

Bonnybroom Nursery Day Care of Children

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Type of inspection:
Unannounced

Completed on:
24 July 2024

Service provided by:
Glasgow City Council

Service provider number:
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Service no:
CS2003014855

About the service

Bonnybroom Nursery is a day care of children service in a suburban area in the Balornock area of north Glasgow. The service is provided by Glasgow City Council.

The service can accommodate a maximum of nine children aged from birth to under two years; 15 children aged two to under three years and 64 children aged three years to those not yet attending primary school. At the time of our inspection there were a total of 30 children present. No children under two years old were in the service as result of term-time children not attending.

The service operates from a single storey building with outdoor play spaces for children's play and learning. The accommodation consists of two playrooms for children under three years of age, four play spaces for older children and a sensory room. Outdoor play spaces are accessible from playrooms. There is changing and toilet facilities for children and office, catering, staff facilities and a family room. The service is close to schools, transport routes, shops and community services.

About the inspection

This was an unannounced inspection which took place on 23 and 24 July 2024. The inspection was carried out by two inspectors 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 using the service
- reviewed feedback from 44 parents and carers whose children use the service
- reviewed feedback from 15 staff members employed in the service
- spoke with management and staff
- observed practice and staff interactions with children
- reviewed documents.

Key messages

- Staff used kind and nurturing approaches which contributed to children feeling welcome, safe and secure and contributed to positive relationships.
- There was an established and effective enhanced transition programme to support children with transitions to school.
- Lunch was a relaxed, unhurried and sociable experience for children in the service.
- Management and staff should continue with plans to review the systems in place for planning and observations of children's play and learning.
- Nappy changing facilities and infection control practices needed to be improved.
- Staff were passionate about their additional responsibilities of champion roles.
- Quality assurance processes should be further developed to support continuous improvement of the service.
- Children benefited from a skilled staff team who worked very well together.

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?	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?

4 - Good

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.

Quality Indicator 1.1: Nurturing care and support

Children's care and learning routines were delivered with kindness and compassion from staff who were warm, nurturing and caring towards children. Staff had created a welcoming and inclusive environment. High quality interactions and engagement were taking place. The interactions were responsive and engaging and we saw staff comforting children. This helped children feel secure and contributed to the positive relationships they had with staff. One parent who provided feedback shared with us, "I love that Bonnybroom always go above and beyond for my daughter. They have the children at the centre of everything they do. There is always a friendly face to greet and welcome you to the nursery. This nursery is an amazing place for my daughter to grow and learn."

Personal plans were in place for children and were developed in partnership with parents and carers. Almost all parents who provided feedback shared with us they are fully involved in their child's care, including developing and reviewing their personal plan. Plans included information and comments in relation to individual SHANARRI wellbeing indicators (safe, healthy, achieving, nurtured, active, respected, and responsible). They contained the information staff needed to support children and meet their needs. Records were updated to reflect changes and progress. We discussed with management recording parents and carers acknowledgement of the reviews that take place with them.

Staff knew the children well which meant they were able to respond to their individual needs and preferences. Staff confidently described children's individual needs and how they were supported. Staff collaborated with external professionals to share next steps and strategies for children's care, play and learning. Effective systems were in place to record communication and plans for children with additional support needs. Information gathered on children was being used consistently and effectively to support positive outcomes and achievements for children and their families.

Lunch was a relaxed, unhurried and a sociable experience with children engaging in quality conversations with staff. A rolling lunchtime experience for children supported children to have lunch when they were ready. This meant that children were experiencing a natural end to their play. Three to five years old children were self-serving lunch. Lunch was served to two to three years old children and could be improved with children self-serving for greater levels of independence and responsibility. Staff were aware of children's dietary requirements, contributing to children's health, safety, and wellbeing.

Fostering and maintaining relationships and partnerships with families were important to the service. A member of the management team and keyworker attended home visits to support with introducing and getting to know children and their families before their first day in the service.

Management and staff were passionate about their programmes to support children's health and wellbeing. PATHS (Promoting Alternative Thinking Strategies) sessions took place with children to contribute to supporting them with their emotions and self-regulation in a meaningful way. Management and staff shared their journey and approach to mindfulness and attendance at training. Staff were passionate of their mindfulness approach and adopted this in their practice.

The service had fostered strong links and partnerships with local primary schools. Children were supported well with their enhanced transition programme. Ongoing discussions took place between children and staff, supporting children to share their thoughts and feelings and staff were responsive to these. Regular planned visits to schools supported children to become familiar with their school before attending. This supported children's security and wellbeing throughout the period of transition.

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.

