

# Thornliebank Nursery Class Day Care of Children

Thornliebank Primary School  
Main Street  
Thornliebank  
Glasgow  
G46 7RW

Telephone: 01415 707 440

**Type of inspection:**  
Unannounced

**Completed on:**  
31 October 2024

**Service provided by:**  
East Renfrewshire Council

**Service provider number:**  
SP2003003372

**Service no:**  
CS2003016225

## About the service

Thornliebank Primary School Nursery Class is registered to provide a day care of children services to a maximum of 40 children from 3 years of age to those not yet attending primary school.

The service is located in Thornliebank, a suburban area of East Renfrewshire and is close to a range of community facilities including, local shops, library, parks and woodland areas. Children had access to two adjoining playroom, a large enclosed outdoor play area, cloakroom and children's toilets.

The service is provided by East Renfrewshire Council.

## About the inspection

This was an unannounced inspection which took place on 29 and 30 October 2024 between 9:30 and 17:00. 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 since the last inspection.

In making our evaluations of the service we:

- spoke with children using the service and 12 of their families
- spoke with staff and management
- observed practice and daily life
- reviewed and sampled documents
- reviewed staff and families questionnaires.

## Key messages

- Children experienced high quality nurture care and support
- Families were meaningfully involved in their child's play and learning
- Children had exceptional opportunities and experiences to play and learn
- Children were progressing very well in their literacy and numeracy skills
- The service was led very well
- Staff were highly skilled and motivated to improve outcomes for children.

## 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 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.

### 1.1 Nurture care and support

Children experienced high quality nurture care and support from staff who knew them very well. It was evident through observations and documentation that nurture principles were embedded in practice. Staff interacted with children in a meaningful way. For example, staff consistently positioned themselves at children's level and used positive body language and calm voices. This caring and respectful approach meant that children felt safe, secure, valued and confident.

Staff had formed positive and trusting relationships with children and families. Prior to starting at the service families were offered a home visit. This provided staff with the opportunity to see children in their home environment and have meaningful conversations with families. This helped children settle into the service and ensured their wellbeing needs were well supported.

Children's rights were embedded in practice. Staff consistently spoke with children in a respectful manner and valued their right to play. They sat with children and listened to their voices as they made choices and decisions about their play. Staff promoted children's independence and asked them for permission to help, for example, when putting their jackets on. This meant that children's wishes and rights were valued.

Personal plans reflected children's health, safety and wellbeing needs. Families were meaningfully involved in developing and reviewing their children's plans with their key worker to ensure continuity of care. Wellbeing indicators were used to support children, and staff were highly skilled in using the information to identify children's targets and plan their next steps. They knew all children's targets and worked together to ensure they linked to their learning plan. As a result, staff had a shared understanding of children's individual care, play and learning needs.

Mealtimes were relaxed, unhurried, sociable experiences. Children helped set the table for lunch and snack and were encouraged to collect their plates and cutlery. A rolling lunch meant that children decided when they wanted to eat which enabled them to continue with their play uninterrupted. Staff sat with children talking about their interests, offering praise and encouragement when they finished their meals. This helped promote children's independence, preferences and social skills.

Staff recognised the importance of involving families in their children's experiences at the service. Families were actively encouraged to spend time in the service by participating in the stay and play and book bug sessions. This meant that families were meaningfully involved in their children's play and learning.

### 1.3 Play and learning

Children experienced a rich, stimulating, and interesting learning environment. They had access to high quality play and learning experiences and an extensive range of natural, real life and open-ended resources to spark their curiosity. They designed and built their own structures in the block area, 'cooked' in the home corner and developed their creative skills through clay modelling. This meant that children were making connections with the real world and developing their life skills in an exceptional way.

A unique designated sewing room provided children with rich learning opportunities to develop their skills. Family relatives became 'grand friends' of the children and showed them how to thread a needle, sew and weave using wool, ribbon and thread. A broad range of materials, textures and patterns inspired children to design and create their own decorations. These were displayed throughout the playrooms. This celebrated children's achievements and provided them with innovative opportunities to express their ideas.

Interactive storytelling enabled children to develop a love of reading, promoting their language and literacy. Staff enthusiastically invited children to join them as they read. Children listened intently to their favourite stories and recalled and predicted events. Staff used innovative ideas to engage children in creating stories. Children used story maps to share their own thoughts, words and drawings as staff recorded their words. Children were excited to tell their story, and this was extended when they acted it out. This nurtured children's creativity and imagination.

Children had excellent opportunities to participate in their community. Weekly visits to a supported living residence enabled children to make social connections with older adults. They took books, puzzles and games to play together, making strong connections to support intergenerational relationships.

Staff were in tune with children's curiosities. An exceptional example of this was when children discovered mining bees burrowed in the ground. Staff facilitated and extended children's interest by arranging a visit from a beekeeper. Children learned about honeycombs and how bees made honey. This provided children with outstanding learning experiences.

Staff had high aspirations for children and were passionate about their right to play. They understood the importance of play and provided children with endless opportunities to explore, create and enquire. Children actively led their play and learning and staff sensitively supported their interests. Staff skilfully extended their learning through highly effective questioning skills. As a result, children were reaching their potential.

Staff effectively planned for children's learning through a responsive and child led approach. High quality observations informed planning and reflected children's interests and stages of development. Their progress was very well documented through developmental trackers and gaps were quickly identified. This meant that children were progressing very well.

