

Carmichael Nursery Day Care of Children

Battlefield Primary School
44 Carmichael Place
Glasgow
G42 9SY

Telephone: 01416 495 668

Type of inspection:
Unannounced

Completed on:
25 April 2025

Service provided by:
Glasgow City Council

Service provider number:
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Service no:
CS2003014902

About the service

Carmichael Nursery is located within the grounds of Battlefield Primary School in the Langside area of Glasgow. The service is provided by Glasgow City Council and is registered to provide early learning and childcare education to a maximum of 25 children aged from two to three years and 80 children aged from three years to those not yet attending primary school.

The service is close to other local nurseries, schools, shops and parks. It has good transport links close by.

On the days of our inspection 28 children were attending the service.

About the inspection

This was an unannounced inspection which took place on 15 and 16 April 2025 between 09:00 and 17:00 on both days. 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:

- received electronic feedback from 17 families who used the service
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- spoke with 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 well children's needs are being met
- children's engagement with the experiences provided in their setting.

Key messages

- Children were relaxed, happy and secure in their nursery environment.
- Children enjoyed learning indoors and outdoors.
- The provider should prioritise maintenance issues and repairs in a more timely manner.
- The staff team were skilled and motivated to provide high quality play and learning to all children.
- The management and staff team are committed to the continuous development and improvement of the service.
- Parental involvement was a priority and key strength 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?	5 - Very Good
How good is our setting?	4 - 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/people, therefore we evaluated this key question as very good.

Quality indicator 1.1: Nurturing care and support

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children/people, therefore we evaluated this key question as very good.

The nurturing and caring staff team knew children and families well. They were responsive to children's individual needs, treating them with respect and sensitivity. These individual needs were documented through personal plans developed in partnership with families. We noted that although personal plans contained relevant core information they did not always note strategies or plans of how staff would support children to reach their potential. Staff told us that they were in the process of developing communication passports to enhance personal plans. Communication passports sampled highlighted clear strategies to support and encourage children. The staff team should continue to introduce these for all children.

Effective arrangements were in place to ensure that children requiring additional support, received the right support at the right time in a way that was sensitive to their needs. Effective partnership arrangements were in place with external agencies and professionals facilitating joint working to meet children's identified needs and support children to realise their potential. Where children required additional support wellbeing assessment plans were in place. These plans were shared with families and other professionals. This meant that everyone had the same information to help and support children.

The service provided snacks and lunches to children. They had recently introduced a rolling lunch where children chose when they wanted to go to the small dining room for lunch. Staff were vigilant in monitoring children to ensure that they all had lunch. Snack and lunch time was a pleasant and sociable experience for children. They enjoyed coming for lunch with their chosen friends. There were opportunities for children to make choices and develop independence skills, as they selected what they wanted for lunch and snack and poured their own drinks. Most parents who provided feedback told us that they were satisfied that their child could choose from a range of healthy foods, some were concerned about the nutritional value of the foods provided. Some of their comments included:

"I don't feel the food provided via GCC is particularly nutritious. Home cooked food would be much more beneficial."

"The food isn't healthy."

"Food is quite processed- Quorn nuggets, pizza, etc."

A Glasgow City Council representative who attended feedback reassured us that the local authority was working with catering services across the city and that the best practice document "Setting the table" was being used to plan and provide meals for children.

Staff were aware of children's medical needs including allergies and intolerances. Where medication was required, effective arrangements were in place to store, administer and record when medication had been given. These procedures helped to keep children safe and well.

Quality indicator 1.3: Play and learning

Children were engaged in the learning environment both indoors and outdoors. They enjoyed free flow between the main playroom, outdoors, block playroom and creative rooms. During play, all staff interacted with children at their level. They responded to children's interests as they read stories, sang songs or supported play outdoors. Literacy and numeracy opportunities were encouraged through play. Some children had shown a particular interest in the story of Billy Goats Gruff. Staff facilitated this interest and extended play and learning by supporting children to read and act out the story as well as building wooden Billy Goat houses. Children were excited and engaged in these experiences. Staff were skilled in incorporating mathematical language into these experiences.

