

Mount Florida Nursery Class Day Care of Children

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Type of inspection:
Unannounced

Completed on:
2 April 2025

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Service no:
CS2003014806

About the service

Mount Florida Nursery Class is a daycare of children service based within Mount Florida Primary School in the southside of Glasgow.

The service can accommodate a maximum of 20 children aged three years to those not yet attending primary school. At the time of our inspection there were a total of nine children present on both days.

Mount Florida Primary School is a traditional red sandstone building. The nursery class operates from the lower ground floor. The accommodation consists of three playrooms and a secure multifunctional cloakroom area. Children have direct access to the outdoor play area for physical play and outdoor learning. The service is close to transport routes, shops and community amenities.

About the inspection

This was an unannounced inspection which took place on 1 and 2 April 2025. The inspection was carried out by one inspector from the Care Inspectorate.

To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with children using the service
- spoke with and reviewed feedback from parents and carers
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Staff were warm, caring and nurturing in their interactions with children.
- Children were confident, happy and having fun.
- Staff had positive relationships with children and families.
- Staff knew children very well as individuals and responded to their needs sensitively in line with information recorded in their personal plans.
- Children benefited from direct access to a range of learning opportunities outdoors.
- Carefully considered plans were in place at times of staff absence to ensure minimal disruption to children's care and routines.

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 evaluated this key question as very good, where significant strengths supported positive outcomes for children.

Quality indicator 1.1: Nurturing care and support

Children experienced warm, caring and nurturing approaches from staff. Children were supported throughout the session by adults who offered hugs, showed affection and used a gentle tone of voice. Staff knew children well and were attentive to their individual needs. Parents spoke positively about staff. Comments included: "They are patient and understanding" and "I trust staff, they are wonderful and really care." This contributed to the positive relationships between staff, children and families.

There was a strong focus on children's emotional wellbeing. Children were developing their understanding of their own feelings, the feelings of others and positive ways to manage feelings through the PATHS (Promoting Alternative Thinking Strategies) programme. Staff communicated with children in a respectful way and at their level. Staff used positive language, and praise and encouragement to support children to be kind to each other and help one another. We observed this in action as children included each other in their play, poured drinks for their friends and helped them find resources they needed. One parent commented, "The children are all friends and love each other. It's like a family." This helped children to feel safe and secure and contributed positively to their emotional wellbeing.

The setting valued the positive relationships they had built with families. Parents were regularly invited to spend time in the nursery. This included reading stories and sharing aspects of their culture that was important to them. Plans were in place for a parent to visit the setting to share with children the traditional foods, clothing and rituals of a recent cultural celebration in their lives. This supported children and families to feel respected and valued.

Snack was a relaxed and unhurried experience for children. A rolling snack was available outdoors and was set up like a picnic. This meant there were less interruptions to children's play and learning. Children demonstrated confidence and independence in routines as they served themselves food, poured drinks and tidied away their items. Staff sat with children to ensure their safety whilst eating. Staff engaged children in natural social conversations. This included topics such as the weather and the passing traffic. This made it a sociable and enjoyable experience for children.

Personal plans had been created in partnership with families. They contained key information needed to meet children's needs and provide the individual support they required. Plans were regularly reviewed and updated with changes in children's lives to reflect their current needs. Plans captured children's development and progress. A one page profile provided a clear snap shot of children's needs, the individual support they required and the progress they were making. When children left the setting to go to school or another service this was used to support positive transitions. Information in plans was used consistently and effectively by all staff to ensure positive outcomes for children.

Children that required medication were well-supported within the service. There were robust systems in place to store and administer medication safely. This was in line with current best practice guidance. Monthly medication audits were being carried out by the team leader. This supported children's health and wellbeing needs.

Quality indicator 1.3: Play and learning

Children were happy, confident and fully engaged in a variety of experiences. At the time of inspection, children had chosen to spend almost all of their session outdoors. Adults respected and accommodated children's play choices and preferences. Children were confident in leading their play and learning and the richly resourced environment supported this. Staff joined in with play and were responsive to children's interests. They were skilled in knowing when to step back from play and join in again to extend children's curiosity and imagination. They used effective questioning and comments to introduce new vocabulary and encourage children's creative thinking skills. This positively contributed to children having fun and enjoying learning at nursery.

