

Keppoch Nursery School Day Care of Children

Keppoch Campus
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Unannounced

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Glasgow City Council

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About the service

Keppoch Nursery School is a day care of children service in a suburban area in Possilpark, in the north west of Glasgow. The service is provided by Glasgow City Council and operates from premises within Keppoch Campus.

The service can accommodate 80 children at any one time from the age of three years to those not yet attending primary school. At the time of our inspection there were a total of 60 children present.

The accommodation consists of three play environments and a family room. Children have direct access to an outdoor play area for physical play and outdoor learning. The Gruffalo garden is an additional outdoor play space. Children also have access to the campus playground and gym hall. There is changing and toilet facilities for children, office, catering, staff facilities, and a reception area.

About the inspection

This was an unannounced inspection which took place on 20 and 21 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 children using the service
- reviewed feedback from six parents and carers whose children attend the service
- reviewed feedback from seven staff members employed in the service
- spoke with the manager and staff
- observed practice and staff interactions with children
- reviewed documents.

Key messages

- Children attending had fun and were happy indoors and outdoors. Experiences were responsive to children's interests.
- Lunch was a relaxed, unhurried and sociable experience for children in the service.
- Management and staff welcomed and collaborated with external professionals to contribute to supporting children's individual needs.
- Children were cared for in an environment that was welcoming, well-furnished, homely and cosy.
- Management and staff should review the procedures for access to the outdoor play area to support children's safety and wellbeing.
- Quality assurance and self-evaluation processes could be further developed to support continuous improvement of the service.
- The provider should revisit the deployment of staff to minimise interruptions to children's play and learning.

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?	5 - Very 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 made an evaluation of good for this key question, as several important strengths, when taken together, clearly outweighed areas for improvement.

Quality indicator 1.1: Nurturing care and support

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

Children's care and learning routines were delivered with kindness and compassion from staff who were very warm, nurturing and caring towards children. The interactions were responsive and engaging and we saw staff comforting children. This supported children to feel safe, secure, and contributed to the positive relationships they had with staff. Families agreed and one parent commented, "They always engage when we arrive, and they let me know how my child is doing. They always stop to ask how we are and not just my child."

Staff confidently described children's individual needs and how they were supported. Staff knew the children well which meant they were able to respond to their individual needs and preferences. Children with additional support needs were well supported. External professionals visited the service. Staff told us the professionals shared ideas of strategies for staff to take forward to meet children's individual needs. Detailed individual support plans were in place. They contained key information of children's needs, support strategies and progression in their learning and development.

Lunch was an unhurried, relaxed and sociable experience for children. Children were engaging in quality conversations with staff. We observed improvements had been made to mealtimes. A rolling lunchtime experience supported children to have lunch when they were ready. This meant that children were experiencing a natural end to their play. There were opportunities for children to self-serve their lunch contributing to supporting their choice, independence, and responsibility skills. Staff were aware of children's dietary requirements, contributing to children's health, safety, and wellbeing.

Personal Plans were in place for all children. Plans were developed in partnership with families and were reviewed regularly. All parents agreed they were fully involved in their child's care, including developing and reviewing their personal plan. One parent told us, "Children's care plans are always available for parents and carers to review, and any changes are presented to parents to ask their views. We as parents feel involved and included in our kids care plans."

Plans contained key information to support children. There were clear processes in place to capture significant changes, this supported staff to contribute to meeting the needs of individual children. Termly progression and development trackers were in place to monitor and record progress made within individual targets for children. We discussed with management plans could be further improved with evaluations including more detail of children's progress. This has the potential to support staff to enhance children's play, learning and progression.

Fostering and maintaining relationships and partnerships with families were important to the service. A member of the management team and keyworker attended home visits to support with getting to know families and children before their first day. Parents and carers were invited into the service for events

throughout the year for example 'brew and blether.'

The service had achieved their nurture award accreditation. This recognised the nurture approaches in the whole service to support children's well-being, to understand and respond to behaviours and the creation of environments where relationships with families were at the centre of the service.

