

Lullaby Lane Milngavie Day Care of Children

Bearsden and Milngavie Sports Club
Auchenhowie Road
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Glasgow
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Telephone: 01419 315 126

Type of inspection:
Unannounced

Completed on:
4 February 2025

Service provided by:
Lullaby Lane Nurseries Ltd

Service provider number:
SP2017012918

Service no:
CS2017356156

About the service

Lullaby Lane Milngavie is provided by Lullaby Lane Nurseries Limited and is registered to provide a care service to 75 children not yet attending primary school. The service operates from two buildings within the grounds of Bearsden and Milngavie Sports Club.

The original sports club building can accommodate 40 children aged between two years to those not yet attending primary school of whom no more than 10 are aged under three years. The prefabricated building can accommodate 35 children of whom a maximum of 24 are aged under two years and a maximum of 11 children are aged two years to under three years.

The prefabricated accommodation includes four playrooms for children. Each playroom has its own changing/toilet facilities and enclosed outdoor play area. Within the main building the playroom is based within the large hall with adjoining changing/toilet facilities. A large enclosed outdoor area can be accessed directly from the playroom. There are additional kitchen and office facilities.

The service is based within Milngavie in East Dunbartonshire and can be accessed by foot, car or public transport.

About the inspection

This was an unannounced inspection which took place on Monday 3 February 2025 and Tuesday 4 February 2025. 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 12 children using the service and 24 of their families
- spoke with 13 staff and management
- observed practice and daily life
- reviewed documents
- spoke with visiting professionals.

Key messages

- Children experienced warm, consistent and responsive care that fostered their wellbeing. They were safe, sensitively cared for and helped to express their needs. Staff were reassuring, comforting and gentle in their interactions with children. Since the last inspection, improvements had been implemented to enhance children's experiences for play and learning across the setting which had ensured more positive learning outcomes for children.
- The service provider and service manager had a clear, shared vision for the service and were committed to continuous improvement. We could see that many improvements had been driven forward to improve outcomes for children and families since our last visit.
- Staff knew children very well and were committed to maintaining positive relationships and effective communication with children and their families. Families felt valued and involved in the setting.
- The service provider had prioritised an evidence based approach to attachment led practice within the setting, in recognition of the benefits of secure attachment on children's wellbeing, including their neurological, physiological and psychosocial development.

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?	4 - Good
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.

How good is our care, play and learning?

4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality indicator 1.1: Nurturing care and support

The team placed attachment theory at the heart of their practice, offering a home from home service and recognising the importance of forming warm, loving relationships with young children and their families from the initial enrolment to the first visit. Evidence shows that secure attachments have a direct and positive impact on child development. A sensitive transition process involving home visits and the provision of 'connection bags' allowed staff, children and families to form mutual connections in their secure home environment before the first transition to nursery.

Families appreciated this approach and commented: "The children are put completely at the centre of this nursery and the staff consistently go above and beyond to take care of them. The love and care shown to the children is truly excellent and very reassuring", "Very welcoming feels just like extended family, staff are attuned to my child's needs, they appear to love my child", "The service doesn't feel like a business, it feels like an extended family member's house who are available to look after and help me bring up my child I fully trust them."

Families and children received a warm, individual welcome when they arrived at the setting each day. This allowed children to settle quickly and provided reassurance to their families. Each child was allowed to settle into the setting at their own individual pace, ensuring a smooth and sensitive transition from home (see How good is our staff team?) Families commented: "My child had extended settles as needed before starting to ensure we were all happy with the service", "Everyone takes an interest in every child, even staff outwith the room recognise my child by name. Fantastic settling in too" and "Having a key person has been crucial in settling our child here, having rejected previous nurseries. Staff are really friendly and have made extra effort to bond with our child."

Children experienced warm, consistent and responsive care that fostered their wellbeing. They were safe, sensitively cared for and helped to express their needs. Staff were reassuring, comforting and gentle in their interactions with children.

Each child had a personal plan developed in partnership with families. These plans contained detailed information on each child's holistic needs and allowed staff to tailor care to promote their wellbeing. Plans were reviewed regularly to ensure staff always had current information on children's needs and routines to deliver the right care at the right time. Families told us:

"Care plans are updated every 6 months, but I am able to give information any time about changes to care for my child which is followed."

"I am given regular opportunities to review the care plan and to discuss with staff at parents' evenings."

"I have reviewed my child's plan twice in the last year and expect another review soon."

