

Silverdale Nursery Day Care of Children

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Type of inspection:
Unannounced

Completed on:
11 September 2024

Service provided by:
Glasgow City Council

Service provider number:
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Service no:
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About the service

Silverdale Nursery is a daycare for children service provided by Glasgow City Council. The service is registered to provide a care service to a maximum of 140 children aged from birth to to those not yet attending primary school. On the day of inspection 74 children were attending.

The service is located in the Parkhead area of Glasgow close to local amenities such as schools, parks and shops. Children are cared for within three playrooms, two of which are open plan where children can free flow between rooms. All rooms have direct access to an outdoor area.

About the inspection

This was an unannounced inspection which took place on Tuesday 10 and Wednesday 11 September 2024. The inspection was carried out by three 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
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- reviewed feedback from 10 parents/carers

Key messages

- Children were happy, confident and settled in the service.
- The setting was comfortable, spacious and stimulating for children.
- Management and staff should continue to develop planning systems to support children's progress and development.
- Staff had positive relationships with children and families.
- Staff worked well together to offer positive outcomes for children.
- Management should develop auditing and monitoring procedures to support children's health, safety and wellbeing.
- The management team were friendly, visible and approachable, which strengthened relationships with families.

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?	5 - Very 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 evaluated this key question as good, as several important strengths, taken together, clearly outweighed areas for improvement.

Quality indicator 1.1: Nurturing care and support

We evaluated this quality indicator as very good, where significant strengths supported positive outcomes for children.

Staff were warm, kind and nurturing in their approach with children. Children were confident and happy within the setting. Staff knew children well and were attentive to their needs. One parent commented, 'They help you and your children through difficult situations and give support. The staff are very friendly and they help the children with their development.' This contributed to the positive relationships children had with staff and supported children to feel respected and valued.

Lunch was a relaxed and unhurried experience. A rolling lunchtime experience for older children supported a natural end to children's play before going for lunch. Staff were aware of children's dietary needs, and these were catered for. This supported children's health, safety, and wellbeing. Older children were able to develop independence and life skills through self-serving. Younger children were supported to self-serve when it was appropriate for them to do so. Staff were sitting with children during the mealtime experience and children were engaging in quality conversations with staff. This made it a sociable experience for children.

Personal plans were in place for children and contained the information staff needed to meet children's individual needs. Plans were regularly updated in collaboration with parents and carers to reflect progress and changes in children's lives. This recognised the importance of valuing parents and carers knowledge of their child. We discussed with management the importance of ensuring all plans were updated when keyworker staff were absent. Staff worked well with external professionals and families to put in place strategies that supported children to meet their full potential. A family support worker worked with staff to offer support to families within the service. This helped to foster positive relationships with the service.

Staff understood the importance of sleep for children's overall development. Routines were reflective of individual children's needs and family wishes and promote good habits around sleep. Children's rights were respected as personal care routines were carried out using sensitive and warm interactions. This meant children's needs were taken care of in a way that respected their privacy and dignity.

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.

We observed children having fun and being fully engaged in their play and learning. Children experienced a balance of spontaneous and planned activities and had opportunities to lead their own play and learning. This had a positive impact on their development and wellbeing. One parent commented, 'My children have a great choice of activities each day. They have numerous changes of clothes most of the time when I pick them up, this shows me they are accessing lots of different activities, which is great as it allows them to explore all different areas of play.'

Children had access to a range of play experiences, which promoted their curiosity, imagination, and problem-solving skills. These included water play, malleable materials of playdough and large block play. Play opportunities supported children's development of literacy and numeracy skills. For example, making patterns in sand and building towers with large blocks. Staff understanding of child development and theory was still developing. We discussed with management that they should continue to support staff in high quality observations and skilled interactions with the use of effective questioning. This would enable them to further extend children's learning and offer support and challenge.

Children benefited from free flow access to outdoors. Children made good use of all the space in the outdoor area. Children were confident in leading their own play outdoors and were fully engaged in play. The play experiences supported children to develop their physical skills and movement. For example, some were using the large climbing frame while others were making use of loose parts.

Recent changes had been made to planning for children's play and learning. Staff had received training to support their understanding of the new processes. Planning was child centred with staff responding to children's interests. Trackers were in place for children to evaluate their progress and development. Milestone trackers had been newly introduced for children with additional support needs. During our inspection we found that not all trackers were up to date. Staff should continue to use trackers to support and challenge children and understand progress being made.

Management had clear plans to continue to develop the planning systems and were aware of the pace of change. No planning was in place for younger children as staff had recently reviewed this. Staff had plans to take this forward and were sharing children's play and learning on see saw for parents to see. The service should continue to monitor and reflect on the new planning system to ensure children's needs are met.

How good is our setting?

5 - Very Good

We evaluated this key question as very good, where significant strengths supported positive outcomes for children.

Quality indicator 2.2: Children experience high quality facilities

Children were cared for in a bright, clean, comfortable, and welcoming environment. The large indoor playrooms offered plenty of space to meet children's needs. The setting made good use of the indoor environments, which were furnished to a high standard. This gave children the message that they mattered.

The environments were structured to take account of children's stages of development and learning. Consideration had been given to designated play spaces to support children's play and learning and changes had been made to support children's needs and interests. For example, staff had rearranged the playrooms and allocated staff specific areas of responsibility to ensure children had access to stimulating experiences.

