

Acredyke Nursery School Day Care of Children

305 Standburn Road
Glasgow
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Type of inspection:
Unannounced

Completed on:
6 March 2025

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Service no:
CS2006138523

About the service

Acredyke Nursery School is registered to provide a care service to a maximum of 79 children, 15 children aged two to under three years and 64 children three years and over. The service provider is Glasgow City Council.

The nursery was situated within the Robroyston area of Glasgow within the grounds of Wallacewell Primary School. The accommodation was on one level and consisted of an entrance area, three large bright playrooms, children's toilets and dining area. The service had its own secure door entry system. There was a large, secure and well-resourced outdoor play area.

About the inspection

This was an unannounced inspection which took place on 5 and 6 March 2025 between 09:30 and 17:30. 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 the staff and manager at the service
- spoke with children during their play
- gathered feedback about the service from 30 families
- observed practice and children's experiences
- reviewed documents.

Key messages

- The management team led the service very well, empowering the whole staff team to develop the service and creating opportunities for families to be involved.
- The service made very good connections with the local and wider community.
- Children benefitted from a rich indoor and outdoor environment which provided them with opportunities for creativity, exploration and development of skills.
- Staff knew children very well and enabled high quality learning experiences that followed their interests.
- Children and families benefitted from a service committed to continuous improvement.

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.

Quality Indicator 1.1: Nurturing care and support

Children attending the service were settled, happy and confident. They experienced warm, caring, and nurturing approaches from staff who knew them well. Paying attention to everyone's emotional wellbeing was embedded in the service ethos and staff practice. Parents told us they had a strong connection with the staff caring for their children. One parent said, "All staff are always friendly and welcoming. I feel comfortable discussing my child with all staff. They are always happy to discuss his day and it never feels rushed."

Systems were in place to gather information about children prior to starting and in some cases, when the child had attended for some time. We noted that although information had been gathered it had not always been used to identify needs or how staff planned to support children. The management and staff team need to ensure that children's needs are recorded and strategies used to support children are also recorded. Although we have identified this, the lack of this paperwork did not have a negative impact on children because staff knew children so well and knew how to support their individual needs. This was consistently observed in observations of staff practice.

Children were provided with appetising and nutritious meals and snacks. Mealtimes were well organised, unhurried and supportive of children's needs. Staff sat with children as they ate, promoting conversation and providing effective supervision to keep them safe. Children were encouraged to be independent and benefited from opportunities to choose what they wanted to eat, set the table, pour drinks, self-serve and clear away dishes. Children's allergies and food preferences were well catered for through staff awareness of any allergies or dietary requirements. This supported children's health and wellbeing.

Personal care was sensitively supported and promoted children's independence, privacy and dignity. Staff were respectful of children's wishes throughout these experiences. Appropriate storage and systems were in place to support the safe administration of medication. Medical consent forms were completed with parents. Clear protocols supported staff to know the signs, symptoms, and actions to take where a child may require medication. This helped keep children safe and well.

Children's safety and wellbeing were supported through sensitive arrangements for sleep routines. Staff followed family preferences, and were responsive to individual children's needs throughout the day. Cosy, intimate and quiet spaces were available in between the older children's rooms where children had the opportunity to rest and relax when required. A child told us, "If you are tired you can have a nap with a blanket and a sleeping mat." This helped them rest and feel energised for the afternoon. Children in the younger rooms, had carefully presented opportunities to sleep, rest or play alone. We saw sensitive arrangements around children's sleep routines and children could choose where they wanted to sleep and when.

Children's safety was promoted through staff's understanding of their role in identifying, recording and reporting any safeguarding concerns. Staff attended regular child protection training and a detailed policy was in place to support staff in the processes should they identify a concern.

Parents were happy to come in and out of the service, over both days of inspection. 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 at a pace and time that suited them.

