

Railway Cottage Nursery Day Care of Children

17 Carlibar Road
Barrhead
Glasgow
G78 1AA

Telephone: 01412 587 869

Type of inspection:
Unannounced

Completed on:
2 October 2024

Service provided by:
Glens Management Limited

Service provider number:
SP2012011918

Service no:
CS2012309484

About the service

Railway Cottage Nursery is registered to provide a care service to a maximum of 33 children aged 18 months to not yet attending primary school at any one time. No more than 9 children will be aged 18 months to under 30 months upstairs. No more than 24 children aged 2 years to those not yet attending primary school, with a maximum of 10 children aged 2 to under 3 years downstairs.

The service is provided by Glens Management Limited from a property within the Barrhead area of East Renfrewshire. There are two main playrooms and a large outdoor play area with areas that provided shelter outdoors. The service is close to shops, transport routes and other amenities.

About the inspection

This was an unannounced inspection which took place on 1st and 2nd October 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 on days of inspection
- Gathered feedback from fifteen families through online questionnaires
- Spoke with the provider, staff and management
- Observed practice and daily life
- Reviewed documents

Key messages

- Children experienced warm, nurturing and responsive care from staff.
- Children were spoken and listened to in ways that encouraged them to feel valued and included.
- Planning, observations and tracking of children's play and learning were at the early stages of being embedded in the team.
- Children were having fun and exploring the resources available in the environment.
- Indoor and outdoor play areas required to be monitored to ensure play materials were attractive, captured children's sustained interests and were suitable to their stages of development.
- The manager of the service promoted a culture of positive relationships and effective communication which further supported the nurturing ethos of the nursery
- Staff were motivated in their roles and keen to support the nursery to continue to develop and improve.

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?	3 - Adequate
How good is our setting?	3 - Adequate
How good is our leadership?	4 - Good
How good is our staff team?	4 - Good

Further details on the particular areas inspected are provided at the end of this report.

1.1 Nurturing care and support

We made an evaluation of good for this quality indicator, 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.

On both days of inspection, children were happy, confident, and having fun with their friends and staff. We observed children experiencing warm, nurturing, and responsive care from the team. Staff were kind and respectful giving children lots of praise and encouragement. One parent told us "staff have a lovely bond with my child". This supported children's health and wellbeing and promoted their sense of belonging at the nursery.

Children's emotional wellbeing was promoted by kind and sensitive interactions from staff. Children's voices and emotions were acknowledged and responded to by a caring, empathetic team. This supported children to understand and express their emotions, as well as understand the emotions of their friends.

Children experienced a sociable, unhurried mealtime with their friends and staff. Following the previous inspection, the team had reviewed the mealtime experience to develop a routine that was a fun and meaningful experience for children. Children in the 3-5 room had opportunities to develop their independence and life skills by self-serving meals and setting the table. Children's independence and life skills in toddler room could be further enhanced by introducing more opportunities to self-serve and set up mealtimes. Staff sat with children during mealtimes to ensure children's safety and enrich the experience. Food choices were nutritious and reflect current guidance, and water was available throughout the day to ensure children remained hydrated.

Children were cared for by a team who knew them and their individual interests well. Personal care plans and learning journals were in place for each child. We saw evidence that they were updated with families in line with best practice guidance. However, personal plans should continue to be developed and streamlined to ensure next steps and strategies for each individual child are clear and meaningful. Next steps should be developed in partnership with the children, parents, and team. The senior leadership team should continue to monitor children's profiles to ensure a consistent approach to recording children's goals and achievements. Many parents told us "staff know my child well".

Children experienced sensitive and dignified support for their personal care needs and sleep routines. Staff were aware of safe nappy changing guidance and could access the appropriate personal protective equipment (PPE). We asked the team to review the storage of barrier cream and ointments.

Children's wellbeing was protected by a clear safeguarding policy. Staff were aware of their roles and responsibilities to keep children safe. They had recently attended child protection training and knew how to address any concerns appropriately.

1.3 Play and Learning

We evaluated this quality indicator as adequate, where the strengths just outweighed the weaknesses.

On both days of inspection, we observed children leading their play and learning as they could free flow between all spaces in the playrooms. It was evident children had formed strong relationships with staff and their peers. We saw lots of creative and imaginative play emerging, supported by staff who were responsive to children's ideas and initiations of play. On the days of inspection, we observed children explore the recently upgraded home corner. Children had fun with friends engaging in play together.

We found the staff provided positive on-the-floor experiences for children on the days of inspections. We agreed with the service's plans to continue to embed the planning, observation, and evaluation cycle to ensure meaningful outcomes for children. We suggested the team continue to develop play and learning opportunities available each day by focusing on children's interest, provocations, and experiences that spark children's curiosities. (see area for improvement 1).

