

# Rockmount Nursery Day Care of Children

Downhill Park  
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**Type of inspection:**  
Unannounced

**Completed on:**  
23 August 2024

**Service provided by:**  
Karbala Ltd

**Service provider number:**  
SP2022000073

**Service no:**  
CS2022000107

## About the service

Rockmount Nursery is a day care of children service which is situated within Dowanhill Park in the west end of Glasgow. The early learning and childcare service is in partnership with Glasgow City Council to provide commissioned places for children aged between three and five years and eligible two year olds.

The service can accommodate 27 children from two years to those not yet attending primary school. No more than 27 children are aged two years to those not yet attending primary school, with no more than 15 aged two years to under three years. At the time of our inspection there were a total of 19 children present.

The accommodation consists of one large playroom, a multi-functional room used for activities and sleep and two outdoor play spaces. There are changing and toilet facilities for children and office, catering and staff facilities. The service is close to schools, transport routes, shops and community services.

## About the inspection

This was an unannounced inspection which took place on 22 August 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 18 parents and carers whose children attend the service
- reviewed feedback from five staff members employed in the service
- spoke with the provider, manager 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.
- Storage and administration medication supported children's health and wellbeing.
- Mealtime experiences, extended opportunities for children to be independent and responsible.
- Children were settled, happy, having fun and spent most of their time engaged in play in their outdoor environments.
- The provider should make improvements to nappy changing facilities to support children's health, wellbeing, and privacy.
- Quality assurance and self-evaluation processes could 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?	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's care and learning routines were delivered with kindness and compassion from staff who were warm, nurturing and caring towards children. The interactions were responsive and engaging and we saw staff comforting children. This supported children to feel safe, secure, and contributed to the positive relationships they had with staff. Parents who provided feedback shared with us, "they look after children like family" and "the teachers treat the children with love and care. They are also very understanding of the parents' situation."

Children were happy, settled, and confident and had developed friendships which enhanced their wellbeing. One parent who provided feedback shared with us, "My child feels happy with his friends and secure with the staff." We observed staff gently approaching children and having discussions about personal care prior to this taking place. This helped children to feel respected and valued.

Staff confidently described children's individual needs and how they were supported. Staff knew the children well which meant they were able to respond to their individual needs and preferences.

Lunch was a relaxed, unhurried, and sociable experience with all children coming together for the experience. Children were engaging in quality conversations with staff. We saw improvements had been made to the mealtime experience. Children were self serving their food contributing to supporting their choice, independence, and responsibility skills. Staff were aware of children's dietary requirements, contributing to children's health, safety, and wellbeing.

Improvements had been made to the storage and administration for children requiring long-term medication. Children's medicine was clearly labelled with the child's name. We asked the provider to add the child's date of birth to support medication being easily identifiable. This was actioned during our visit. Administration records were in place and the information recorded supported children's health and wellbeing, should medication be required.

Staff understood the importance of sleep for children's overall development. Children's safety and emotional security and wellbeing were supported through sensitive arrangements for sleep routines. Children were provided opportunities to rest and sleep in a room away from play and learning activities that were taking place. This provided children with space in a quiet area. Sleep routines were responsive to children's individual needs.

We saw parents were collecting their children from the front door of the service and not entering the play spaces. We discussed with the provider and manager the benefits of families entering the service when bringing their children to nursery and collecting them. This has the potential to enhance relationships, belonging and involvement for children and their families. One parent who provided feedback shared with us, "we have never been inside the rooms, so we do not know clearly what kind of environment the children are playing and learning in. Sometimes photographs are not enough." We signposted the service to Care Inspectorate Me, my family and my childcare setting: A practice note for building stronger connections and

meaningful relationships and Connecting with your childcare setting - a guide for families. We were satisfied that the management team were considering this to enhance families' experiences.

### Quality Indicator 1.3: Play and learning

Children were having fun and engaged in a variety of experiences. One child told us, "I play with my friends, learn and have fun." All children chose to play outdoors which was facilitated well by staff. They had very good opportunities to lead their own play and learning, which impacted positively on their development and wellbeing. Older children had opportunities to learn about nature when looking for insects. They found worms, a ladybird, and a slug. There were opportunities to develop their skills in language, literacy, and numeracy. Children were talking about the sizes of the insects and finding them a safe home. Children were telling us "Look I have a big one," "Slug is stuck on the leaf because its slimy" and "worm is sticky." Younger children were using bikes, trikes and scooters and learning balancing skills, supported by staff when asked or required. Older children were joining in risky and challenging play as they confidently used the climbing apparatus, slide, and see-saw. Children were using their physical gross motor skills to climb, bounce the see-saw up and down and spin around.