Children were having fun and engaged in a variety of experiences. They had good opportunities to lead their own play and learning, which impacted positively on their development and wellbeing. Children were happy and had developed friendships which enhanced their wellbeing. They were confident in their environment and were familiar with nursery routines. Children told us, "I get to play with lots of toys, paint pictures and play with my friends" and "I love going and seeing my friends every day and I have the best teachers ever."

Staff promoted a culture within the service that focussed on promoting the children's right to play, have fun and experience challenge. Staff provided quality learning experiences by continuously promoting choice, children's interests, as well as reflecting on individual achievements. We found that children's voice was valued, and staff took time to extend conversations with children about their play.

Play experiences indoors and outdoors provided opportunities for children to develop their skills in language, literacy, and numeracy. Younger children were joining in story and song time. They were playing games and discussing the size and shape of materials. Older children were engaged in block play, imaginative play, and drawing. Staff were using technology to support children's play and learning for example to look at pictures of the London bridge. Opportunities were available for children to be creative in their play and support children's curiosity through provocations and activities of sand and playdough. A provocation is an open-ended resource that can create a context for children to explore their ideas. One parent who provided feedback shared with us, "My child has been involved in a range of activities literacy (learning days of the week, helping with her numbers, colours, sums etc), using her gross motor and balancing skills for outside play, learning to make bracelets, cakes and doing science experiments mixing colours."

We saw children transporting items to other areas of playrooms and staff supported this, showing their understanding of child development and schematic play. Schematic play is repeated actions or behaviours that children display as they explore the world around them. Children had opportunities to spend time outdoors in play spaces. Children were joining in risky and challenging play using the climbing frame and slide. Children played games of football together, contributing to supporting children's skills of physical development and movement.

The service had undergone a process of change with planning processes and were continuing to develop these. Management had identified this as an area for improvement. Staff were planning for individual children with targets and goals. We identified gaps in planning for children under three years old. There was a difference in staff's confidence in planning for and identifying next steps and targets. For older children staff were responsible for play spaces for a term to support children's play and learning to be extended. There were some discrepancies for planning processes. We saw examples where children's interests were not always being taken forward. Taking their interests forward has the potential to contribute to continued progression in learning.

Online learning journals shared information with families of children's learning and skills. This supported learning to continue at home and kept parents informed. Some observations would benefit from more depth of learning.

How good is our setting?

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 2.2: Children experience high quality facilities

Children were cared for in an environment that was bright and welcoming and indoor environments were safe and secure for children. Areas of the service including children's playrooms needed re-decoration. Management had identified this and a request for decoration had been made to the provider. Staff had been creative with faux foliage, fairy lights and material to enhance the environment.

The service was undergoing changes to playrooms, to support a curiosity approach for children's play and learning. The service had removed some high tables to provide more opportunities for children's play and learning at floor level. This has the potential to extend children's play and learning into other spaces and support their schematic play. There were some arts and craft materials outdoors. We discussed with management that while the changes were taking place all children should have access to a range of arts and craft materials to include indoors. This has the potential to extend children's creativity skills.

There was ample space for children to play independently or in groups. Toys and resources including natural materials were organised to support children's choices and curiosity. There were cosy spaces for children to rest and relax, contributing to supporting children's health and wellbeing. The use of material and lights contributed to a calm environment. Children had access to a sensory room and the space also provided an opportunity for rest and relaxation. Drinking water was available for children to access during the day to keep refreshed and hydrated.

Children of three years old and above had opportunities to free flow between play spaces and outdoors and joined in experiences which were of interest to them. The children were accessing the outdoor environment using the door within the boot room where their outdoor clothing and footwear was being stored.

Children and staff were observed handwashing before and after mealtimes and this was carried out well. We observed infection prevention and control practices could be improved. Some extractor fans were dusty which had the potential to reduce the removal of airborne particles. The cleaning of extractor fans was added to the maintenance list during our visit. Items were being stored in toilet areas and had the potential for cross contamination when these were used within areas of the service. These were removed during our visit. Two nappy changing areas within the service did not follow current best practice in relation to infection prevention and control and privacy and dignity for children. We signposted the provider/manager to Care Inspectorate guidance on Nappy changing for early learning and childcare settings (excluding childminders) (see area for improvement 1).

Outdoor play spaces were safe secure and there were sheltered areas to support children's health and wellbeing. Management and staff shared with us they were continuing with plans to develop their play spaces. This has the potential to extend children's play and learning outdoors. Children had access to a mud kitchen and gardens within the local area. Children were able to explore nature and developed their

knowledge of how to care for the environment through tasks of for example watering the plants. Almost all parents who provided feedback shared with us their child always had the opportunity to play outdoors. One parent who provided feedback shared with us, "My daughter often speaks about the mud kitchen which is just down the road from the nursery at the church she absolutely loves it."