Quality indicator 1.3: Play and learning

We made an evaluation of good for this quality indicator, as several important strengths, when taken together, clearly outweighed areas for improvement.

Children were happy, settled, and confident in their environment which enhanced their well-being. Children were having fun indoors and outdoors and engaged in a variety of experiences, often leading their own play and learning.

Children benefitted from a mixture of planned and spontaneous experiences. Experiences supported children's development of language, literacy and numeracy skills. Children were making models using construction materials. They were extending their play and learning using books and technology to look at images of buildings and to make comparisons. A child told us "My favourite thing in nursery is playing with my friends. We like to use the bricks and build castles." Children were selecting containers and measuring cylinders when exploring the concept of pouring and filling and empty and full when joining in water play. A child told us, "I like the water tray, I like to fill and empty the bottles."

Outdoor play offered opportunities for children to have the freedom and space to run and to join in risky and challenging play when climbing on apparatus. This contributed to supporting children to develop their physical development and movement skills. The Gruffalo Garden provided opportunities for children to explore nature as they played on the trees, mud and grass. Children were laughing and squealing when taking turns to push a tyre swing and then catching it.

Most children were supported in their play and learning by staff through appropriate timing of questions relevant for age and stage of individual children. Staff recognised where further challenge would be beneficial and equally, where support was required. Staff were skilful in knowing when to step back from play and join in again to spark children's play and curiosity.

Staff had designated responsibility for play environments and some staff remained in areas for an extended period for continuity and to support the extension of children's choices, interests and play and learning.

Management and staff had reviewed planning processes and were developing these to support with responsive planning for children's interests. We could see examples of children's interests being taken forward to support their play and learning. There were differences in staff skills with the information recorded in planning. Management and staff should continue to reflect on and monitor the processes for the recording and sharing of planning and evaluation information to support children's skills and learning being taken forward.

Online learning journals shared information with families about children's individual play experiences and learning. This supported learning to continue at home. Staff were using the curriculum framework 'Curriculum for Excellence' and best practice guidance 'Realising the Ambition.' Observations were completed regularly for children and contained information of their skills and learning. There were inconsistent approaches to the recording of next steps for children's play and learning. Consistent approaches to the recording of next steps have the potential to support staff to enhance children's play, learning and progression.

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 an environment that was safe, bright, welcoming and clean. The service had a welcoming, comfortable, and spacious family room for children and their families. The room had a food pantry, clothes rail and toy collection to support children and their family's health and well-being. Family members had the freedom and choice to access these items, and these were re-stocked on a regular basis.

Children had opportunities and were confidently free flowing between three indoor play environments and an outdoor area. Playrooms were furnished to a high standard. There was ample space for children to play independently or in groups. We observed improvements had been made to environments. Toys and resources including natural materials were easily accessible and organised to promote curiosity and support children's choices and interests for their play and learning. Playrooms were homely with cosy spaces for children to rest and relax. Management and staff had been creative with fairy lights and material to enhance the environment. One member of staff told us, children had responded well to the changes, and this had positively contributed to a calm atmosphere. We observed the environments were calm for children.

The outdoor play space was safe and secure for children, contributing to their health and wellbeing. Staff had used loose part materials to create opportunities for active, risky, and challenging play and to extend the range of experiences available to children for their play and learning. Almost all parents told us their child has the opportunity to play outdoors. Parents said "At Keppoch nursery, kids are involved in both indoor and outdoor playing. All play experiences are designed to meet children's development" and "the fact they have outdoor play when they want in it and not just scheduled."

The Gruffalo Garden provided greater opportunities for children to take positive risks and to be challenged in their play outdoors. There was a sheltered space for children to access. We discussed the potential this has, to be used as a designated space for children to rest, relax and provide shelter from inclement weather when needed. The leadership team agreed enhancements could be made to support children's health and well-being.

