

Crawfurd Road Nursery & OSC Day Care of Children

Scout Association, Scout Hall
19 Crawfurd Road
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Glasgow
G73 4LD

Telephone: 0141 631 4477

Type of inspection:
Unannounced

Completed on:
23 April 2025

Service provided by:
ACE Place Ltd

Service provider number:
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Service no:
CS2023000301

About the service

Crawfurd Road Nursery & OSC is located in Rutherglen, South Lanarkshire. The service is registered to provide a care service to a maximum of 70 children aged from three to S1 of secondary school. Of those 70 children, no more than 40 are aged three to not yet attending primary school. Ten of these children can attend all year round, with the remaining 30 attending term-time only. There are currently 157 children registered with the service, who attend on a flexible basis within the conditions of registration.

The service is provided from a two storey building with access to an enclosed outdoor play space. There is a strong focus on outdoor play and learning. They make very good use of places in the local community to provide and extend outdoor play opportunities for all children. The service is close to parks, woodlands, schools, shops and public transport links.

About the inspection

This was an unannounced inspection which took place on 22 and 23 April 2025 between the hours of 08:15 and 16:30. Feedback was shared on the afternoon of 23 April 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 registration information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with 20 children using the service and received feedback from 11 of their families
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- received feedback from two visiting professionals.

As part of this inspection we undertook a focus area. We have gathered specific information to help us understand more about how services support children's safety, wellbeing and engagement in their play and learning. This included reviewing the following aspects:

- staff deployment
- safety of the physical environment, indoors and outdoors
- the quality of personal plans and how children's needs are being met
- children's engagement with the experiences provided in their setting.

This information will be anonymised and analysed to help inform our future work with services.

Key messages

- Staff knew children well. They were kind and caring in their interactions which contributed to children feeling safe, loved and secure.
- To support some children's health and medical needs, further discussion with parents was necessary. This would ensure required medication was available at all times children attended the service.
- There was a strong focus on outdoor play and learning. All children had opportunities to visit identified spaces in the local area to explore and extend play and learning experiences throughout the week.
- To fully support children's needs, choice, rest and play, management should ensure nursery children have increased daily opportunities to freely and confidently access all available indoor spaces, as well as the valuable outdoor spaces throughout their session.
- The provider, new manager and now stable staff team were motivated and enthusiastic towards the ongoing improvement focus of 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?	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 of children and clearly outweighed areas for improvement.

Quality Indicator 1.1: Nurturing care and support

Staff were kind and caring in their interactions with children. They knew children well and supported them in settling, making choices and identifying and managing their own feelings, emotions and preferences. Good use was made of colour monster soft toys, books, pictures and play spaces where children were able to recognise and manage their emotional wellbeing. A keyworker system meant there was a named person as a consistent point of contact for a smaller group of children and their parents. Children in the out of school care could choose their own keyworker. This contributed to children building and maintaining strong, trusting relationships with staff.

Personal plans were in place for all children. Their individual wellbeing benefitted from the good use of personal planning. More detailed information and input from external professional agencies supported children who had additional support needs. We sampled personal plans and advised where some should be further reviewed and monitored. This included ensuring all relevant sections were completed and recording how individual next steps would be met for each child. This would contribute to all children reaching their full potential.

Most parents agreed they were fully involved in their child's care, including developing and reviewing their personal plans. They told us, "We check in on the personal plan at parents' night and I'm sure I could change it in between if we wanted to. Sometimes I forget the detail of what's in it because I only read it twice a year", "I'm not aware of joint target setting in conjunction with parents" and "Generally this is reviewed at parents' evenings, but I know if there's anything I'm concerned about I can contact the team."

We sampled the storage, procedures and documentation for medication, which may be required by some children while attending the service. We highlighted the detailed overview of children's health needs and conditions, but advised where further discussions with some parents were needed. This would ensure all children's health and medical records were up-to-date and any prescribed medication handed into the service. This would ensure children's needs could be fully met while in the service. (See Area for Improvement 1).

