

Westercraigs Nursery School Day Care of Children

c/o Whitehill Secondary School
280 Onslow Drive
Glasgow
G31 2QF

Telephone: 01415 562 413

Type of inspection:
Unannounced

Completed on:
13 November 2024

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Service no:
CS2007154794

About the service

Westercraigs Nursery School is provided by Glasgow City Council to provide early learning and childcare to a maximum of 64 children from three years to those not yet attending primary school. At the time of inspection 24 children were in attendance.

The service is provided from accommodation within the grounds of Whitehill Secondary School in the Dennistoun area of Glasgow. The service is close to local amenities such as shops and parks. The children have access to two spacious playrooms and two outdoor areas.

About the inspection

This was an unannounced inspection which took place on Tuesday 12 and Wednesday 13 November 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
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- received electronic feedback from parents/carers

Key messages

- Children were happy, confident and settled in the service.
- The setting was comfortable, spacious and stimulating for children.
- Children benefitted from direct access to a range of learning opportunities outdoors.
- Staff had positive relationships with children and families.
- Staff worked well together to deliver positive outcomes for children.
- 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?	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.

How good is our care, play and learning?

5 - Very Good

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

Quality indicator 1.1: Nurturing care and support

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, 'The staff are all very friendly. This puts me at ease leaving my child with them.' This contributed to the positive relationships children had with staff and supported children to feel respected and valued.

Mealtimes were a relaxed and unhurried experience. A rolling lunch and snack experience for children supported a natural end to children's play before going for meals. Children had the opportunity to develop independence and life skills through self-serving and setting the table. 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 using wellbeing Indicators; safe, healthy, achieving, nurtured, active, respected, responsible and included (SHANARRI). Plans 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.

Staff worked proactively with other professionals and families to support children to reach their full potential. Strategies and goals for children with additional support needs had been identified through meetings with professionals and families. This positive collaborative working meant that staff were supported to offer better outcomes for children.

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.

The service had systems in place to store and administer medication safely. The medication policy and procedures were in line with best practice guidance. Medication was stored safely and administered safely. Monthly medication audits were carried out by management. This supported children's health and wellbeing needs.

Quality indicator 1.3: Play and learning

Children were happy, confident and having fun. They experienced a balance of spontaneous and planned activities and had opportunities to lead their own play and learning. Children benefited from staff that were skilled in interactions and used effective questioning and comments to extend children's thinking and consolidate their learning. An example of this was when staff supported children to recall a story. They used skilled questioning to develop children's matching and language skills. As a result, children were engaged and motivated in their learning.

We saw that children had access to a range of resources, which promoted their curiosity, imagination, and problem-solving skills. These included a tinker area with natural resources and loose parts, coloured water play with matching toys and playdough. Play opportunities supported children's development of literacy and numeracy skills. For example, in the tinker area children used dried apple slices to measure a paper cut out of one of the children.

Children benefited from free flow access to outdoors and 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. For example, two children spent time bathing dolls and washing their clothes before hanging on a washing line to dry. Carefully considered areas and resources offered a wide range of learning experiences for children. A custom-built wooden climbing frame supported risky and challenging play. Loose parts including big tractor tyres and wooden planks were also used to create an obstacle course. This supported children's physical development as they practised skills and movements such as climbing, balancing and jumping.

Planning approaches were child centred and were based on children's interests and individual learning needs. Clear curricular planning systems were in place to ensure experiences offered met the stages of development for individual children. Learning and development was consistently recorded, monitored and tracked to establish children's individual progress and allowed meaningful next steps to be identified and actioned. As a result, children were progressing well in their individual development.

Regular planning meetings were in place for staff to discuss learning strategies to positively impact on children's outcomes. Online learning journals were used effectively to share children's learning and experience with parents and carers. This supported parents to feel involved in their children's play and learning.

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 play spaces and changes had been made to support children's needs and interests. This included the development of a sensory room which children could use for quiet time. This meant children benefited from a well-resourced environment that supported their stages of development and extended their learning.

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. Clearly defined areas that were fully resourced supported a range of learning opportunities and encouraged engagement and purposeful play. These included a large sand pit, block play area and a well-resourced house area. 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. This meant children benefitted from being in a safe, secure and well-maintained environment.

Children benefitted from direct access to large, well-resourced outdoor areas which were secure, clean, and well maintained. Resources promoted children's curiosity and imagination. Literacy and numeracy were threaded throughout in resources and environmental print. For example, recipes and numbered bottles in the mud kitchen and a shop with checkout and items for sale.