Children and staff were observed washing their hands and this was carried out well indoors to support children's health and well-being. In the Gruffalo Garden opportunities for handwashing were available using an urn. At times children found this difficult to operate. Staff recognised this and were supporting handwashing. We discussed with the leadership team having more accessible hand washing facilities for children to support their independence and responsibility.

The service had positive and strong links with the local community and intergenerational visits were taking place at a local care home. This supported with community connections and meaningful interactions between different age groups.

How good is our leadership?

4 - Good

We made an evaluation of good for this key question, as several important strengths, when taken together, clearly outweighed areas for improvement.

Quality indicator 3.1: Quality assurance and improvement are led well

Staff were supported to engage in the settings improvement journey. They had made progress with lunchtime, and nurture and were continuing to develop outdoor environments.

There was distributed leadership in the service with staff having responsibility within working groups of digital, wellbeing, eco and parental engagement. This supported staff to be responsible and accountable based on their skills and interests to make improvements within the service.

A quality assurance calendar was in place, and tasks supported the service to identify strengths and areas for improvement to improve outcomes for children and their families. In addition, management had created a quality assurance calendar for staff. Management and staff were using these to monitor and audit aspects of the service.

Management should review the procedures for the auditing of accidents and incidents and medication. We discussed with management improving the auditing of accidents and incidents by recording the steps taken to minimise accidents and incidents within the service. This has the potential to support children's health and well-being.

Children's medicine was clearly labelled and administered safely. Children's medication and health care plans were reviewed regularly. In our previous inspection we had asked for medication records to be updated to show parents had administered a first dose of medication and a section for parents to sign acknowledgement medication had been given. Management had created a record which enabled the recording of this information. This was not in place for all children, and we asked management to have this available for all families. We identified some health care plans did not contain information on how to respond in an emergency and management agreed to include this information. Improved auditing of the medication has the potential to recognise and support with making changes for children's health and well-being.

Self-evaluation was used to identify strengths and where improvements could be made. Management and staff were using good practice publications to support their reflections, enabling them to benchmark against best practice. Staff confirmed that they had been supported and were engaged in self-evaluation exercises and their thoughts and opinions were listened to and valued.

Management carried out monitoring of staff practice and staff were involved in peer observations. This had led to strengths and areas for improvement being identified, contributing to improved outcomes for children within the lunchtime experience. We discussed with management the opportunity to extend monitoring and self evaluation further, through the sharing of information of the action taken in response to the identified improvements, for all areas. This has the potential to lead to continuous improvement of the service.

Children were being consulted, and their thoughts and feelings were considered in relation to their play experiences. This was particularly evident within curricular plans where children helped plan play experiences that met their interests. We discussed with management the opportunity to extend this further by including children's voice within other areas of the service. For example, when making changes to playroom environments.

Parents were consulted on various aspects of the service and had provided positive feedback. We could see some comments had been noted from parents, for information and suggested to management the process could be improved with management and staff recording their response to this. All parents who provided feedback told us they and their children were involved in a meaningful way to help develop the service. One

parent commented, "Keppoch nursery staff are professional and active listeners and we as parents always feel free to forward our request in our children's best interests."

How good is our staff team?

4 - Good

We made an evaluation of good for this key question, as several important strengths, when taken together, clearly outweighed areas for improvement.

Quality Indicator 4.3: Staff deployment

Staff deployment worked well in most areas of the service to support the needs of the children in their care, play and learning. We observed examples of communication and team working taking place. Staff were using radio communication across the service to enable staff to communicate with each other and management for support when needed.

We observed a play environment was operating with one member of staff. We saw instances when the staff member was stretched, and we observed this impacted on children's play which was interrupted to meet the needs of other children. Almost all staff told us there are mostly enough staff across the day to meet children's needs. They said "I believe we have enough to cover ratios but not enough to fully meet all children's individual needs. I feel we are spread too thin at times" and "I feel due to staff sickness, annual leave and training that sometimes it seems that we don't have enough staff. Our SLT have been happy to come on the floor and support staff when required to ensure ratios are met and children's play and learning is as least interrupted as possible." In a previous area for improvement, we had asked for the provider to review the skills, knowledge and experience of staff members and their deployment to meet children's individual needs. The area for improvement will be continued (see area for improvement 1).