The range of quality experiences provided across all the areas along with staff skills and knowledge extended children's play and learning. We saw floor books that highlighted how children were consulted and participated in planning their own learning. Staff respected and valued children's ideas and suggestions about their play and learning.

Staff were committed to their own personal and professional development. They had participated in a variety of training opportunities such as outdoor play, block play, Froebelian approach, Glasgow counts, and science, technology, engineering and mathematics (STEM) training. The development of staff's knowledge of theory and practice impacted positively on outcomes for children.

Planning for children's play and learning allowed staff time for observation, implementation and consolidating of learning. Staff used an online app "Seesaw" to share children's learning with parents and engage families in their children's learning. Fifteen parents who provided electronic feedback told us that they either strongly agreed or agreed that they felt fully involved in their child's care and development at nursery. Some comments we received from parents included; "The online updates posted by staff are curricular and informative, with impactful next steps." and "We get updates from seesaw very often and I have a chat with the staff every time I need. I often get feedback from my daughter's day".

Families told us about the activities their children enjoyed at the setting. Some of their comments included:

"Never bored, always stimulated. I love the free flow environment but also the nudges from staff to explore more (reminding my child to go outside every day as it is important to us)."

"My child has been involved in baking, robot programming, fire starting with parental involvement. Trips to the park for nature. They have a reading nook and Giggle n Grow do some book bug sessions. They could have more book bug sessions."

"He is able to be outdoors as much as he wants. I love that the nursery provides raincoats and wellies. This instils an attitude of no such thing as wrong weather, just the wrong clothing."

How good is our setting?

4 - Good

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

Quality indicator 2.2: Children experience high quality facilities.

Children had lots of space to play and learn indoors and outdoors. Soft furnishings and lighting helped to create a cosy and nurturing environment for children. Children in the 2-3 room were cared for in their own playroom with adjacent toilet and changing facilities. They had access to their own secure garden area. Children aged 3-5 had access to four playrooms, a dining room and toilet facilities. Each of these playrooms are planned and set out in curricular areas. As our inspection was carried out during a holiday period all children were being cared for in one of the 3-5 rooms. Our observations highlighted that this did not impact on the types of experiences or opportunities children were engaged in.

Significant improvements had been made to the outdoor areas. Staff had engaged in outdoor training which had led to positive experiences and outcomes for children. Children enjoyed playing outdoors, where they had opportunities to be creative, physical and use their imagination. To support children's learning outdoors two staff were consistently deployed outdoors. This meant that children benefitted from outdoor play whenever they wanted. Staff worked well together to keep children safe in the setting. The team had engaged well with the Care Inspectorate's SIMOA campaign, a campaign to support children's safety in settings. Staff understood their role in supporting children to engage in risky play.

A safe environment was promoted by risk assessments and staff undertaking daily safety checks. The rooms were maintained throughout the day. Some measures were in place to minimise the spread of infection. For example, hand washing at appropriate times. We saw that some areas of the service could be cleaner. For example, the toilets in the 2-3 room were observed to be dirty. We discussed this with the manager who told us that she had already escalated concerns with the provider regarding the cleaning of the building. Action and daily checks need to be carried out to ensure that all toilet and changing areas are hygienically clean. This will contribute to the health, safety and wellbeing of children.

We noted that although appropriate procedures were in place to record and report maintenance and repair issues, these were not always carried out quickly enough. During our visit we observed a children's toilet to be out of order and a broken glass pane in a playroom door. In addition to this scaffolding at the entrance had been left erected following repairs to the roof over a year ago. The provider should ensure that repairs and maintenance issues are responded to promptly. This is to ensure the safety of children, families and staff using the service. (See area for improvement 1)

The setting had recently notified the Care Inspectorate of some accidents that had occurred in the setting where children had received medical intervention. We noted that accidents had been accurately recorded and shared with parents. Almost all staff were paediatric first aid trained and had recently undertaken a refresher course to equip them with the knowledge and skills required to deal with minor first aid emergencies.

Areas for improvement

1. To support children's health, wellbeing, and safety, the provider should ensure they are cared for in a well-maintained, and safe environment.

This is to ensure that care and support is consistent with Health and Social Care Standards (HSCS) which state that: "I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishings and equipment". (HSCS 5.22)

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/people, therefore we evaluated this key question as very good.