Nursery children were supported to remain hydrated throughout their day. Individual water bottles were freely accessible to children and staff promoted the importance of drinking water with children within the service and on outdoor visits. Snacks were prepared in the service with lunches bought in from an external catering company. Menus were shared with children and families and provided a balance and variety of healthy options, which met children's preferences and dietary needs. A rolling snack and smaller lunch sittings meant children could choose when to have something to eat more flexibly within their session and within a smaller group. Nursery children ate outdoors using ceramic plates and cutlery which we observed to be a relaxed, pleasant and sociable experience for children. We advised staff should be consistent in sitting alongside all children while they ate. This would contribute to their safety in case of choking and provide opportunities for relaxed conversation.

Children in the out of school care had an identified space indoors for snack. Ceramic plates, tablecloths and flowers created a pleasant, homely and welcoming area for children to sit and eat. Children had been consulted about their preferences. One child told us, "I love pasta. We did get it before, but I am asking for it again" and "We get crackers, cheese, croissants and sometimes sandwiches. There is fruit at the side."

Staff were clear about their roles and responsibilities in keeping children safe. They had taken an active role in raising awareness of the Care Inspectorate's SIMOA campaign by introducing a soft toy elephant to include and assist children with risk assessing areas, promoting the importance of safety.

All staff told us they had child protection training within the past 12 months and were confident in listening to children, recording and reporting. They added, "I have full understanding of what is required of me, management, child protection officers and other relevant people and agencies. It also allowed me to identify gaps in my own knowledge that I then worked on, which has left me confident."

Quality Indicator 1.3: Play and learning

The service had a strong commitment to outdoor play and learning. The service website stated, "By exploring their local environment we allow them to build their social skills, their resilience and their sense of place whilst encouraging a love of all things outdoors and educating them to foster an appreciation for and commitment to the environment."

We saw nursery children spent the majority of their day outdoors, either at identified places in the local area or within the nursery garden. The garden offered children a wide variety of activities and experiences. This included a well-resourced mud kitchen area with a wide variety of natural sensory materials to support children in their play. They told us, "I am making rainbow spicy cakes. Can you smell them cooking?" and "Look at the foam! It's mixing all the colours up." Some children were quietly investigating and exploring the leaves and bark, looking at minibeasts. They told us, "This is a woodlouse. This is the mummy and that is the baby one."

Groups of children had identified session times to visit places in the local area, for example within a local park and woodland areas. This was timetabled for groups of children taking account of their patterns of attendance. This meant families knew where their children would be each day. To support children's choice and feelings, there was choice and flexibility within this and children could opt in or out of these planned visits on the day.

We accompanied one group of children and staff to a local park with an enclosed space provided by a voluntary organisation. On route children and staff had pleasant conversations about their families, buildings, nature and wildlife. This helped children become familiar with their local environment and community. Children were involved in risk assessing the area, reflecting on boundaries and caring for the environment on arrival. Staff were responsive to children's interests and queries, using effective questioning. This enabled the children to extend their knowledge about insects, expand their numeracy skills and mathematical language as they compared properties of natural objects. Children had lots of fun and active play while exploring, investigating and climbing in the natural environment.

One parent commented, "They go to G73 at Overton Park which is a community based plant, vegetable and flower nursery. They also get the opportunity to safely climb trees and as part of the nursery they help the children understand how to safely risk assess what is safe in the park to play or climb on" and "They go to Stonelaw Woods which has a mud slide where they get the chance to slide down in their outdoor waterproof clothing which they love."

The out of school care children played freely indoors and outdoors after school. Activities included ball games, imaginative play in the well-resourced home corner, designing and testing paper aeroplanes, relaxing and socialising with their friends. They told us, "We can choose where to play and in the holidays we can choose places we would like to visit. We've been to Glasgow Green, the transport museum and had a talent show in the school holidays. I get to see my friends. It's always fun!"

The majority of parents said they were welcomed into the service, had the opportunity to discuss their child's care, play and learning and their child's development was supported through interesting and fun play experiences. One parent told us, "The nursery are very welcoming to parents and always receptive to feedback." There had been well-attended 'stay and play' sessions for parents of both nursery and out of school care children. This enabled parents to join in play with their children. Another parent added, "They have stay and play sessions once a month where parents can come in and engage with their child at nursery and see how they play. They also have a parents' group that has meetings once a month to discuss any views parents may have and they can communicate to the manager and assistant manager. At these meetings parents can discuss what activities the children may enjoy and they take that back to staff and try and accommodate that into the plan for activities. They also ask children what they are interested in and they incorporate that into the schedule for the plan of activities."

