

St. Timothy's Nursery Class Day Care of Children

St. Timothy's Primary School
41 Inveresk Street
Greenfield
Glasgow
G32 6SL

Telephone: 01417 747 821

Type of inspection:
Unannounced

Completed on:
24 April 2025

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Service no:
CS2003014813

About the service

St. Timothy's Nursery Class is registered as a daycare of children service. The service is provided by Glasgow City Council to provide care to a maximum of 40 children from aged three years to those not yet attending primary school. The service operates on a sessional basis, Monday to Friday, term time only.

The nursery is based within St. Timothy's Primary School in the Greenfield area of Glasgow. Children have access to two adjoining playrooms, a secure garden area and use of school facilities such as the gym hall and playground.

About the inspection

This was an unannounced inspection which took place on 23 and 24 April 2025 between 08:30 and 16:30. 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 eight people using the service
- gathered the views of eight parents
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

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.

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

Key messages

- Staff were kind, caring and warm in their interactions with children.
- Children were happy, having fun and confident in leading their own learning.
- Staff had positive relationships with children and families.
- The management team should work with staff to ensure consistency in how information is recorded in personal plans.
- The management team should continue with plans to support new members of staff to grow and develop in their roles.

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 as several strengths, taken together, clearly outweighed areas for improvement. Whilst improvements were needed, the strengths identified had a significant positive impact on children's experiences.

Quality indicator 1.1: Nurturing care and support

Staff understood the importance of supporting children's wellbeing and were warm, kind and caring in their interactions. Staff were attentive to children's needs and responded sensitively to them. One parent told us: "The nursery staff are great because they build a relationship with the children. They are the best nursery around." This contributed to the positive relationships children had with staff and supported them to feel respected and valued.

Staff had positive relationships with children and families and felt this was a strength of the service. Parents and carers were warmly welcomed into the service and time was given to chat and share information. One parent told us, "I love the staff, they are all so friendly and very helpful." There was a strong emphasis of working in partnership with parents. Family engagement opportunities included home visits, stay and play sessions and a bilingual book day. This provided opportunities for families to spend time with children and staff, to play, talk and read together. This supported trusting relationships between staff, children and their families.

Each child had a personal plan created in partnership with parents. Overall, plans we sampled contained key information to meet children's needs. For example, language spoken, medical needs and interests. The quality of children's plans was variable. Some strategies were in place to help children achieve, but others contained too little detail. We advised plans could be further developed to ensure a more consistent approach in how children's targets are recorded and evaluated. This would ensure all staff caring for children could provide specific support that meets children's individual needs.

Mealtimes provided children with opportunities to develop their independence skills. This included selecting and self-serving food, spreading crackers and using cutlery. There were occasions where staff sat alongside children and made attempts to engage them in social conversations. This was frequently disrupted as staff regularly had to leave children who were eating to offer support to children in other areas or carry out tasks. This meant children were not as well supervised as they could have been whilst eating. This had potential to impact children's safety, and opportunities were missed to engage them in social conversations. Staff advised they would monitor this moving forward and make necessary adjustments to support a consistent, positive mealtime experience for all children.

We reviewed the storage and administration of medication within the service. Overall, medication was stored and administered safely. There were some minor discrepancies in the storage and recording of medical information which could potentially compromise children's health and wellbeing. We shared with leaders how improvements could be made. This included consistency in labelling of medication, recording children's specific symptoms and emergency procedures to be followed. This would provide all staff with clear procedures to support children who required medication. Changes and updates to medication procedures were actioned before the end of the inspection.

Quality indicator 1.3: Play and learning

Children were happy, confident and having fun at nursery. They experienced a balance of spontaneous and planned activities and had opportunities to lead their own play and learning. Staff were at different stages in their knowledge, skills and experience within their role. This meant there were some missed opportunities for children's learning to be extended and consolidated through effective questioning and comments. Leaders had identified this and had put in place a range of formal and informal support strategies and training to develop some staff's skills and confidence in supporting children's play and learning. We observed some aspects of this in practice through peer support from skilled staff. We were reassured this would contribute to the consistent delivery of quality play and learning experiences for children.

Some play experiences supported children's numeracy, language and literacy skills. For example, children were being supported to match number tiles with the numbers on the hopscotch game. Staff supported children to count with their fingers and stones to extend their learning. This helped develop children's understanding of numbers and the quantities they represent.