Children benefited from a balance of planned and spontaneous experiences. Experiences supported children's development of language, literacy and numeracy skills. Children worked well together and a group of children was deeply engaged in role play. One child had dressed as a doctor and was using the outdoor play house as the doctor's surgery. Other children had assumed the roles of nurse, receptionist and patients. Children were supported to develop their literacy and numeracy skills through using mark making materials to record patient names, dates of birth and appointment times.

Planning processes were child-centred and based on children's interests and individual learning needs. Observations of learning were used to inform trackers and plan meaningful next steps to support progression in children's individual learning and development. One parent commented: "I have seen such a difference in my child. They have learned so much." Children's learning and progress was captured in displays, floorbooks and online journals. The service valued parents' contribution to children's learning and provided a range of home learning opportunities. This included the lending library with multilingual books and play along maths bags. This supported parents to feel involved in their children's play and learning.

Children's opportunities for play and learning were enhanced through high quality wider play experiences in the local community. For example, children had displayed much excitement of watching the train from the nursery garden. Staff responded to this interest and the children had recently enjoyed a trip on the train between two local stations. Children benefited from regular opportunities to visit the local library, parks and shops. This supported children's connection and sense of belonging within their community.

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 had their own dedicated space on the lower ground floor of the building with a secure buzzer entry system. This enhanced children's safety and security when entering and leaving the building. To further promote the importance of children's safety, staff had displayed the Care Inspectorate's SIMOA guidance (keeping children safe - Look, Think, Act campaign) and discussed this with children and families.

The cloakroom space was inviting and attractive. There was a cosy area where parents and children could spend time together sharing stories or choose books to take away to read at home. Displays with visuals and multilingual elements were used to share information with families. This sent the message to children and families that they mattered

Children had access to three main playrooms, this included an arts and crafts room and a cosy room that provided a calm, quiet space to support children's emotional regulation and wellbeing. There was ample space for the number of children attending the service to play independently or in groups. Indoor and outdoor environments were sensitively structured to take account of children's stages of development and learning. Areas were furnished to a high standard and fully resourced with open ended natural materials that were easily accessible to promote children's curiosity and imagination. These included a block play area, well-resourced mud kitchen and large sand pit. This supported children's confidence in making their own choices to extend their play and learning.

Children benefited from direct access to their own secure outdoor section of the infant playground. A climbing frame and obstacle course provided opportunities for children to engage in play that supported their physical skills. The outdoor area had been developed to ensure children could experience elements of nature. This included lavender plants, trees and natural materials such as sand, water, bark and soil. This provided children with opportunities for sensory and exploratory play.

Children benefited from an environment that was clean, safe and well-maintained. The janitor worked well with staff and responded quickly to maintenance needs. The children had developed positive relationships with the janitor and loved to help with tasks such as litter picking. This contributed positively to children being responsible for taking care of their environment.

How good is our leadership?

5 - Very Good

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

Quality indicator 3.1: Quality assurance and improvement are led well

Leaders were friendly, approachable and engaged well with the inspection process. The nursery was fully included within school life and leaders at all levels were strongly committed to ensuring positive outcomes for children and families.

Leaders understood the importance of consultation with staff, children and families. Consultation was taking place with children and families on an ongoing basis through formal and informal methods. This included questionnaires, visual displays and regular discussions. This promoted an inclusive approach to meet the communication needs of all families attending the service. A feedback display wall in the cloakroom area visually highlighted to parents how their voice was valued and used to influence change within the service. One parent commented, "I am very happy, I feel involved and included. Staff listen to my ideas and take them on board." This supported children and families to have a voice and contribute to the development of the service.