We saw children engaged in play experiences for prolonged periods of time showing high levels of engagement, excitement, wonder and joy. Children were using a range of resources that supported their problem-solving skills, creativity, and imagination, which impacted positively on their development. Children embraced their right to play and experienced success, while learning and developing their skills. The provider and staff had worked closely with the local authority leader of early learning (LEL), to use literacy and numeracy trackers effectively to support depth and breadth into children's learning. Management and staff shared with us their plans to receive continued support from their LEL to develop opportunities for children to continue to develop skills in digital learning.

Staff joined in with play and were responsive to children's interests. They were skilful in knowing when to step back from play and join in again to spark children's interest and curiosity. Staff recognised where further challenge would be beneficial and equally, where support was required. This meant staff could respond meaningfully to children's needs and wishes and supported children's overall wellbeing and sense of belonging.

Management and staff had continued to develop planning processes. We could see children were consulted in planning. Staff were using the curriculum framework 'Curriculum for Excellence' and best practice guidance 'Realising the Ambition.' Plans were responsive to their interests, and their ideas and thoughts were being taken forward by staff to support children's play and learning. Online learning journals shared information with parents and carers of children's learning and skills. This supported learning to continue at home. We saw some parents providing feedback in response to observations. Staff had made improvements with the recording of next steps, and we could see these were being taken forward supporting progression in children's play and 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, welcoming and clean. It was furnished with natural resources which helped create calm and relaxing environments. Indoor and outdoor environments were safe and secure for children and the service was well maintained to support children's safety and wellbeing. One parent who provided feedback shared with us, "the small size of the nursery, feels like a home from home setting. Staff give kids space to choose activities. Access to the outdoor gardens. Regular routines. Our child seems to feel safe and happy there."

Children's health and wellbeing was supported as they had free flow access to the outdoors for fresh air and exercise. Large trees in outdoor areas provided shelter for children from most weathers contributing to children's health and wellbeing. The service was situated in a playpark. Children had opportunities to be part of and become familiar with the local community and environment when playing outdoors and on their visits to the park. Almost all parents who provided feedback told us their child had the opportunity to play outdoors. Parents who provided feedback commented, "There are two outdoor areas which my daughter can play in. They go out at every available opportunity" and "when weather permitted the children spent time outdoors."

A good range of toys and games were available for children, and they were able to make requests for other resources. Storage of resources were accessible and supported children's choices to support their needs and interests. Staff told us that the provider was committed to fund well-resourced play areas and experiences to support and extend children's learning in all areas. Tables for mealtimes took up considerable space within the environment. We suggested how these could be further utilised throughout the day to extend opportunities for children's play and learning. We were confident that the management team would review this following our inspection.

Children and staff were washing their hands before and after mealtimes and after activities of outdoor play. This was embedded in practice and handwashing from a dedicated handwashing sink contributed to minimising the potential spread of infection.

The service's nappy changing area was located in a staff toilet. This did not follow best practice in relation to infection prevention and control. As this has the potential to compromise children's health, we have made an area for improvement (see are for improvement 1). During discussion, the leadership team agreed that in order to improve infection control for changing children, the configuration of the existing children's toilet would be looked at to support this improvement. We signposted the provider to Care Inspectorate guidance on Nappy changing for early learning and childcare settings (excluding childminders).'

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.

## Areas for improvement

1. To ensure the health, wellbeing and privacy 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

There was a new manager in the service who was being inducted into their role by the provider to understand the services policies, procedures, and their responsibilities. Both the provider and manager were visible, friendly, and approachable to children and families. Staff also knew them well. Staff shared with us that they felt supported by the management team. Staff members who provided feedback shared with us, "I am very happy working at Rockmount nursery. I feel extremely supported by Karen and am treated as a valuable member of the team" and "I am supported in my role everyday and any questions I have get answered."