Quality Indicator 1.3: Play and learning

Children were highly engaged and had fun as they played. They were empowered to fully lead their play through the skilled interactions of staff, who supported with timely interactions or let play develop. Staff responded to children's cues and took opportunities to build on their interests through discussions, questions or wondering aloud. This enabled children to develop their skills and learn about the world around them. Parents strongly agreed that their children were supported to follow their interests. One parent told us, "My child cannot wait to tell me when he comes home all the things that he has done - playing in the sand, painting and in the garden - he is learning so much." We agreed that the wide variety of spaces and resources on offer provided high quality play, learning and development experiences.

Staff planned together to provide a balance of spontaneous and planned, schematic play opportunities which helped to promote choice, independence and imagination. Planning approaches were based on children's interests and life experiences, and as a result children were happy and confident. A member of staff told us, "Children's voice is the first step of planning as we carry out child-led learning. We use observation to develop ideas for planning which follow and develop upon things that the children are interested in, at the time as well as things that are inspired by the environment around them." Children were having fun as they experienced high quality play and learning opportunities. Children enjoyed working together to create models with blocks, cooking in the role play area and exploring the sensory and creative play experiences on offer. As a result, children confidently led their learning.

Staff effectively considered how to incorporate language, literacy and numeracy into experiences. They skilfully supported children to extend their vocabulary through daily conversations and provided opportunities for mark making throughout the setting. They had recently attended training on numeracy and were enthusiastic about applying their learning to further support numeracy in the nursery. Parents strongly agreed that their child was making good progress in their development and learning. One parent said, "My child is gaining a huge appreciation for being outdoors. His imaginative play has grown leaps and bounds. I have also seen huge growth in his verbal skills."

Children's physical health and wellbeing was promoted through daily outdoor play. Fully enclosed outdoor play spaces provided further opportunities for exploration and sensory experiences, as well as developing physical skills and managing risks. This supported children's wellbeing and resilience.

Children were well supported to achieve and progress. A balance of responsive and intentional planning was used to respond to children's interests. Observations of the children at play helped identify and develop next steps to support children's learning and progression. Staff understood the importance of language development and we saw children and staff sharing stories, dancing, singing songs and rhymes throughout the day. The management team were working alongside staff in the playroom, to ensure that staff were comfortable in embracing the recently agreed planning format. We could see that this new way of supporting children's learning had ensured that children's individual interests and curiosity were supported and extended.

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.

Quality Indicator 2.2: Children experience high quality facilities

Children experienced a setting that was clean, comfortable and welcoming where they could play and learn. Spaces were interesting and well resourced, promoting curiosity and a sense of wonder. For example, attractive role play areas contained many real life resources such as food packets, tins, weighing scales, menus, pots and pans. These opportunities supported children's developing imagination, social skills and creativity. Some staff, management and parents told us that an additional room attached to the nursery would allow more opportunities for staff to support parents on a one to one basis. We agreed that this addition to the service would enhance the already very good support that is offered.

Displays around the environment showcased children's artwork, creations, photographs and writing. As a result, children felt valued as they were able to share their learning with family and friends. This gave a strong message that children mattered and enabled children to take pride in their work and celebrate their achievements.

A variety of large, outdoor spaces available to the children provided very good opportunities to enjoy active play. The spaces provided wide-ranging opportunities to develop their problem solving, investigation and enquiry skills. Children were consulted on how play spaces could be used, ensuring that their interests were at the centre of decisions. For example, we seen evidence of children describing what they wanted in the outdoor area. This included space to run and chase their friends, tyre swings, an area for obstacle experiences along with chutes. They were also involved in the preparation of the outdoor space, for the new equipment to be erected. This gave children a sense of ownership.

The outdoors environment offered resources and spaces appropriate for children's stages of development and learning. Children explored nature and wildlife, and played with a wide variety of natural, open-ended resources. There was a mix of surfaces and textures to provide sensory opportunities and to enable children to run and climb or sit and read. Children had opportunities to rest and relax in safe, cosy areas outdoors in all weathers. The range of rich, stimulating areas and resources helped to support children's learning. Effective staffing levels supported this further.