Areas for improvement

1. To ensure the health, wellbeing, privacy and dignity of children the provider should improve nappy changing facilities.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state, 'If I require intimate personal care, this is carried out in a dignified way, with my privacy and personal preferences respected' (HSCS 1.4), and 'I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishings and equipment' (HSCS 5.24).

This is to ensure changing facilities are consistent with the Care Inspectorate Document: 'Nappy changing for early learning and Childcare settings (excluding childminders)'.

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

Strong leadership within the service promoted a culture of continuous improvement. The management team were visible, friendly, and approachable to children, families, and staff. Management of the service was very committed to initiate change by involving and recognising the contributions of parents, carers, and staff. Parents were consulted on various aspects of the service. We could see suggestions were taken forward to support with improving outcomes for children and their families. Almost all parents who provided feedback shared with us, they are involved in a meaningful way to help develop the service. One parent who provided feedback told us, "We are often encouraged to give feedback on events such as the wellie waddle, fun day, transitions to school. This is often sent through email however staff and management take time to verbally check in with how we are feeling on decisions made. Management are very approachable as a family we feel a part of Bonnybroom family".

We could see children were being consulted and their thoughts and feelings were considered and taken forward within the services transition programme. We discussed with management extending children's voice within other areas of the service, for example when making changes to playroom environments. This has the potential to improve outcomes for children and their families.

There was an ethos of distributed leadership with staff having responsibility and champion roles in areas to include STEM (science, technology, engineering, and mathematics), outdoors and transitions. Staff were passionate and knowledgeable. They were confident to tell us their responsibilities and the positive impact this was having on children and families and progress to children's play and learning.

Management and staff were clear about improvement priorities, and staff were supported and actively involved in engaging in the settings improvement journey. We could see progress being made in the areas of self-evaluation and family learning and engagement. The management team were aware about the pace of

change and having a whole team approach, for example when they introduced online learning journals and rolling mealtime experience.

Self-evaluation was used to identify strengths and where improvements could be made to improve outcomes for children and their families. Almost all staff who provided feedback shared with us, they are fully involved in self-evaluation of the service. We could see identified areas of improvement were taken forward. We discussed with management the value of recording the impact and outcome of the changes made.

Informal monitoring of practice was taking place by the management team. We discussed with management formalising this process and sharing strengths and areas for improvement. This has the potential to support with continued progress of the service and improved outcomes for the children and their families.

Some quality assurance tasks were taking place to include audits of personal plans, children's observations, and medication. We discussed with management improving the auditing of medication. Some records did not have all information completed to include signatures from staff and parents. We discussed as good practice medication should be reviewed as a minimum every three months with parents and carers. The management team should make improvements to quality assurance systems for robust audits to include accident and incidents, medication and planning for children's play and learning. We discussed with the management team how quality assurance could be improved with creating and following a quality assurance calendar. This will provide opportunities for reflection and contribute to self-evaluation processes for continued improvements.

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 service had reduced numbers of children as a result of the summer holiday period and term-time children not attending. Staff deployment worked well to support the needs of the children. Staff were deployed indoors and outdoors and supervising children in their play. Almost all parents who provided feedback shared, there are always enough staff in this service to meet their child's needs. One parent told us, "The staff in the nursery are in each of the different zones in the nursery helping children to play, build blocks and do some stem play. The number of staff per child is always well thought out and the nursery is very well staffed."

The staff team provided a wide range of skills and experience to the service within and across playrooms. Key working arrangements ensured there was consistency in individual children's care across the day. We observed examples of communication and team working taking place. Staff supported each other and communicated when leaving a space or attending to a child's needs. This supported children's safety, security and wellbeing. Staff worked well to plan breaks that had minimal impact on children but gave time for staff to rest and refresh. Staff we spoke with told us they worked well as a team.

Management and staff shared with us vacant posts and absences had resulted in team leaders spending time on the playroom floor to support staff and to meet child's needs. One staff member who provided feedback shared with us, "Obviously staff sickness happens but we always try to ensure that the running of the day is as smooth as it can be, management are on hand and come on floor if required." We

acknowledged current recruitment challenges and management told us the ongoing challenges they had faced in recruiting staff.

Families are coming into the service and staff spend time with families at the end of the sessions and give feedback to them on their child's day. Management and staff shared with us they take time to listen to and support their families. One member of staff who provided feedback told us, "I feel we as a team are very successful in supporting our families and we have a very open door policy. We have great relationships with the children and families. This I feel is one of our big achievements also amongst other things like the nurture principles and trauma informed nursery."

Staff were supported to develop their skills and knowledge through attending a variety of training courses. Management and staff showed their commitment to continue to learn and develop their skills, knowledge, and practice by undertaking their Masters and Bachelor of Arts. Staff are enthusiastic to learn to take this forward in practice. Staff reflected on the training and how this would impact on improving outcomes for children.

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?	4 - Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	4 - 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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