them. Children were safe and happy being nurtured and supported by a caring staff team. The leadership team recognised and valued the importance of the service being appropriately staffed with the right skills mix across each playroom. Staff were able to spend time with children supporting their choices, interests and needs. Strong connections helped children to feel happy and to have fun. Managers were visible in playrooms role modelling practice and ensuring that staff were deployed effectively.

Staff wellbeing was a priority for the management team and the provider. An open door policy and support meetings meant staff felt valued, supported and listened to. Staff were flexible and breaks were planned to minimise the impact on children whilst making sure staff had time to rest and be refreshed.

Staff were recruited well to ensure they had the right skills, knowledge and understanding of how to deliver quality outcomes for children. The service was in the process of developing the induction process by adopting the early learning and childcare: national induction resource. A process for mentoring and supporting staff by using the skills and knowledge of the whole team was in place.

All staff were committed to their own continued professional learning and actively reflected on the impact of training on their practice. Meetings, including team meetings and support and supervision, supported staff development and wellbeing. Shared reflection and developing professional relationships were empowering staff to grow professionally.

## 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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