Access to the wider community continued to be developed. Children had recently attended local walks, parks, and other community spaces. The manager discussed plans to develop children's links with a local care home to support intergenerational play and learning opportunities.

Areas for improvement

1. To support children to achieve their full potential, the manager and team should develop the tracking and recording of children's next steps, strategies, and achievements to inform purposeful and meaningful play and learning experiences. Staff should ensure that resources and layouts provoke children's interest and their thoughts and learning.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I can choose to have an active life and participate in a range of recreational, social, creative, physical and learning activities every day, both indoors and outdoors' (HSCS 1.25).

How good is our setting?

3 - Adequate

We evaluated this quality indicator as adequate, where the strengths just outweighed the weaknesses.

Children played in a setting that was warm, and welcoming. The rooms had natural lighting and ventilation. Children were confident moving around the playroom, this showed us they felt safe and secure. Many parents told us they felt their child was safe at the nursery.

The layout of the indoor environment had improved since the previous inspection to support positive play experiences for children. The team told us they had recently relocated and expanded the block play area to support children's ability to extend their own play, we saw children problem solve by building tall towers together. We could see the positive impact of the changes to children's play and learning experiences.

Staff we spoke to told us of their ideas to develop the enclosed garden space to provide children with a wider range of stimulating and challenged outdoor play and learning opportunities.

Parents told us their children could access the outdoors all year round, but highlighted the garden would benefit from maintenance and upgrading. (we have repeated this area for improvement).

Children could lead their play as they could easily access toys and equipment at their level. However, we agreed with the manager that the range of toys available should be reviewed and increased to ensure developmentally appropriate challenges in each play space. This will allow children to enhance and extend their play and learning experiences at the nursery.

Children were kept safe within the nursery as the building had a secure door entry system in place. Staff monitored who entered and left the building. Staff effectively supervised children in the outdoor area. Children accessed the outdoors daily; however, staff led this opportunity. The manager and team should continue to develop free flow access to the outdoor garden for all age groups to support their health, wellbeing, and ability to extend play through exploring natural environments.

Infection prevention and control practices needed to be reviewed by the manager and team to prevent the spread of infection. We highlighted some spaces in the environment that required cleaning, upgrading and repairs. Such as the changing facilities, taps within the playrooms and the outdoor spaces. The manager had begun to progress maintenance issues highlighted by the second day of inspection.

Risk assessments were in place for all areas and activities within the setting. Mitigation measures were considered and realistic. Staff utilised walkie talkies and telephones to communicate with each other which ensured children's safety and supervision when moving between the rooms available and outdoors.

Areas for improvement

1.

To ensure positive impacts on their wellbeing, learning and development, children should experience stimulating and challenging outdoor play spaces every day. Staff should regularly evaluate outdoor spaces to ensure they are filled with open-ended opportunities for example, loose parts materials, construction, sand, water, clay, creative tools, and imaginative props for children to explore, inquire and engage in energetic play.

This will ensure the quality of the environment is consistent with the Health and Social Care Standards which state that: "I can choose to have an active life and participate in a range of recreational, social, creative, physical and learning activities every day, both indoors and outdoors" (HSCS 1.25) and "As a child, I play outdoors every day and regularly explore a natural environment" (HSCS 1.32).

How good is our leadership?

4 - Good

We made an evaluation of good for this quality indicator, 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.

The team had been through a period of change over the past year with a new venue opening, staff leaving the team and new staff starting. However, we found the team engaged well with the inspection process and were keen to support the nursery continue to grow and evolve. The team engaged well with the inspection process and were open to our suggestions and ideas for improvements.

The team in partnership with the children had recently reviewed the vision, values, and aims of the nursery. We observed the values embedded into daily practice by the team; this supported a positive environment for children.

Aspirations for the nursery were shared by all staff and supported by the manager which showed us the service had capacity for change. All members of the team inputted into the improvement plan through regular reflections and evaluations at team meetings. Self-evaluations and improvements priorities were realistic and reasonable.

The manager of the service was visible, approachable, and enthusiastic in their role. They promoted a culture of positive relationships and effective communication which further supported the nurturing ethos in the nursery. Staff spoke positively about the support they received from the manager. Which supported their health and wellbeing in the workplace.

We found the manager put children, their families, and staff at the heart of the service. They valued the feedback, opinions and views of children, families, and the team. Parents were welcomed into the setting by the manager and team. Parents dropped off and collected their children directly from the playrooms which helped develop strong relationships. Views of families had been actively sought to support the improvement of the setting. This was achieved through face-to-face discussions, comment books, surveys, and newsletters. Information received from families was discussed as a team and used to inform planning and future improvements. Some parents told us they would like to see communication, particularly at the end of day, be more detailed and meaningful.

