

# Adelphi Nursery School Day Care of Children

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**Type of inspection:**  
Unannounced

**Completed on:**  
12 March 2025

**Service provided by:**  
Glasgow City Council

**Service provider number:**  
SP2003003390

**Service no:**  
CS2003014845

## About the service

Adelphi Nursery School is a day care of children service which is situated in the Gorbals area, in the south of Glasgow. The service is provided by Glasgow City Council.

The service can accommodate a maximum of 80 children at any one time, 30 children are aged two to under three years and 50 children aged three years to those not yet attending primary school. At the time of our inspection there were a total of 71 children present on day one and 75 children on the second day.

The service operates from a purpose-built building. The accommodation consists of two large playrooms, a nurture room and a multifunctional area used for mealtimes and children's play and learning. Children have direct access to outdoor play areas for physical play and outdoor learning. There is changing and toilet facilities for children, office, catering, staff facilities, and a reception area. The service is close to schools, transport routes, shops and community services.

## About the inspection

This was an unannounced inspection which took place on 10 and 12 March 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 19 parents and carers whose children attend the service
- reviewed feedback from nine staff members employed in the service
- spoke with a visiting leader of early learning from Glasgow City Council
- spoke with the manager and staff
- observed practice and staff interactions with children
- reviewed documents.

## Key messages

- Staff used very warm and nurturing approaches which contributed to children feeling welcome, safe, and secure.
- Children were spoken and listened to in ways that encouraged them to feel valued and included.
- Auditing of medication could be improved to support children's health and wellbeing.
- Lunch was a relaxed, unhurried, and sociable experience for children.
- Children experienced fun and interesting play and learning opportunities.
- Children confidently moved freely from indoors to outdoors to meet their interests and choices for play.
- The provider should review procedures for safeguarding children to keep children safe and protected from harm.
- Children benefitted from a skilled staff team who worked very well together. The staff team provided a wide range of skills and experience to the service.

## 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?	4 - 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

Staff had developed a nurturing and inclusive ethos in the service, and this was evidenced through their very warm and caring approach towards children. The interactions were responsive and engaging. This supported children to feel safe, secure, and contributed to the positive relationships they had with staff. Parents agreed and told us, "The teachers are very careful with the kids, they are always positive and understanding of the children's needs, always helping them and teach them new things" and "Friendly, caring, stimulating environment, nurturing."

Children were happy, settled, and confident and had developed friendships which enhanced their wellbeing.

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.

Lunch was a relaxed, unhurried, and sociable experience for children. Children were engaging in quality conversations with staff. There were opportunities for children to self-serve their lunch and tidying away of their used lunch items. This contributed to supporting children's choice, independence, and responsibility skills. Staff communicated children's dietary requirements to support children's health and well-being.

Personal Plans were in place for all children. Plans were created in partnership with parents and carers and reviewed regularly. These contained the information staff needed to support children and meet their individual needs. Staff collaborated with external professionals and told us professionals offered ideas of strategies they could use to support children. Strategies and targets for children with additional support needs were recorded and staff were planning for next steps for learning and progression for all children. Parents agreed and one told us, "The nurseries development plan for my child is so detailed. You can see they take good care of her and teach her so much stuff. She has the best time."

Children's medicine was clearly labelled, stored, and administered safely. Children's medication and health care plans were reviewed regularly. The manager should review the procedures for the auditing of medication. We identified not all records included clear steps to take should the child not respond to medication. We 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. This was actioned by management during the inspection.

Fostering and maintaining relationships and partnerships with parents and carers was important to management and staff. Newsletters and handbooks were translated in various languages to support all families to access information. The service arranged for interpreters to attend enrolment meetings to support with effective communication. Management and staff were offering play and stay sessions for families, and they were invited into the service for activities with children to include baking and gardening.

Staff were trained in Makaton, and the service was displaying signs at the entrance of the nursery to share with families. The services Makaton sign of the month was responsive to the children and their families.

For example, there were children settling into the service and staff were focussing on signs for home and family members. This supported children to understand they would be going home with a family member during a period of transition.

### Quality indicator 1.3: Play and learning

Children were having fun and engaged in a variety of rich experiences. They had very good opportunities to lead their own play and learning, which impacted positively on their development and wellbeing. One child told us they liked "The books, my teachers, the dinner, going outside and playing and dressing up." Parents commented, "There are multiple activities planned for the kids which keep them engaging" and "Staff are all welcoming, and kind. They give me feedback about my child day to day activities, and they are keen to see my child progress."