The staff team provided a wide range of skills and experience to the service within and across environments. Key working arrangements ensured there was consistency in individual children's care across the day. One parent commented, "Keppoch Nursery in my opinion is the best. They always advocate for the children; they always thrive to give them the very best and I've never heard anyone say a bad word about them."

Staff used registers and updated numbers of children on a noticeboard throughout the day, contributing to the safety of children.

Children's health and wellbeing was supported as they had free flow access to the outdoors for fresh air and exercise. All rooms had direct access to the outdoor play area. The service's procedure was for children to access the outdoor play area using the Den. We saw a child accessing the outdoor play space from the Sung Room and alerted playroom staff. We asked management to review the procedure for children accessing the outdoor play area to support the supervision and well-being of children as they transition between spaces. The management team agreed the procedure would be reviewed.

All staff were supported to develop their skills and knowledge through attending professional development. Staff shared with us how their training had supported them to reflect, and as a result they had made changes to their practice. One staff member told us, "Training helps me be up to date on how to provide high quality learning experiences for our children. It also has provided new skills and knowledge on how I can develop individual children's learning for their own needs."

Areas for improvement

1. To support children's care, play and learning and ensure their safety and wellbeing consideration should be given by the provider to the skills, knowledge and experience of staff members and their deployment to meet children's individual needs.

This is to ensure that care and support is consistent with the Health and Social Care Standards, which state, 'My needs are met by the right number of people' (HSCS.3.15).

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 care, play and learning and ensure their safety and wellbeing consideration should be given by the provider, but not limited to the following areas:

- the skills, knowledge and experience of staff members and their deployment to meet children's individual needs.
- communication systems across the service to enable staff to communicate with management for support.

This is to ensure that care and support is consistent with the Health and Social Care Standards, which state, 'My needs are met by the right number of people' (HSCS.3.15).

This area for improvement was made on 6 March 2024.

Action taken since then

Additional staff had been recruited to the service to include a team leader and support for learning worker.

Staff were using radio communication to communicate with each other and management across the service.

We observed instances where additional staff were needed to support children's care, play and learning and the supervision of children.

The area for improvement had not been met. Please refer to 'How good is our staff team?' for further information.

Previous area for improvement 2

To better support all children to have a positive mealtime experience improvements should be made to ensure mealtimes are inclusive, safe and reflect best practice guidance. Consideration should be given, but not limited to, the following guidance:

Prevention Management of Choking Episodes in Babies and Children <https://hub.careinspectorate.com/media/3913/good-practice-guidance-prevention-and-management-ofchoking-episodes-in-babies-andchildren.pdf>

Practice note Keeping children safe: supporting positive mealtime experiences in early learning and childcare <https://hub.careinspectorate.com/media/5018/elc-practice-note-4-mealtimes.pdf>

Setting the Table <https://hub.careinspectorate.com/media/1615/setting-the-table-nutritional-guidanceand-standards-forchildcare.pdf>

Food Matters <https://hub.careinspectorate.com/how-we-support-improvement/care-inspectorateprogrammes-andpublications/food-matters/>

This is to ensure care and support is consistent with Health and Social Care Standards, which state: 'If I need help with eating and drinking, this is carried out in a dignified way and my personal preferences are respected' (HSCS 1.34); and 'I can enjoy unhurried snack and meal times in as relaxed an atmosphere as possible' (HSCS 1.35).

This area for improvement was made on 6 March 2024.

Action taken since then

Management and staff had introduced a rolling lunchtime experience contributing to children's play coming to a natural end before choosing to have lunch. Staff supervised and sat with children at tables. The lunchtime experience was inclusive and sociable for children. Children were provided opportunities to be responsible and independent with collecting of items for lunch and self-serving of food.

We were satisfied the area for improvement had 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?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very 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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