How good is our staff team?

4 - Good

We made an evaluation of good for this quality indicator, 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 supported in a nursery that was appropriately staffed to meet their individual health, wellbeing, and safety needs. Continuity of care and effective communication was promoted by the manager and team which minimised the impact of staff breaks on children during their time at the nursery. Many parents told us "The staff are always happy and very welcoming".

Children and their families experienced a warm, caring, and nurturing setting as good working relationships had been established between the team and manager. We found staff worked well together, and were respectful in their interactions with each other, creating a positive ethos and role models for the children. One parent told us "The staff all seem to genuinely care about the children". Another parent told us "The staff are all immensely caring and nurturing".

Staff were motivated in their roles and keen to support the nursery to continue to develop and improve. We encouraged the team to continue to attend training, read practice notes and revisit good practice guidance to support their newly allocated champion roles, professional development, and positive outcomes for children in their care.

We found systems were in place to carry out regular supervision and annual appraisal meetings with staff. These helped staff to reflect on their practice, set goals for the future and identify training needs to further assist them in their role within the service. All members of the team were registered appropriately with the Scottish Social Services Council.

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 to achieve their full potential through play staff should:

(a) Implement planning and observation strategies that develop children's sense of ownership of leading change related to their self chosen collaborations in play.

(b) Ensure younger children are challenged through play experiences offered at an appropriate developmental level.

(c) Develop communication systems with parents and carers that support a shared understanding of children's progress and development through play.

This is to ensure that the care and support is consistent with the Health and Social Care Standards My support, my life. "As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity." (HSCS 2.27)

This area for improvement was made on 23 November 2023.

Action taken since then

(a) the team had introduced a new planning and observation strategy following the previous inspection. However, this was in the early stages and had yet to be fully. We have asked the team to continue to implement the new strategies to support the planning cycle.

(b) the team had reviewed the resources available to younger children and now provided a variety of play experiences at an appropriate developmental level.

(c) the team had amended their learning journals following the previous inspection. Children's individual learning journals were now visible and available to children and their families in the playroom to support communication with families.

Part (b) and (c) of this area for improvement has been met.

Therefore the area for improvement will now read:

To support children to achieve their full potential the manager and team should develop the tracking and recording of children's next steps, strategies and achievements to inform purposeful and meaningful play and learning experiences. Staff should continue to ensure that resources and layouts provoke children's interest and their thoughts and learning.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I can choose to have an active life and participate in a range of recreational, social, creative, physical and learning activities every day, both indoors and outdoors' (HSCS 1.25).

Previous area for improvement 2

To ensure positive impacts on children's wellbeing, learning and development children should experience stimulating and challenging indoor and outdoor play spaces every day. Staff should ensure that resources and layouts provoke children's interest and their thoughts and learning. Staff should regularly evaluate outdoor spaces to ensure they are filled with open-ended opportunities for example, loose parts materials, construction, sand, water, clay, creative tools, and imaginative props for children to explore, inquire and engage in energetic play.

This will ensure the quality of the environment is consistent with the Health and Social Care Standards which state that: "I can choose to have an active life and participate in a range of recreational, social, creative, physical and learning activities every day, both indoors and outdoors" (HSCS 1.25) and "As a child, I play outdoors every day and regularly explore a natural environment" (HSCS 1.32).

This area for improvement was made on 23 November 2023.

Action taken since then

The team had reviewed and begun to develop the play spaces indoors. For example establishing a dedicated block play area, created a self select arts and crafts area and extended the home corner to support imaginative play. The team continue to develop the indoor play spaces in response to children's interests. We encouraged the team and manager to continue on this improvement journey.

This area improvement for is not met. However, it will now read:

To ensure positive impacts on children's wellbeing, learning and developmental needs, play and learning experience in the outdoor play spaces should be stimulating and challenging. Staff should regularly evaluate outdoor spaces to ensure they are filled with open-ended opportunities for example, loose parts materials, construction, sand, water, clay, creative tools, and imaginative props for children to explore, inquire and engage in energetic play.

This will ensure the quality of the environment is consistent with the Health and Social Care Standards which state that: "I can choose to have an active life and participate in a range of recreational, social, creative, physical and learning activities every day, both indoors and outdoors" (HSCS 1.25) and "As a child, I play outdoors every day and regularly explore a natural environment" (HSCS 1.32).

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?	3 - Adequate
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	3 - Adequate
How good is our setting?	3 - Adequate
2.2 Children experience high quality facilities	3 - Adequate
How good is our leadership?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good
How good is our staff team?	4 - Good
4.3 Staff deployment	4 - Good

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