Planning had been re-visited by the full staff team and information clearly displayed for children and parents. We discussed how this could be taken forward to include all children throughout the week. Children's voices were threaded through planning documents where they shared their views and evaluations of their play and learning experiences. Older children added their own ideas to displayed planning sheets. This included and empowered children in making choices and decisions about their play and learning experiences. It informed staff about children's interests and supported relaxed discussions and interactions with children on how to take their ideas and suggestions forward.

One visiting professional who contacted us, commented, "Generally children appear happy and having fun with lots of opportunities to play and develop. Crawford Road focuses on outdoor play which is where we often see our children with additional support needs thrive."

Areas for improvement

1. To support children's health, safety and wellbeing, the provider should ensure any medication which may be required by a child is available at all times the child is in the service.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

"I experience high quality care and support based on relevant evidence, guidance and best practice" (HSCS 4.11)

How good is our setting?

4 - Good

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

Quality indicator 2.2: Children experience high quality facilities

There was a safe and secure entry system in place for parents and visitors to the service. Children and families could drop off and collect their children within playrooms, which welcomed and included families.

Staff in the out of school care made good use of walkie talkies to contact each other and we advised where this could be extended in the nursery. This would improve communication when management and staff were in different areas of the premises. All parents who responded to our questionnaire agreed their child was cared for in a safe, secure and well-maintained environment. They added, "I never worry about the safety of my child. I believe there are risk assessments in place for every learning experience where appropriate."

The service's indoor and outdoor environments were developmentally appropriate spaces for children to play, learn and have fun. They were well-resourced with good quality furnishings and resources. Real life objects, such as real crockery for lunch and snacks as well as in the home corner created a homely feel and supported children's imaginative play.

An upstairs hall offered an indoor space for physical, energetic play and other activities and a large grassed area meant there was ample space for children to play more energetically outside. Children had fun playing chasing and running games. The enclosed top garden enabled children to access a wide variety of play opportunities including a mud kitchen, sand, water, block play, book and story corner, planting and construction. Shaded areas provided shelter from rain or sun. All areas were well-resourced with a variety of materials to meet children's interests, requests and extend learning. Literacy and numeracy was threaded naturally through all areas. These offered rich learning opportunities.

A wide range of stimulating play resources within indoor playrooms created welcoming, inviting options to support children's choice and variety in child-led play. There were cosy, comfortable spaces with soft furnishings, cushions and blankets. Although these areas were used well by the out of school care and some nursery children, we asked the service to consider how these areas could be accessed more freely and confidently by all nursery children throughout their day. This would offer all children individual choice, balance and comfortable spaces to play, rest and relax throughout their day, particularly when children were tired.

Parents told us, "The kids are out 90% of the time. In the coldest/wettest days they go indoors. My child likes this mix and probably by the end of the week would like more indoor afternoons as five days outdoors is tiring for some" and "I like the outdoor learning environment. Plenty activity for the children." We saw that the majority of children happily played outside and were engaged in their play. They told us, "I love the garden. We come out here every day." However one child said, "I don't like playing outdoors. I like to draw with the things inside. I like to make puppets inside too, but we can't go inside."

Toilets had been refurbished which met a condition and action plan issued when the service registered. This contributed to the provision of a safe, secure and hygienic environment. There were systems in place to address any repairs required within the service. We highlighted some maintenance and potential safety issues within the building, which were addressed over the course of the inspection.

Risk assessments were in place for indoors, outdoors and outings to ensure children's safety and identify any risks. Children were involved in assessing risks alongside staff. The service had introduced a toy elephant SIMOA to take account of the Care Inspectorate's safety campaign 'Keeping Children Safe - look, think act.' Children involved SIMOA the elephant in their activities, attaching it to trees and told us, "SIMOA watches us."

A recent review of outdoor risk assessments for parks and woodland areas ensured further consideration had been given to children's safety. There was a focus on reducing the risk of children leaving identified play areas.

To further support this, we advised revisiting some risk assessments with staff for some areas within the service. This would ensure all staff were confident and consistent in following these procedures and contribute to children's safety. (See Area for improvement 1).

Staff promoted effective handwashing with the children and were aware of good infection prevention and control practices. We highlighted some areas which may need refreshed, such as the nappy changing room to make this a more inviting space for children to access. All drawers, boxes and lids containing nappy changing resources and spare clothes should be closed securely once opened. This would contribute to maintaining a safe and hygienic environment. The provider and manager had plans in place to address these areas.