"We complete care plans for our child at different stages during the year and have completed one just recently. The service offers parents' evenings that help us gain more knowledge about our child and their care. We feel strongly involved and knowledgeable about our child and their care at nursery."

The manager was strengthening relationships with external agencies to ensure the setting worked collaboratively to support all children to reach their potential, particularly where additional support needs were identified.

Children had access to healthy meals and snacks to sustain them throughout the day. Overall, snack and lunch routines were calm and pleasant offering children some opportunities to develop independence skills. Moving forward we suggested that the manager reviewed these arrangements to make them more homely in keeping with the ethos of the setting, for example, staff positioning themselves at the table more consistently would have promoted positive social interaction and offered opportunities for role modelling.

Overall, children had good opportunities for rest and sleep to support their emotional wellbeing throughout the day. At times, some staff needed to be more mindful of the impact of others playing near sleeping children to ensure sleep time was calm and restful.

Effective arrangements were in place to ensure the safe storage and administration of medication to meet children's health needs.

Staff were confident and well-trained to understand their responsibilities for safeguarding children.

Quality indicator 1.3 Play and learning

Since the last inspection, improvements had been implemented to enhance children's experiences for play and learning across the setting. For children aged three to five years, staff were working closely with East Dunbartonshire Council to improve planning for learning and to create a more enabling environment. This had ensured more positive learning outcomes for children. Families told us about their children's experiences and commented: "Lots of outdoor play which is excellent. The staff have worked hard to renovate the garden. My child showed an interest in space and this was strongly encouraged and loves dolls and is always given a chance to play with them", "My child has been baking, water play, sensory play, building, climbing, outside in the garden, walks in the village" and "My child loves his outside fun, library trips, drawing, imaginative play."

The availability and quality of play resources had been improved across the setting, but there was scope for this to continue, particularly where resources were shared between playrooms. This would ensure children have consistency in the resources available to them.

Planning for learning had recently been revised and staff were building confidence with using the new approach. During our visit, staff had planned activities to engage children in meaningful play. Older children enjoyed making stress balls and learning about children's mental health week. The malleable play area was very popular and outdoors children were digging and learning about worms. Younger children enjoyed sensory activities and developing their language skills listening to songs and rhymes.

Older children could choose when they went outdoors, with free flow access to the garden area having been reintroduced. The premises for younger children were more complicated to organise free flow access to outdoors, but it was agreed that more could be done to enable the youngest children to be outdoors more often. We could see that children enjoyed their time outdoors and were building confidence in dressing themselves in their outdoor clothes and shoes independently. Families enjoyed the time children had to spend outdoors within the community and within the setting.

"We love that the children are regularly taken out for walks in the local area, that our child is encouraged to feed ducks, use appropriate playground equipment, shop for ingredients for a room project and is not just sitting in a buggy watching the world go by."

"My child is outdoors at least once a day, they have been involved in visiting woods, library, beach, garden, big nursery garden, outdoor field."

"We were pleased to know that the garden doors would be open all day every day. Our child thrives outside and the fresh air is so beneficial. They have access to their puddle suit and wellies to encourage cleanliness and independence at choosing their activities for the day."

While staff were more responsive to children's expressed and observed interests, they were building confidence in providing provocations to spark children's creativity, inquiry and curiosity and support them to lead their own play and learning.

At times we noted that children, aged two years accommodated in the shared space within the main hall, were less engaged and inclined to wander. Staff missed some opportunities to support these children in their play and learning, as they were often engaged with the older children. The manager and staff team were aware that this was a potential issue and were seeking effective solutions to address children's different needs and stages of development when sharing the same space.

Children's learning journals were used very effectively to capture meaningful observations of children's learning and development and to highlight the individual progress they were making. Procedures had been developed in partnership with the local authority to track children's progress in learning which were due to be implemented. Families enjoyed reading these learning journals on the Family App, but some told us they wished they were more regular: "I would like a bit more on the app in regards to curriculum development" and "Maybe some more room/individual updates on the app but I'd rather my child was being engaged than the worker sitting at an iPad."

How good is our setting?

4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

From arrival at the setting, we could see that improvements had been made to the external and internal environments. Significant investment by the service provider had ensured the premises were more inviting and provided more positive outcomes for children and their families. A programme of investment was planned to enhance areas of the setting still requiring updating, for example flooring in the playrooms for the youngest children was to be replaced, facilities in the large hall were to be refurbished and the development of an allotment style garden to allow children to learn about sustainable planting and growing had already begun. Families welcomed the improvements that had been made, recognising the positive impact of these on outcomes for their children.

"Recent investment in fresh decor and new toys has been great."