Experiences supported children's development of language, literacy, and numeracy skills. Older children were exploring the concept of pouring, empty, full, wet, and dry when playing in the sand. Children were using wooden materials to make towers of different heights and adding animals to support their imaginative and small world play. Younger children had opportunities to develop their fine motor and creativity skills when exploring playdough with flowers and cutters and creating collage pictures using glue and materials.

We saw children engaged in play experiences for prolonged periods of time showing high levels of engagement, excitement, wonder and joy. Children were using a range of resources that supported their problem-solving skills, creativity, and imagination, which impacted positively on their development. Children embraced their right to play and experienced success, while learning and developing their skills.

Staff joined in with play and were responsive to children's interests. They were skilful in knowing when to step back from play and join in again to spark children's interest and curiosity. Staff recognised where further challenge would be beneficial and equally, where support was required. This meant staff could respond meaningfully to children's needs and wishes and supported children's overall wellbeing and sense of belonging.

Children and families were sharing learning and achievements from home. This was being celebrated in the service. This provided opportunities for children to talk about their experience from home with their friends and staff and supported learning to continue at nursery.

Management and staff had reviewed planning processes and were developing these to support with responsive planning for children's interests. There were differences in staff skills with the information recorded in planning records. Management and staff should continue to reflect on and monitor planning processes and ensure these are manageable for staff. We could see children were consulted in planning. Plans were responsive to their interests, and their ideas and thoughts were being taken forward by staff to support children's play and learning. When floor books were being used these captured children's experiences. Staff recorded children's voices within the big books, supporting children to recall and build on previous learning. This contributed to valuing and respecting children and provided a message to children that they mattered.

Learning journals noted observations and photos of children's experiences. These were completed regularly for children and contained information of their skills and learning. Children's learning and development was tracked and being used to support with depth and breadth and contributed to supporting with progression in children's play and learning.

## 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 were cared for in an environment that was bright, welcoming, and clean. Indoor and outdoor environments were safe and secure and risk assessments were carried out to support children's safety and wellbeing and were responsive to changing circumstances. For example, the Willow area in the outdoor environment was not being used as a result of recent storm damage. Older children joined staff in undertaking risk assessments of the outdoor space. The children recorded the information on a pictorial chart to assess if the space was safe for play before being used. This contributes to children having an awareness of risks and to support their own and each other's safety and wellbeing.

Play environments had direct access to the outdoor play areas. Doors were left open to support children moving freely between spaces. We observed one play environment felt cold as a result of a door being left open and a wind chill. We discussed with staff closing the door over to keep the room comfortable for children playing indoors. Management and staff should continue to monitor temperatures of playrooms for children's comfort and wellbeing.

Outdoor play offered opportunities for children to join in risky and challenging play when climbing on apparatus. This contributed to supporting children to develop their physical development and movement skills. There were opportunities for children to explore nature as they used flowers, mud, leaves and stones to support their play. Parents commented, "I see my child often outside playing with other children, painting, or doing one thing or the other" and "Wonderful outdoor space and plant growing, gardening, den building etc."

Playrooms were furnished to a high standard. There was ample space for children to play independently or in groups. 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.

Children and families had access to a nurture room and a space to rest and relax. The service had a multifunctional space for children's mealtimes. This supported older children to continue to play in all areas within their play environment when lunch was taking place.

Fostering and maintaining relationships and partnerships with the local community was important to the service. Children and staff had grown their own vegetables in a local allotment. This provided children with a deeper understanding of where food items come from and helped to develop a positive attitude towards healthy eating. The food items were brought back into the service and used for mealtimes, play and learning. Children and staff were involved in monthly litter picks to tidy the area. This contributed to supporting children's responsibility, independence skills and understanding the impact litter can have on the environment.

Children and staff were observed washing their hands before and after mealtimes and this was carried out well to support children's health and wellbeing.

**How good is our leadership?****4 - Good**

We evaluated this key question as good as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

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

The management team were visible, friendly, and approachable to children, families, and staff. Staff knew the management team well and told us they felt supported by them. This helped to develop a motivated staff team who were committed to the children and families who attended the service.