Resources available were age and stage appropriate and were easily accessible for children. This promoted their independence and gave them the opportunity to lead their learning. Resources were organised to support children's choices and curiosity. These included a large sand pit, games, and a tinker area with real tools for children to explore. There were cosy spaces for children to rest and relax, contributing to supporting children's health and wellbeing. Equipment was well maintained and there were lots of natural resources and furniture. A janitor was on hand who worked well with staff and responded to maintenance needs.

Children benefited from direct access to a large, well-resourced outdoor area. One parent commented, 'My children love to access the outdoors whenever they can. Weather appropriate, the door is always open to allow the girls to choose whether they would like to play outside or not.' The outdoor space was safe and spacious, and offered a variety of stimulating resources including a wooden train to sit in, a large climbing frame, loose parts, and mud kitchen. Outdoor play areas offered opportunities for risky and challenging play including climbing apparatus and swings. Staff had created sheltered areas which had recently been damaged as a result of weather and staff shared plans to develop longer term structures. Staff were risk assessing responsively and taking appropriate action to support children's health, safety and wellbeing.

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.

Quality indicator 3.1: Quality assurance and improvement are led well

There had been some recent changes to the leadership team since the last inspection. The management team were friendly, approachable, and engaged well with the inspection process. Staff told us they found the management team to be supportive and approachable. One staff member commented, 'If there are any concerns I am able to approach members of management for support. This can be regarding work or outwith work. They are happy to provide support.' This meant staff were supported in delivering positive outcomes for children.

There was an ethos of distributed leadership with staff having responsibility and champion roles. The staff were confident and passionate when telling us about their roles. These included literacy, outdoors and STEM (Science, Technology, Engineering and Mathematics). This had the potential to extend staff knowledge and skillset and to continue to improve outcomes for children and their families.

An improvement plan was available which highlighted strengths and areas for development within the service. The plan was in the early stages of development. We could see progress had started to be made in some areas including transition work and development of literacy skills. Regular staff meetings gave staff the opportunity to discuss developments within the service.

A quality assurance calendar was in place. The management team's quality assurance systems included auditing and monitoring of accident and incidents, medication, personal plans, and environments. We discussed with management that monitoring and auditing procedures could be more robust in some areas to ensure they are kept up to date and any issues can be resolved promptly.

Management understood the value of parents and staff contribution in quality assurance processes. We discussed with management that children could be more involved with quality assurance and development. This would support them to have ownership of the service.

The vision, values and aims of the service were developed and reviewed with parents and staff. Children in 3-5 room had created their own vision, values and aims and had recently reviewed them, supporting them to have their voice heard. This supported children to feel valued and respected and have a sense of belonging.

How good is our staff team?

5 - Very Good

We evaluated this key question as very good, where significant strengths supported positive outcomes for children.

Quality indicator 4.3: Staff deployment

During our inspection, we found that there were enough staff to meet children's individual needs. Leaders were good at using the mix of staff skills across the service to ensure it was staffed appropriately. This resulted in positive experiences for children across the day. A keyworker system was in place, which meant children knew who they could go to if they needed help or support. This also helped staff to know the children they cared for. Parents told us that they felt the staff were approachable and supportive to them. One parent commented, 'My children adore the staff and have built wonderful bonds with their keyworkers and support for learning workers.'

Leaders had a good understanding of ensuring the service was appropriately staffed across the whole day including busier times. Staff still had time to rest relax and get a break. This ensured children's needs were met, effective supervision and quality engagement took place across the full day.

Staff worked well as a team and told us this was a strength of the service. Staff were deployed indoors and outdoors and supervising children in their play. Staff communicated well with each other when leaving areas and about children's care. A communication book and radios were used to support this. Staff were vigilant of children at all times and noted when children entered and left the setting. This helped to support children's safety and ensure enough staff to meet their needs.

Staff understood the importance of having positive relationships with families and children and told us they felt these had developed with the changes in the service. Staff took time to welcome parents into the service and chat about children's needs and their day. This supported children's attachment and relationships with staff. One parent commented, 'The staff within the nursery have become more like family to us all as they are just so caring and friendly and nothing is too much for them when we speak with them.' Knowing the families and children well helped staff to offer care which met their individual needs.

Staff development was actively encouraged within the service. Staff had attended training to enable them to meet children's needs and help offer positive outcomes. This included first aid, autism, and nurture training. Staff shared with us they had protected time off the playroom floor for planning and observations. This enabled staff to plan for continued support, learning and progression for children. Staff roles and responsibilities had been reviewed and developed. As a result, staff were confident in their roles and in providing quality experiences for children.

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

In order that children experience high quality care and support, the provider should review the procedure for managing the challenging behaviour of children. This should ensure: in the event of a child receiving injuries from another child, interventions of support are clearly identified and documented in a child's care plan. Interventions of support should be monitored for their success.

This is to ensure care and support is consistent with Health and Social Care Standard 1.19: My care and support meets my needs and is right for me.

This area for improvement was made on 15 March 2024.

Action taken since then

When assessing this area for improvement we found that the service had implemented Silverdale staged intervention meetings. These happened every two weeks and aimed to assess any behaviour issues as they arose. Wellbeing meetings for more general issues had also been introduced. Risk Assessments for children who receive injuries had been created and used by staff. Changes in behaviour were recorded in care plans and wellbeing assessment plans if appropriate. Staff had participated in play therapist training on managing conflict and the importance of play. The promoting positive behaviour policy updated and reviewed with staff.

Therefore, this area for improvement has been met.

Complaints

Please see Care Inspectorate website (www.careinspectorate.com) for details of complaints about the service which have been upheld.

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?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very 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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