The service had introduced a quality assurance calendar and were using this to monitor and audit aspects of the service to include medication, accidents and incidents and personal plans. Improvements and progress had been made to children's personal plans. At this inspection we found that plans took account of children's individual needs, personal routines, interests, and preferences and were created in partnership with parents and carers. Information within the plans could be further improved by recording children's next steps and strategies used to support children's learning and progress. This could be considered as part of the continued quality assurance being undertaken.

Informal monitoring of staff practice was taking place by the management team. This was a positive start in supporting continual staff development that promotes positive outcomes for children. We suggested formalising this process to enable management to easily identify any training needs.

Staff were supported to engage in the settings improvement journey. They had made progress with outdoor experiences and were continuing to develop digital learning. One staff member who provided feedback shared with us, "I feel we could incorporate more digital learning into our setting, but this is something we are due to receive training on over the next few weeks from Glasgow City council."

Staff confirmed that they had been supported and were engaged in self-evaluation exercises and their thoughts and opinions were listened to and valued. The service were using Care Inspectorate 'A quality framework for daycare of children, childminding and school-aged childcare' to identify their strengths. We discussed recording areas where improvements could be made and then taking these forward to support with continuous improvement of the service.

We could see children were being consulted and their thoughts and feelings were considered. This was particularly evident in the way children had been involved in purchasing new resources that met their interests. We discussed with management the opportunity to extend this further by including children's voice within other areas of the service. For example, when making changes to playroom environments.

Most parents who provided feedback shared that they and their children were involved in a meaningful way to help develop the service. One parent shared with us, "we make suggestions for things our child likes and our festivals, and they often incorporate." In contrast another parent shared, "I can't really think of any opportunities we've had to help develop the service." The service had made attempts to gather views, but not all had been successful. For example, there had been no responses to their parents' suggestion record. Management and staff could consider additional ways to involve parents in meaningful self-evaluation and improvements within the service. This has the potential to improve outcomes for children and their families.

## 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

There was a small core staff team who were present to care for the children. Staff deployment worked well to support their needs and procedures were in place to account for all children. Staff were deployed indoors and outdoors and supervised children in their play. Staff told us and we observed they were mindful of their supervision and ensuring that the immediate area outside the nursery was safe as the building is set in a park. This supported children's safety, security, and wellbeing. All parents who provided feedback shared, there are always enough staff in this service to meet their child's needs. One parent shared, "staff to child ratio is very good. Each staff member we speak to seems to know how our son has been during that day very well."

Staff were recruited safely in line with best practice guidance 'Safer Recruitment through Better Recruitment.' This contributed to children being protected from harm.

The staff team provided a range of skills and experience to the service. Key working arrangements ensured there was consistency in individual children's care across the day. One parent who provided feedback shared with us, "stable team of experienced staff with low turnover. Good size with group of children ranging from two to school age. Fantastic access to outdoors."

We observed examples of communication and team working taking place. Staff told us they worked well as a team. Staff supported each other and communicated when leaving a space or attending to a child's needs.

Staff were supported to develop their skills and knowledge through attending training courses. Some staff shared with us how their training had supported them to reflect, and as a result they had made changes to their practice. Staff showed their commitment to continue to learn and develop their skills, knowledge, and practice by undertaking their Batchelor of Arts qualification. This ensured that children received very good care, support and learning.



## What the service has done to meet any areas for improvement we made at or since the last inspection

### Areas for improvement

#### Previous area for improvement 1

To support children's care, play and learning the provider/manager and staff should ensure individualised personal plans capture children's health, care and welfare needs. Consideration should be given to, but not be limited to the following areas:

- personal plans are reflective of their current health, care and welfare needs
- children's individual needs, personal routines, interests, preferences and plans for next steps should be reflected
- plans should be created and reviewed in partnership with parents and carers as a minimum every six months
- effective quality assurance processes are in place and monitored to ensure plans are reflective of the children's health, care and welfare needs.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15).

**This area for improvement was made on 17 October 2023.**

#### Action taken since then

Children's personal plans were reflective of children's health, care and welfare needs. These were created in partnership with parents and carers.

A new record had been introduced to the plans to capture children's individual needs, personal routines, interests, and preferences. Plans for next steps and strategies to take this information forward were not recorded in the plans.

Management were auditing plans and should improve procedures to support with continued improvements to children's personal plans.

We were satisfied the area for improvement had 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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