

# Glasgow Clyde College Day Care of Children

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**Type of inspection:**  
Unannounced

**Completed on:**  
24 September 2024

**Service provided by:**  
Glasgow Clyde College

**Service provider number:**  
SP2003001394

**Service no:**  
CS2003006236

## About the service

This service is located within the grounds of the Cardonald campus of Glasgow Clyde College, found within the Cardonald area of Glasgow. Current registration allows staff to care for the following number of children within each age range:

- 12 children aged 6 weeks and over - under two years.
- 20 children aged two years .
- 32 children aged three years and over but not yet attending Primary School.

The service aims to, "provide a range of high quality services in an environment in which children feel happy and secure, encouraging positive attitudes to learning, helping achieve potential through valuable and enjoyable play experiences.

## About the inspection

This was an unannounced inspection which took place on Tuesday 24 September 2024.

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, registration information, information submitted by the service and intelligence gathered throughout the inspection year.

In making our evaluations of the service we:

- Spoke with several children using the service and reviewed survey responses from 25 parents whose children attend the service
- spoke with the senior management team and nine staff
- observed practice and staff interactions with children
- reviewed documents.

## Key messages

- The service was very well led by a strong, approachable management team who delegated responsibility appropriately to staff and involved them in the development of the service.
- Children experienced warmth, caring, nurturing approaches from all staff to support their overall wellbeing.
- Children were empowered to be fully involved in their play and learning through the skilled interactions and actions of staff.
- Children's learning and development was supported through a well balanced curriculum, in all playrooms.
- Staff knew children very well, responded to their needs sensitively in line with information recorded in their personal plans.
- The staff team and management team engaged with the inspection positively.
- Children benefited from a social and enjoyable lunch time experience.
- The management team had carefully deployed staff across the service to ensure all children's needs were being met well.

## 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.

### Quality indicator: 1.1 Nurturing Care and Support

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.

Strong relationships and effective communication with parents contributed to children's needs being met. Paying attention to everyone's emotional wellbeing was embedded in the service ethos and staff practice. Children were happy, settled and confident in the setting. They were familiar with the environment and routine and experienced warmth, kindness and respect from staff. There were nurturing relationships between children, staff and their peers throughout each playroom, based on respect. This helped children to feel cared for and safe. One parent told us "Staff are friendly and very knowledgeable. Definitely made to feel like part of the family. I feel it's a safe environment for my child."

Staff were skilled at building resilience and identifying when children were needing reassurance, love or comfort. Sleep time was managed well. Safe sleep checks were in place along with a safe sleep policy, which was shared with parents. Children were able to rest or sleep in line with their sleep routines recorded within their personal plans. Children's emotional security and wellbeing was supported through sensitive arrangements for daily routines, such as nap and meal times. For example, staff were aware of children's comforters but did not insist on rigidly following nap time: they were respectful of children's choices if they would rather play than sleep so that children were learning to recognise their own body's cues. Children's dignity and privacy was respected, as staff attended to their personal care needs. Staff discreetly supported children to the toilet, sensitively helped them to wipe their noses and asked permission to change their nappies. This ensured children's comfort and promoted their rights.

All children received a personal plan drawn together using wellbeing Indicators; Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included (SHANARRI). Plans were created in partnership with parents and reviewed and updated in line with guidance.

Cultural, dietary, medication and allergy needs were well communicated to ensure all relevant staff were aware of children's needs and wishes. We witnessed staff encouraging choice, responsibility and independence at this time, while also sensitively helping them make healthy choices for their lunch. Fresh water was available throughout the day and children were encouraged to remain hydrated.

Medication was stored and administered in line with best practice guidance. Medication storage and records were audited monthly by the manager. This meant when children needed medication it was stored and administered safely in line with their needs.

We observed parents being welcomed warmly into the service during inspection. Parents had many opportunities to be involved, through Tea and toast chats, learning conversations and many opportunities for parents to share with the service cultural celebrations. Communication with families was strong, we reviewed evidence that the service had collected that demonstrated parents felt their views were respected and they were kept informed of their children's progress and the life of the centre. All parents that we spoke with confirmed that they were always welcomed warmly into the service and had the opportunity to discuss their child's care, play and learning.

One parent told us "We value coming in every morning and being greeted by the staff. The smiles on their faces and my child's face makes it all worth while."

### Quality indicator: 1.3 Play and learning.

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.

Children were experiencing positive outdoor play opportunities as the service was committed to developing this. Children were regularly active in the outdoor space, in response to their wishes. Risky play experiences were available through sessions indoors and out to the rear of the building and loose parts play resources were well used by children.

Children benefitted from a mixture of planned and spontaneous play activities. Planned activities followed children's interests and staff were continuing to use this approach in their planning methods. The service was developing skilful planning approaches that were play-based, child-centred and focused on children's interests and needs, through meaningful observations. This was helping to ensure that children were engaged in their play and progressing well in their learning. Ongoing training and support helped staff to develop skills in carrying out meaningful observations and evaluations.

Staff promoted positive use of language and vocabulary during conversations with children. Staff interacted very well with children during play. They joined in play in a fun way and at children's level, always extending the opportunity for depth and breadth in children's learning. Staff were developing opportunities for children to learn about literacy and numeracy through play based approaches. They used questioning techniques effectively to help children to think about what to do next to extend their play.

## How good is our setting?

5 - Very Good

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

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.

Playrooms were clean, bright, and furnished with natural furniture which helped create calm and relaxing environments. Indoors and out were welcoming and inviting spaces and they all provided children with ample space to play. Children played happily independently or cooperatively in groups which helped them to build positive relationships with their peers and develop their social skills. We noted that the environment in the playrooms had been reviewed by staff to ensure more effective opportunities for play. The outdoor play space led from each playroom and had recently been upgraded. This now allowed children to choose between playing indoors or out in any weather. Resources were well maintained, safe and accessible to children.