"Over the past year they have continuously been updating the resources and environment to enhance my child's experience."

"Noticeable investment in nursery infrastructure recently."

"Some of the facilities have felt quite tired, old rugs and toys etc. These have been refreshed recently and is positive."

Staff aimed to provide a home from home environment to children and families, but there was scope to make the playrooms more homely. For example, the addition of softer lighting, plants and attractive wall displays. Softer and more homely playrooms would have enhanced the nurturing environment to promote a positive sense of wellbeing. The Care Inspectorate document *Space to Grow and Thrive* contains some good practice examples of homely environments for reference, if required: <https://hub.careinspectorate.com/media/5784/space-to-grow-and-thrive.pdf>

Overall, the setting was comfortable, furnished to a good standard and welcoming with plenty of natural light and ventilation. A secure door entry system limited access to and from the buildings which helped keep children safe. Cleanliness had improved across the setting following the appointment of a housekeeper, but there was a need to ensure cleaning of children's changing areas was carried out in accordance with best practice guidance to prevent and control infection.

Across the setting children had sufficient space to learn and develop through play. The layout of playrooms had been improved and the establishment of more defined and better resourced play areas had enhanced outcomes for children. The staff team needed to continue to enhance the layout of the environment and presentation of resources to support children to make choices, self-select and lead their own play and learning. The addition of more natural resources would lead to more open-ended play, provide more opportunities for children to explore and engage in creative loose parts play and enhance vocabulary skills.

Children were able to explore their environments both indoors and outdoors in the knowledge that comprehensive risk assessments were in place and staff understood how to keep them safe. Risk assessments prompted staff to carry out daily checks and identified hazards and measures taken to reduce or mitigate risks.

Overall, there were effective procedures in place to control and prevent the spread of infection within the service to protect staff and children. Children and staff demonstrated good hand washing practices and children were learning how this helped to protect them from germs, but staff need to be more proactive in helping children to wipe their noses.

Children's information was stored securely in line with data protection requirements.

How good is our leadership?

4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Both the service provider and service manager had a clear, shared vision for the service and were committed to continuous improvement. We were able to see that areas highlighted for improvement had been a catalyst for change within the setting and outcomes for children and families had improved under the clear direction of the service manager. As mentioned earlier, families were very positive about the improvements that had been made.

The setting had participated successfully in the Care Inspectorate Early Learning and Childcare (ELC) Improvement Programme, which aims to support funded settings across Scotland to improve the quality of ELC and meet the National Standard focusing on providing targeted support through a programme of sessions and peer support opportunities. In addition to this, the programme provides a range of universal resources to support all settings with improving quality.

An improvement plan was in place which highlighted clear and realistic priorities and timescales to make improvements and take these forward. The service vision, values and aims were made available to families and the service provider had recently undertaken a programme of rebranding to reflect the strong commitment to attachment led practice.

Staff, children and their families had an increased role in quality assurance, with staff becoming more involved in self-evaluation at a pace designed to build their confidence in understanding their roles in, and influence on, assessing quality across the setting. Families felt their views were welcomed within the service and commented:

"The nursery always ask for ideas and new ways to support and develop the children."

"Staff use the app to request information from parents, feedback or opinions on what is happening within the nursery. This has been for events, or planning meals/snack."

"I feel feedback is acted on - for example in refreshing the toys available."

"We are invited to give input for any changes such as new snack ideas."

"The service is very receptive of feedback and ask for our involvement to help develop the service."

"We are asked for feedback and kept up-to-date with developments and plans."

"We have been given opportunities to give our own suggestions for the room."

The management team had been restructured to more clearly define leadership roles and areas of responsibility. This had resulted in more regular monitoring of quality within the setting. Staff were due to take a more active role in monitoring and evaluating their practice and assessing outcomes for children and families, through the introduction of Sprint, an East Dunbartonshire Council tool to guide staff through a six week programme of monitoring within their areas of responsibility.

Staff met regularly to discuss the service and highlight where improvements were needed. Staff told us they felt valued, well-supported and could make suggestions for improvement.

Appropriate arrangements were in place to record details of any accidents and incidents occurring and to pass this information on to families. Some staff were trained in first aid to ensure they had the skills and confidence to react to any accidents or health issues arising. Accident and incident reports were audited monthly to ensure patterns and hazards could be identified and addressed promptly.

Staff had been recruited safely and all staff were registered to practice with the Scottish Social Services Council (SSSC). Staff had undertaken qualifications relevant to their roles and others were undertaking apprenticeships. Staff told us they had good opportunities to engage in continuous professional learning to ensure their practice was underpinned by relevant theory and guidance.