Areas for improvement

1. To fully support children's safety and wellbeing, the provider should ensure effective and robust risk assessments are undertaken for all areas children can access, both indoors and outdoors.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: "My environment is secure and safe." (HSCS 5.19).

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.

Quality indicator 3.1: Quality assurance and improvement are led well

The management and staff team worked well together which created a welcoming, nurturing environment. The new manager had continued with good systems and quality assurance processes already in place and recognised the importance of taking time to review, develop and embed any changes with the now stable staff team. The recently introduced rolling snack and smaller group lunch time sittings was working well and a changed shared approach to planning had been introduced. These had identified positive outcomes for children.

Children's and families' views were actively sought to inform the development of the service. All parents who responded to our questionnaire agreed they and their child were regularly involved in a meaningful way to help develop the service. Regular parent group meetings, stay and play sessions, online consultations and daily conversations included families and children. Results, outcomes and the impact of any changes or actions taken were fed back to parents and children. This ensured their views were listened to, valued and respected and that people felt included and informed. Parents' comments included, "The nursery run monthly family learning opportunities. I am able to go in and cook, play and see my child in their nursery environment and how they interact with peers and staff. I think this is fantastic."

We advised reviewing the vision, values and aims of the service through consultations with children, families and staff. This shared vision would further include all those involved in the service to meet the needs and aspirations of children and families.

An improvement plan with identified priorities was used well as a working document with staff involvement, showing clear progress and developments. Good management supported staff confidence in their role and responsibilities. They had opportunities to take forward leadership roles, for example in numeracy, literacy and family engagement. Staff were positive about their roles and told us, "I have been introducing numbers throughout the outdoor areas, looking to see what the children are interested in and how I could extend their learning" and "Management are approachable which allows us to ask for help and for training that we feel we need or would like to complete." As a result, staff felt happy, included, supported and valued.

We enquired about the differences in the name of the service registered with the Care Inspectorate and the name displayed throughout the service, online and within documents. The provider agreed to amend this. This would ensure all information was consistent, legal and clear for those using and planning to use the service.

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.

Quality indicator 4.3: Staff deployment

There were sufficient numbers of staff in place to meet the needs of children in attendance throughout the day, with a mix of ages, skills and experience across the team. There had been staff changes, with a clear process for mentoring and supporting new staff. Staff photos were displayed at the entrance to the service. Some staff worked between the nursery and out of school age groups. This provided positive outcomes for children and families. We discussed a review of the deployment of staff within the indoor and outdoor play spaces during nursery sessions. This would enable children to have increased and flexible access between both areas.

All parents felt there were enough staff to meet their child's needs and that they had a strong connection with the staff caring for their child adding, "They are always friendly, accommodating and professional" and "I am very happy with my child's keyworker. They are very responsive to any concerns or specific needs my child may have and they are a lovely, warm and friendly person. With the recent turnover of staff, there are new faces I don't yet know. Name badges would be helpful. Staff are generally happy and upbeat and create a warm environment." Being informed of staff changes contributed to families and children building trusting, professional relationships.

Staff worked well as a team. They were flexible, communicated and supported each other to benefit children, both within the service, when moving between areas, on outings and collecting children from school. This contributed towards children's safety and wellbeing. One visiting professional told us, "At each of my visits I am welcomed by all staff from the management team to practitioners. The staff are always very professional and courteous" and "All apprentices feel valued, supported and confident that they can ask for support at any time from all staff and they are also encouraged to do so. They are learning on the job, working with experienced staff who are confident in their role and who are happy to share knowledge."

Safe recruitment procedures were followed. Staff were registered with the Scottish Social Services Council (SSSC) as required. This regulatory body have responsibility for the registration of social care staff. They provide public protection by promoting high standards of conduct, practice and support the professional development of staff. This ensured only those deemed fit to work with children were working within the service.

Staff we consulted with felt they had a good relationship with families. Comments included, "We have built a rapport with families. They often enjoy conversations with us" and "I live in the community as well as working in the service, so I have a good relationship with families who attend the service." This supported a welcoming, nurturing environment 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?	4 - Good
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	5 - Very 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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