Children moved easily around the play areas independently and transporting toys as they wished. Staff took time to listen, talk and communicate with children. Effective use of questioning extended children's thinking, widened their skills, and consolidated their learning through play. This meant staff could respond meaningfully to children's needs, wishes and this supported children's overall wellbeing and sense of belonging.

Children were enabled to rest and relax as each playroom had cosy and nurturing areas which were well accessed by the children. This resulted in children seeking out a quiet space where they could have some individual time when needed and contributed to them feeling safe.

Storage of resources were clearly accessible and thought out, which ensured that children could choose the right play experiences to suit their needs and interests. The extensive range of interesting materials, access to nature, tools and open ended resources enabled big scale and small world play. This engaged children's curiosity and challenges their thinking.

Children experienced an environment that smelt fresh and was clean, as staff undertook regular cleaning throughout the day which helped support cleanliness and children's wellbeing. We saw staff and children washed their hands regularly which minimised the spread of infection. Robust infection prevention and control and food safety practices provided high levels of safety for children. These were supported by effective quality assurance practices.

## How good is our leadership?

**5 - Very Good**

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

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.

The management team promoted a clear vision that helped staff to develop meaningful aspirations for children and their families. The manager had a comprehensive understanding of the importance of using the views of children and families, as well as partners, to inform planning and development of the service. Strong leadership supported staff to have confidence in their capacity to support children and families to reach their full potential.

Children and families benefitted from a culture of continuous improvement. The managers ensured that high-quality learning through play is at the heart of improvement planning and inspired staff to build upon their own skills through, training, self evaluation and reflection. The improvement plan was clear and updated regularly. One of the improvement priorities for the coming year, was for staff to develop better use of the outdoor environment as a means to enhance the learning opportunities indoors. Another one of the improvement priorities for the coming year, was to continue to raise practitioner's awareness and develop their knowledge/ understanding of the United Nations Convention of the Rights of the Child (UNCRC)

A monitoring calendar supported a systematic review of quality standards and supported positive outcomes for children. Staff used relevant frameworks to evaluate the quality of the service. Ongoing development of self-evaluation and measuring impact will support the continued development of positive outcomes for children and their families.

Children and families views were actively sought to inform the development of the setting. Successes and achievements were shared with children, families and partners and were used as a starting point for future improvements. All parents spoken with agreed, or strongly agreed that my child and I are involved in a meaningful way to help develop the service.

Robust and effective monitoring takes place as part of the service Quality Assurance Processes, including regular audits to ensure the environment was safe. We saw evidence of senior staff observing staff interaction and also the resources in the playroom and feeding back to staff of their practice. These senior staff modelled good practice in the rooms and this ensured that children were having a rich learning environment from staff in line with current best practice and research.

## How good is our staff team?

**5 - Very Good**

### Quality indicator 4.3 Staff Deployment

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.

Managers created conditions where all people felt confident to initiate well-informed change and share responsibility for the process. Staff told us that the whole management team were accessible and happy to help in all aspects of the children's experience. Staff felt listened to and valued. They confirmed that the managers try hard to ensure staff get time to discuss and reflect the overall developments of the children's environment along with time to reflect on children's individual targets.

Staff were developing confidence in evaluating the quality of children's experiences, identifying where improvements were needed. Staff reflected well together to make positive changes for children. National and local best practice guidance was helping staff to identify improvements that enhanced outcomes for children. For example, the service had made changes to the organisation of playrooms and the pace of the day to increase opportunities for children to lead their own learning. We saw robust evidence of staff working together to ensure that children can get outdoors, from indoors to the safe fun outdoor space identified for each age group attending.

Continuity of care across the day was very well supported by effective staff deployment. The management team had developed staff rotas which took account of busier times of the day such as mealtimes and transitions into and out of the setting.

The staff routinely engaged in a range of professional learning activities that built on and sustained their practice. We found staff were confident in discussing how they had improved their practice as a result of their own professional learning activities. We concluded that this learning had a positive impact on the quality of experiences for children, their progress and wider improvements in the setting.

All staff spoken with told us they felt well-supported in their roles. They felt that they received regular feedback on their work and felt able to approach management for support or with ideas to improve the service. Staff told us that their views were respected and that they were included in the decision-making processes, particularly relating to playroom and practice developments based on their professional learning. Staff knew children very well and secure relationships between them had been established. We witnessed children being supported by staff in ways which were appropriate to meet their needs. This meant that children felt safe, secure, and happy in a service where a caring staff team nurtured and supported them. We concluded through our inspection, that there were effective, thriving relationships between staff, parents and 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

1. Children should enjoy a sociable lunchtime experience.

This is to comply with Health and Social Care Standards 4.11 I experience high quality care and support based on relevant evidence, guidance and best practice.

**This area for improvement was made on 25 November 2019.**

#### Action taken since then

Staff had used current best practice to ensure that children enjoyed a social experience. Children were encouraged to be independent and enjoy a social experience with their friends and staff.

#### Previous area for improvement 2

2. Childcare practice should be further improved to maximise children's learning potential.

This is to ensure care and support is consistent with the Health and Social Care Standards which states, 'I have confidence in the organisation providing my care and support. I experience high quality care and support based on relevant evidence, guidance and best practice.' (HSCS 4.11)

**This area for improvement was made on 25 November 2019.**

#### Action taken since then

All staff had taken part recently in current best practice in relation to supporting and extending children's play and development. This had enhanced children experiences in the service and we could see that children were developing well.

### 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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