Quality indicator 3.1: Quality assurance and improvement are led well

The setting had a clear vision, values and aims. These had been created in partnership with children and families and clearly valued relationships. This helped all staff know what was important for the setting to meet the needs of children and families. We observed some aspects of this in practice as children and their families were warmly welcomed into the setting. Staff spent time chatting with parents about their children's day and individual needs. This contributed to positive relationships between staff, children and families.

An annual quality assurance calendar helped the management team keep on track and on top of auditing and monitoring tasks. Tasks were distributed across the management team and were linked to their particular interests and expertise. This highlighted the managers commitment to distributed leadership across the staff team.

Staff involvement in self-evaluation and reflection had led to the development of a highly reflective and responsive staff team. Their honest and transparent reflections enabled them to recognise where they were and what they needed to do to improve care, learning and experiences for children.

Self-evaluation had taken place against key national documents and guidance such as, National Standard self-evaluation document, How good is our early learning and childcare? and the Quality improvement framework for the early learning and childcare sectors. Information from self-evaluation was used to identify strengths and areas for improvement and linked with priorities in the service improvement plan. This meant a meaningful improvement plan was in place with relevant priorities for continuous improvement.

Parental involvement was a priority and key strength of the service. There were regular opportunities for parents to share their views through questionnaires, coffee and chats, stay and play, parent consultation, seesaw app. The parental involvement big book provided rich evidence of how parents had been involved and their feedback evidenced how they valued the opportunity to be involved in the service and their children's learning. We received mixed responses from parents about how they were involved in the service. Almost all parents strongly agreed or agreed that they were involved in the service, some said they would like more information about their child's development.

Staff told us that they felt listened to, valued and respected by the management team. Their voices were heard and their opinions mattered. Regular staff meetings provided a platform for staff to seek advice, share ideas and cascade their learning with each other.

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/people, therefore we evaluated this key question as very good.

Quality indicator 4.3: Staff deployment

The setting was appropriately staffed each day to ensure the wellbeing of children in the service. The management team recognised the importance of ensuring adult child ratios were maintained. Effective arrangements were in place to ensure that occasional staff absences and vacancies caused minimal disruption to children's care

Families who provided electronic feedback were very positive about the staff team. Some of their comments included:

"Staff are very professional and caring. I feel confident that my child is being cared for appropriately in this setting."

"Staff are always very knowledgeable about my child, his preferences and his family life. They know my child's older brother, even though he didn't go to this nursery, and talk to my child about family life a lot. I feel they are helping reinforce positive relationships at home."

"Staff are always busy but never seem stretched to provide quality care, and offline time too".

Staff were very kind and nurturing with children. Children were very comfortable with staff. Staff knew children well and were responsive in meeting their needs. We observed staff encouraging children to go for snack, lunch, wash hands asking if they wanted to go outdoors. Where children made requests from staff these were responded to sensitively. This showed how staff listened to and respected children's choices.

Children and families benefitted from a skilled staff team who were committed to attending their work and providing high quality care and learning to children. Although the service was operating with reduced children and staffing during the holidays staff and parents told us that there were enough staff in the service to meet minimum ratios and meet the needs of children.

The large management team complemented the staff team. They were positive role models who although not included in staff ratios were available to cover and provide consistent care for children during staff breaks and unplanned absences.

The staff team spoke highly of each other and their different skills and expertise. Staff were motivated to lead in roles such as outdoor play, parental involvement, digital learning, science, technology, engineering and mathematics (STEM), numeracy and literacy. We spoke with some staff involved in these roles. Their passion and motivation were obvious as was their commitment to continuous learning and improvement of their practice.

Staff most recently employed in the service described how they were warmly welcomed and supported in their roles. Some staff told us about the effective mentoring system which was in place which they had found supportive. One member of staff told us "We take responsibility as a team to be open, supportive and welcoming to any new staff. We have good communications and regular team meetings". They described how their induction supported them to get to know children and families as well as helping them understand the day-to-day routines and expectations of the service. Job roles and responsibilities were clear and concise.

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?	4 - Good
2.2 Children experience high quality facilities	4 - 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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Care Inspectorate
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11 Riverside Drive
Dundee
DD1 4NY

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