Staff worked well together to ensure that children were always accounted for and kept safe. The setting was well maintained, and staff were skilled in identifying and removing risks to children. They were also confident to carry out minor repairs, which enabled resources to remain available to children. Children were involved in assessing the benefits and risks of their play. This encouraged and supported them to stay safe whilst taking part in risky play and physical challenge.

Very good infection prevention and control measures supported children's health and wellbeing. Handwashing was available at each play area and staff effectively supervised and supported children to wash their hands at appropriate times. A system for drying hands was working efficiently and was consistent with the environmentally sound approach taken by the service. This minimised the potential for the spread of infection.

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

Children's care and support benefited from a leadership and staff team who embraced a positive approach to continuous improvement. There was a shared responsibility to supporting improvement within the service. To reflect this the service had reviewed their aims and values and sought the views of families and children. As a result, the staff team understood what was important to children and families and used this knowledge to inform their practice. Parents told us they felt involved in many aspects of the nursery. For example, one parent said, "The nursery creates events for parents to have a say in the care that is offered to the children." We encouraged the service manager to continue to develop meaningful ways to involve families, to further enhance outcomes for children.

Gathering the views of children and families was important to the service. This helped them to engage in a cycle of continuous improvements through reflective practice. The feedback we received from parents highlighted they felt they were involved in a meaningful way to help develop the service. Suggestions had been acted upon and were reflected in the service improvement plan. This focused on key areas, such as developing the outdoor learning environment and together time during the session. One parent commented, "I would like to highlight the effective approach to building relationships with parents/carers is clear and that the Head of nursery has the children's best interests at heart." This meant families felt included in the life of the setting.

Self-evaluation and quality assurance processes led to sustained and positive outcomes for children. A quality assurance calendar had been developed to support all staff in their roles within the organisation's quality assurance framework. A range of quality assurance processes were in place to enable reflection on the service and planning for improvements. All of these were effectively displayed in the entrance and in Seesaw, ensuring that every parent/carer could see how their views would be actioned and that they mattered. These were used to highlight strengths as well as areas for development. Team Leaders lead regular meetings to provide opportunities opportunities to share ideas, support and reflect for improvement. This was supporting children's play and learning across the service. For example, following staff reflection the outdoor area had been refreshed to ensure ample space for children's problem solving and creativity.

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.

Quality Indicator 4.3: Staff deployment

Children were supported by a happy and dedicated staff team who were warm, welcoming and nurturing. Staff were consistently calm, respectful and caring, and this had a positive impact on how the children interacted with staff and with each other. As a result, children felt secure, loved and valued by the people who cared for them. Parents agreed that the staff team were friendly and approachable. One parent said, "We particularly like the community vibe that staff have created for all the children."

The service was well staffed, which meant that children were supervised wherever they chose to play. This meant that they were truly empowered to lead their own play and learning. Individualised support was consistent for those children who needed it, so that all children were supported to reach their potential. Staff communicated well and were proactive and flexible in their roles. They supervised children effectively at busier times of the day such as mealtimes, drop off and pick up times. Their breaks were well planned to enable them to have time off the floor, without children's experiences being affected. This meant that there was continuity of care across the day and children's experiences were positive and safe. One parent said, "I cannot praise the staff highly enough. The support they have offered to our whole family is amazing as my child has special needs. Without their support my child would be left behind."

Children benefited from a staff team who demonstrated a very good understanding of how children develop and learn. They were committed to maintaining good practice and ensuring high quality experiences for the children. As such, they made good use of professional development opportunities and utilised time away from the children effectively for planning and reviewing practice. They spent quality time building individual and team knowledge and effectiveness. As a team, they were encouraged by senior leaders to review their own practice, identify strengths and plan their next steps. Staff were effectively deployed across the setting to take account of their knowledge and skills. Staff were competent and encouraged to develop their skills and knowledge further. Staff told us how recent training including child protection and planning for children's learning had positively impacted on their practice. This meant staff could share learning to improve provision and outcomes for children.

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

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