The service improvement plan had clear priorities and targets linked to national frameworks to support improvement. We saw positive progress being made within the plan. This included supporting children's awareness of the settings values. Animal characters had been created to provide a visual support for children's understanding and to help them embody the values. The characters were displayed throughout the environment and children and adults referenced them throughout the day during conversation. Children and adults were recognised and celebrated when they had demonstrated a value. For example, one child had persevered to independently put on their outdoor clothing. They were awarded with a Percy perseverance certificate that was then displayed on the celebrating success wall in the cloakroom. This supported children to be included in the improvement journey in a way that was meaningful to them.

Robust monitoring and auditing took place as part of quality assurance processes by school leaders and the nursery team leader. Monitoring calendars were used to plan focussed audits and monitoring of aspects such as staff practice, personal plans, medication and learning journals. This was having a positive impact on outcomes for children. For example, it had been identified children would benefit from opportunities to develop their listening and attention skills. A repetitive reading programme had been introduced as part of children's daily routine and QR codes were available for families to read the story at home. Ongoing observations highlighted the positive impact this had on individual children and the progress they were making in their listening and attention skills.

Self-evaluation was regularly taking place against national improvement frameworks. This gave staff the opportunity to come together and reflect on practice and make positive changes to enhance children's wellbeing. This included children being supported to develop their awareness of their rights. This was being introduced through learning conversations and displays throughout the environment. We saw plans were in place to continue with this to further embed children's rights in practice.

How good is our staff team?

5 - Very Good

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

Quality indicator 4.3: Staff deployment

At the time of inspection, the team leader was the only member of the nursery team in the service. Leaders had carefully considered plans to cover staff absence to ensure minimal disruption to children's care and routines. The team leader was being ably supported by the school's principal teacher. The principal teacher had established positive relationships with the children through regular nursery visits to work with them on initiatives such as play along maths and digital technology. This meant children were familiar and comfortable with the adults providing their care during times of staff absence.

The team leader was very skilled in using ongoing, subtle communication to share meaningful information with cover staff of children's individual care needs, preferences and interests. This ensured all children received the support that was right for them at the right time and their needs were being consistently met.

The small team worked very well together. They intuitively moved throughout the environment and deployed themselves in a way that enabled them to respond to children's needs. This contributed to the effective supervision and safety of children at all times.

Staff were deeply committed to their professional development and actively sought opportunities to further develop their knowledge and skills. They were motivated and spoke enthusiastically of how their learning had a positive impact on children's experience. Staff had recently accessed training on numeracy. This had led to changes in displays and resourcing of the indoor and outdoor environment which sparked children's interest and curiosity. Children's interests were further supported through planning processes. We observed mathematical concepts children had learned reflected naturally in their play. For example, children independently counted objects, wrote numbers with chalk and used mathematical language such as full, empty, big, small and heavy during water play.

Staff understood the importance of positive relationships with children and families. We saw staff warmly welcoming families into the service. Staff took time to chat to parents and tell them about their child's day. Parents were positive about the staff team and the relationships they had with them and their children. One parent commented, "My younger child has just started. They love nursery and are doing great because staff are so caring and the nursery is so good."

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 consider the pace of the day and increase the variety of resources used within the nursery to promote children's learning and development. Increased access should be given for creative, imaginative, explorative play and those that support schemas and STEM (science, technology, engineering and maths).

National Care Standards for Early Education and Childcare up to the age of 16: Standard 5 - Quality of experience.

This area for improvement was made on 16 April 2018.

Action taken since then

Indoor and outdoor areas were carefully considered and richly resourced to promote children's curiosity, creativity and imagination. Open ended resources, natural materials and objects provided opportunities for schematic play and STEM learning.

This area for improvement has been met.

Previous area for improvement 2

The provider must ensure that the recording of information within the administration of medication forms meet best practice guidelines including but not limited to:

- parental signatures to confirm medication has been given to the child previously in case of allergic reaction
- dates and times medications are administered

- dosage of medication administered
- detailed symptoms for administering medication.

National Care Standards for Early Education and Childcare up to the age of 16: Standard 3 - Health and wellbeing.

This area for improvement was made on 16 April 2018.

Action taken since then

Medication forms had been reviewed and updated. They contained key information required to support children's medical needs and were in line with current best practice guidance.

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?	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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