How good is our staff team?

4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

The management team recognised the importance of ensuring that the service was appropriately staffed during the day as essential to the wellbeing of children in the service. We confirmed that the service was working within the prescribed adult to child ratios. However, during the first day of our visit, five children were settling within the playrooms. While staff were very attentive, warm and nurturing towards all of the children, interactions with children who were already settled within the playroom were less frequent and less meaningful, as staff attention was focused on providing comfort and reassurance to the children who were upset. This was not the case on the second day when less children were settling, staff were able to direct their interactions and attention equally to all children. We discussed this with the service provider and service manager and highlighted the importance of not only compliance with adult to child ratios, but of ensuring there were enough staff to meet the needs of all children to ensure positive outcomes for all especially when children were settling. It was agreed that this would be addressed.

Staff shifts and working patterns were arranged to ensure continuity of care across the day, supporting children's emotional wellbeing. Keyworking arrangements were in place to promote continuity of care across the day. This ensured positive transitions for children and good communication with families. Staff managed transitions well across the day in a way that allowed children to feel secure and prepared for what was happening now and next. Good communication mechanisms ensured families were kept informed about staffing, ensuring that families were prepared when keyworkers were on leave or left the service. Staff knew children in their care very well and spoke confidently about children's individual care needs. One family member commented: "We love our child's key worker, she gives us updates and engages with us when planning big changes such as dropping naps or bottles. She knows our child so well and I can honestly say that aside from illness, we have never picked a sad or upset child up at the end of the day."

Lullaby Lane hosted popular weekend events during the year to allow children and families to connect and build relationships with the wider nursery community. Families valued the positive relationships they had with the staff team. They told us they valued the positive communication channels within the setting and commented:

"We have a good relationship with all staff but a very strong relationship with our child's key person and some other staff. The staff always take an interest in our child's life and family outside nursery. We have a really good relationship with the management also, they are clearly also knowledgeable about our child and their development."

"The staff are attentive, caring and supportive. They know my child so well, always ask about their wellbeing, and nothing is too much trouble. They are always on hand to offer advice or support if we need it, and take the time to listen to us when something changes etc. They are fantastic!"

"The staff past and present have shown a great interest in our child's development. Appreciating concerns or what I need in terms of more attention on one area of child's care. The staff are approachable and considerate. Always giving truthful accounts of child's days and they can be reached throughout day."

Staff worked well together as a team and told us they valued the support they received from their colleagues and manager.

Staff turnover remained a concern for the service provider, with issues in recruiting staff to early learning and childcare across the country. As a result of this, the service provider was committed to promoting staff wellbeing and seeking innovative ways to retain staff. As mentioned previously, families spoke very positively about relationships with the staff team, but a few highlighted staff changes as an area for improvement. We received the following comment: "Very open and easy to speak to. Would be great if they didn't change so often though. Sometimes hard to know who the key worker for my child is."

Overall, adult to child interactions were very positive. Staff and children had developed good relationships and had fun together. Staff listened attentively to children and were interested in what they had to say. They were encouraging and keen to celebrate children's achievements and progress.

What the service has done to meet any requirements we made at or since the last inspection

Requirements

Requirement 1

By 31 October 2023, the provider must ensure children are able to play and rest in an environment that is clean and well-maintained.

To do this, the provider must, at a minimum, ensure:

- a) effective cleaning arrangements are put in place
- b) identified repairs/maintenance needs are recorded and actioned quickly.

This is to comply with Regulations 4(1)(a) (Welfare of users) and 10(2)(d) (Fitness of premises) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "I experience an environment that is well looked after with clean, tidy and well-maintained premises, furnishings and equipment" (HSCS 5.24).

This requirement was made on 14 September 2023.

Action taken on previous requirement

A housekeeper had been employed to ensure the service was kept clean and we did not have any concerns about cleaning at this inspection. The maintenance procedures were effective.

Met - outwith timescales

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's wellbeing and safety, the provider should ensure that staff:

- a) Understand the extent of their own roles in assessing risk and are aware of the roles of other workers in ensuring children are supervised at all times
- b) Develop effective channels of communication to allow them to work more effectively as a team.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes" (HSCS 3.14).

This area for improvement was made on 14 September 2023.

Action taken since then

We were satisfied with the progress made on this area for improvement. No similar concerns arose at this inspection.

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?	4 - Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	4 - Good
How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - 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?	4 - Good
4.3 Staff deployment	4 - Good

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