Staff were supported to engage in the settings improvement journey. We could see progress was being made in learning and tracking of children's progress, improvement in leadership and building a professional team and improving the health and wellbeing of local communities. This contributed to improving outcomes for children.

The service was using a quality assurance calendar to monitor and audit aspects of the service. Auditing of accidents and incidents identified strengths, and next steps to support children's health and wellbeing.

Management carried out monitoring of staff practice. This had led to strengths and areas for improvement being identified. We could see progress being made within the service. Improvements could be made by recording follow up information to the areas for improvement. This would continue to support with celebrating success from staff or identify where further support may be needed to support with continuous improvement.

Self-evaluation was used to identify strengths and where improvements could be made to improve the service. 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.

All parents who provided feedback shared that they and their children were involved in a meaningful way to help develop the service. We could see parent's suggestions had been taken forward to include opportunities for stay and play sessions and joining in activities for baking and gardening. We suggested the process could be improved with the service sharing information of how children and family's suggestions had been taken forward. This would support children and families to understand the impact their opinions and ideas have on service delivery and improvements.

There had been changes to staffing which had resulted in the service having only one staff member with a current first aid certificate. This meant there were periods each day when there was no staff member present with a current first aid certificate to support children's health and wellbeing. We discussed this with management and on our second day of inspection the manager had created a risk assessment. They had taken steps to support with there always being a staff member with a current first aid certificate on the premises. Before the writing of our report an additional staff member had attended first aid training.

Staff had attended child protection training. They were aware of their responsibility to safeguard children in their care and had the ability to pass on possible concerns to management. We sampled child protection

files and identified staff with lead safeguarding responsibilities had followed guidance and procedures to ensure any possible concerns were responded to appropriately and reported to the relevant authorities for almost all children. When this did not happen, this meant that children were possibly at risk of harm. During the inspection, the management team responded to this information and responded appropriately. We discussed how information within records could be improved to include recording information of the outcome for all children. As this has the potential to compromise children's safety and wellbeing, we have made an area for improvement (see area for improvement 1).

## Areas for improvement

1. To keep children safe and protected the provider should ensure management and staff with lead safeguarding responsibilities are competent in reviewing chronologies and child protection records to assess the level of risk to children and any concerns identified are reported to the relevant authorities for all children. All safeguarding records should be updated with information to include outcomes to provide key staff with the information they need. This should be in accordance with the services policies and procedures and the National Guidance for Child Protection in Scotland.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities' (HSCS 3.20).

## 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

Staff deployment worked well to support the needs of children in their care, play and learning. Staff were deployed indoors and outdoors and supervised children in their play contributing to the safety of children. Procedures were in place to account for all children. Staff used registers and regular headcounts of children took place. One parent commented, "The numbers for adult to children are great so each child can get the correct amount of attention and if they have any special requirements." One staff member told us, "we have a good staff team and a good management team, if there is ever short numbers within the playrooms management come onto the floor to provide support when needed."

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. Parents told us, "I know all the teachers in the room by name, who are looking after mine. They are all amazing, they are super supportive of anything we are going through or need help with, they are always there to listen and provide help or resources if needed," "Staff of the nursery are fantastic. Superb!" and "All the staff are great from reception to cooks! The staff in both rooms are always very smiley and welcoming."

We observed examples of communication and team working taking place. Staff told us they worked well as a team. Staff supported each other and communicated when leaving a space or attending to a child's needs.

Staff were supported to develop their skills and knowledge through attending training courses. Some staff



shared with us how their training had supported them to reflect, and as a result they had made changes to their practice. Staff told us, "I recently took part in the nurturing my potential training where I was able to take a lot of things away from it to advance my knowledge and practice" and "The regular reflection as a team continues to have positive impact on the opportunities and environment I provide for children's experiences as through these opportunities I have the knowledge and understanding for the WHY, ensuring I/we get it right for the children and families."

## 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

The provider should ensure that the front door of the nursery is secure to prevent the risk of children leaving the building unaccompanied.

This is to demonstrate Health and Social Care Standards, which states 5.17 'My environment is secure and safe'.

**This area for improvement was made on 15 February 2019.**

#### Action taken since then

We observed the front door of the service was secure. There was a push button, outwith the reach of children to operate doors to leave the service. There was an additional security measure of a gate in the reception area of the service before the main door. The gate and front door were observed as closed after use throughout the inspection.

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](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	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?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good
How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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