## How good is our setting?

**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.

### 2.2 Children experience high quality facilities

The service was warm, welcoming and inviting. There was a strong ethos of inclusion where children and families were valued, respected and included. Staff were highly committed to ensuring children experienced high quality experiences and outcomes.

The playrooms were calm and decorated with muted colours. Displays depicted children's artwork, and photographs of their achievements. Learning areas were spacious and enabled children to move freely between the rooms to participate in a broad range of play experiences. Each area was well defined and very well resourced to promote children's creativity, enquiry and curiosity. As a result, children were very engaged in their learning.

Children had opportunities to learn about different festivals and cultural events. For example, to celebrate Diwali, soft music played in the background during lunch time and children explored the candlelight display and read books. Staff provided opportunities for children to use a range of art designs and resources such as jewels and gemstones to explore their creative ideas. This helped children learn about different cultures and celebrations.

Primary one children from the attached school visited the service weekly, which meant that children could play outdoors with their friends and learn together. They role played in the mud kitchen with real life pots, pans and utensils making 'mash and soup'. Children named the willow den as their 'planning station'. They discussed their ideas and made decisions about how they wanted to play. They planned a game where they chased each other and used their imagination. This meant that children were involved in play that was meaningful to them.

The forest provided rich learning experiences for children to learn about the natural environment. They played with magnifying glasses and binoculars searching for bugs and insects then carefully placing them in observation cups to look at them closely. They built their confidence and resilience as they climbed, jumped and balanced on large logs and tree swings. Staff supported children and encouraged them to take small risks and offered praise when they had succeeded. As a result, children benefitted from positive outdoor experiences.

Effective processes were in place to keep children safe. Risk assessments were regularly reviewed and updated by staff. Children helped to risk assess, and they used the Care Inspectorate's 'SIMOA' elephant to keep themselves safe when visiting local amenities. Children benefitted from a risk benefit approach, for example when using real life tools such as nails, screws and hammers at the woodwork bench. This meant that children were developing their skills and understanding of safety.

## How good is our leadership?

**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 3.1: Quality assurance and improvement are led well.

The service shared values with the school which included nurture, kindness, respect and effort. These were complimented by Froebel's principles which promote unity and the importance of relationships.

Children benefitted from a passionate and skilled staff team that knew families very well. Staff had developed positive relationships with families and worked closely with them to improve outcomes for children. Families told us that they were very happy with the quality of the service and praised staff for their qualities and their relationships with individual children.

Families were actively encouraged to participate in the life of the service through ongoing feedback. Coffee and chat sessions allowed families to share their views and opinions on a range of important matters. This included how families could lead learning on cultural celebrations and festivals. This helped families contribute to the quality of the service.

Leadership was a key strength in the service, effectively led by the nursery teacher. They developed a culture of continuous improvement and inspired staff to further develop their skills and knowledge.

They role modelled best practice and encouraged staff to build their confidence through training and professional dialogue. As a result, the team was enthusiastic and committed to providing high quality outcomes for children.

The service used self-evaluation frameworks such as 'Froebel's toolkit' and 'East Renfrewshire's Family Friendly Accreditation' framework. These allowed staff to monitor and evaluate children's experiences. Staff identified strengths and challenges of the service and agreed next steps to ensure children's care, play and learning was well supported. For example, the team identified the need to complete an audit to highlight gaps in cultural resources. To further promote inclusion and diversity, staff asked families to bring songs from home to develop a songbook. This helped support and strengthen home links.

## 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.

### 4.3 Staff deployment

All staff had a kind, caring and nurturing approach. Their skilled interactions and understanding of children's individual needs was evident during the inspection. They were committed to supporting families and had embedded a calm, warm and inclusive environment that welcomed children and ensured their care, play and learning needs were met. This meant that children felt valued, safe and secure.

There was a strong ethos and culture of teamwork and a shared commitment to the overall quality of the service. The team worked very well together and were flexible to ensure continuity of care and smooth transition times throughout the day, including lunchtime. They communicated well and supported each other to work as a team. Staff complimented each other and acknowledged their individual skills, knowledge and strengths. As a result, children benefited from a skilled and committed team.

Regular training opportunities meant that staff were motivated to further develop their knowledge and skills, and some staff had undertaken further qualifications. The team valued time together to reflect and share their learning through ongoing discussions. Peer assessments and constructive feedback meant that staff consistently improved their practice. This contributed to positive outcomes for children.

All staff had taken on leadership roles to develop specific areas of the learning environment. For example, harvesting vegetables, the block area, creative area including clay, and the sewing room. Staff equipped the areas with natural and real-life resources that were exciting, stimulating and challenging. They later produced family leaflets to show how children learned. This provided children with opportunities to develop their skills through real life experiences.

Staff were innovative and continuously explored new ways of engaging children in their play and learning. For example, they used floor books to capture children's imagination, ideas and discussions. The 'look up, look through' project enabled children to view the environment by looking up and through different objects such as pipes, tunnels and looking glasses. This provided exciting and fun opportunities to learn.

Children were supported to reach their potential through positive interaction and skilful open-ended questions which extended and scaffolded their learning. Staff were extremely knowledgeable about every child's stage of development, strengths and challenges and confidently supported their play and learning.

They joined children's play when invited and knew when to intervene and when to step back to promote their independence. As a result, children were successful and independent learners.

## 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	6 - Excellent
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](http://www.careinspectorate.com)

## Contact us

Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto: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.