Displays outside included photos of children and QR (quick response) codes that could be scanned further supported children's learning in the outdoor area. There were enclosed, quieter spaces for children to rest and relax, including a den and a tunnel. Bamboo fencing had been added to outdoor fences for added security. This supported children to be cared for in a safe environment.

How good is our leadership?

5 - Very Good

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

Quality indicator 3.1: Quality assurance and improvement are led well

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 commented, 'I feel valued and listened to by the management team, who are always happy to support me when needed. The open-door policy allows me to raise any concerns about my wellbeing to management who always handle it in a caring and professional manner.' 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. These included staff participating in groups to lead developments in literacy, nurture and family engagement. The staff were confident and passionate when telling us about their roles. This had the potential to extend staff knowledge and skillset and to continue to improve outcomes for children and their families.

A meaningful improvement plan was available which highlighted strengths and areas for development within the service. The plan had been created in consultation with staff and was shared with parents. We could see progress had been made in areas such as open evenings, stay and play, and parents joining the parental engagement group. The service had developed communication strategies of the month and were developing Promoting Alternative Thinking Strategies (PATHS) sessions. The PATHS sessions supported children to develop problem solving skills and emotional awareness.

Robust monitoring and auditing took place as part of the quality assurance processes. This included audits for environment, personal plans, medication and accidents. This was having a positive impact on the outcomes for children. For example, accident audits had shown an area of concern, and a safety gate was added to ensure the safety and security of the children.

The manager and staff team were utilising best practice guidance to self-evaluate the service. Peer monitoring of children's experiences supported staff to develop and reflect on practice. Regular staff

meetings gave staff the opportunity to discuss developments within the service. One to ones allowed staff to evaluate their practice and recognise any training needs.

Management understood the value of parents, children and staff contribution in quality assurance processes. Children were given questions of the month and parents were given questionnaires to record any improvements they wanted to suggest. When opinions were asked for, feedback was given so everyone understood the impact of their thoughts. For example, parents had asked to see what the children did during the day so stay and play sessions had been planned. This supported families to have a voice and contribute the overall development of the service. We concluded children were benefiting from robust self-evaluation and improvement planning that was leading to continuous improvements.

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 effective staff deployment within the setting meant that children's individual needs were being met by the right number of staff throughout. The staff to child ratio allowed staff to be responsive to individual needs. There was a mix of skills and experience in the team which helped staff to deliver positive outcomes for children.

Staff told us that a strength of the service was that they worked well together as a team, and we observed this in practice. Staff communicated when moving areas or when children were moving between areas to ensure their interests were followed through. We concluded children benefitted from a staff team who worked together to support children to be safe and take part in quality experiences.

Staff were committed to their continued professional development and told us they were supported in this by management. The staff engaged in a range of professional learning activities that built on and sustained their practice. This included nurture principles, child protection and health and safety training. This meant children benefited from a well skilled team, who were committed to continued professional development that supported them to provide positive outcomes for children and families.

Staff were friendly, approachable and caring. They worked well together to create a welcoming and inclusive environment for children and families. There were robust systems in place to ensure all staff had a good understanding of individual children's needs and how best to support them. A keyworker system helped parents and carers know who was caring for their children and helped children feel emotionally secure. This supported children's attachment and relationships with staff.

Staff understood the importance of positive relationships with families and children. We saw staff warmly welcoming families into the service. Staff took time to chat to parents and tell them about their child's day. A family space had been created where parents could support their children's transitions into the nursery. Having positive relationships with families supported staff to offer care which met children and families' individual needs.

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

Accident and incident records should contain all relevant information with opportunity for parents to sign they have been informed. An audit should also be kept to help prevent further possible occurrences.

This is to ensure care and support is consistent with the Health and Social Care Standards, My support my life.

4.11 I experience high quality care and support based on relevant evidence, guidance, and best practice.

This area for improvement was made on 2 September 2019.

Action taken since then

When assessing this area for improvement we found that auditing and monitoring of accidents and incidents was carried out regularly. These noted times, locations and what children were involved in accidents and incidents. The service had made changes based on auditing to make areas safer for children. Accident forms were signed and completed by parents. This supported children to be cared for in a safe manner.

This area for improvement has 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.

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

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iarrtas.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.