Almost all children chose to spend a lot of time outdoors and benefited from free flow access to the outdoor space. A small group of children were sitting on logs listening to the story of *The Gruffalo*. At the end of the story, children asked to go on a Gruffalo hunt. An adult responded to this request and led the children on a Gruffalo hunt around the garden. They brought the story to life for the children through oral storytelling and exploring natural materials and different areas in the garden. Children were captivated by this and were deeply engaged in the activity. They joined in with telling the story and shrieked and laughed with delight when they found the Gruffalo and ran away from it. This promoted children's language development and supported positive friendships with each other.

Planning approaches were based on children's interests and individual learning needs. Learning and development was monitored and tracked to establish children's individual progress and to identify next steps. Trackers were used to contribute to a positive transition for children moving on to school. Planning meetings had been impacted by ongoing staffing challenges. This meant there were missed opportunities for staff to come together to reflect on children's learning and share ideas to support progress. Staff shared that now staffing was more stable these would be re-established.

Parents were given opportunities to attend parents' night and children's learning experiences were shared with them using an online platform. Parents commented positively about this and told us: "Staff communication is brilliant with parents" and "They [staff] often post a lot of learning about children in Showbie." This supported parents to feel involved in their children's play and learning.

How good is our setting?

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 2.2: Children experience high quality facilities

Children and families accessed the setting through the garden area. The main gate was locked and operated by a member of staff. This helped contribute to children's safety and security when entering and leaving the building. We advised that one gate in the garden area and a smaller gate had not been fully secured. We discussed the potential risk this could pose to children leaving the setting unsupervised. Before the end of the inspection, the deputy head had made signs to remind people to secure and close gates. We advised the service to include gate checks throughout the session as part of ongoing risk assessment. To further support staff, children and families' awareness and responsibility to safety approaches we signposted the service to the Care Inspectorate's SIMOA (Look, Think, Act) campaign. The service was strongly committed to keeping children safe and was going to take this forward immediately. We were satisfied improvements would be made to minimise the potential risk of children leaving the setting unsupervised.

Children had a dedicated space to keep personal items and multilingual words on displays were used to share information with families. This sent the message to children and families that they mattered.

Children were cared for in a comfortable and welcoming environment. Two adjoining playrooms offered plenty of space for children to play independently and in groups. Soft furnishings, a sensory area and little den created cosy spaces indoors where children could rest and relax. The story area had been recently developed in consultation with children. Its layout, resources and displays had been carefully considered. Puppets, props and natural materials had sparked children's interest in exploring traditional rhymes and retelling stories. The team leader shared there were ongoing plans to further develop other areas and recent visits to other establishments had taken place to gather ideas. This could support staff to further develop play spaces for children.

Children benefited from having direct access to a well-maintained garden area. Places for children to rest had been created with outdoor mats and cushions. A climbing frame supported children's physical development and provided opportunities for challenge and risky play. Children accessed the space well and enjoyed the freedom of the outdoor area. One child told us: "I like playing outside, there is sand, bikes and you can run. I can run fast." Staff had identified improvements could be made to the outdoor area. A collaborative approach was being used and consultation had taken place with children and families. Plans had potential to support the creation of a high quality outdoor play space for children.

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

Leaders were friendly, approachable and engaged well with the inspection process. They were receptive to feedback and willing to make improvements to ensure positive outcomes for children and families. Staff told us they felt well supported and could approach the team leader if they needed help or support. One staff member commented, "My relationship with my team leader is very good. They are always asking about our wellbeing to make sure our mental health is well." This meant staff were supported and motivated to provide care to children and families.

Leaders understood the importance of consultation with staff, children and families. Consultation with children was taking place on an ongoing basis in several ways. This included mind maps to share ideas for improvements to the story and garden area and a voting system to choose favourite stories for the curriculum plan. Children's consultation was displayed on walls and captured in big books. This sent children the message that their voice mattered. There were opportunities for families to contribute their views formally and informally through questionnaires and discussions. These had previously been displayed highlighting how the service responded to feedback. At the time of inspection, this was no longer available. We discussed the importance of parents being able to see how their contributions are valued to help develop the service. The team leader advised plans were in place to create a 'big book' to reinstate sharing consultation information with families.

The service improvement plan had clear priorities and targets to support improvement. We observed some progress being made within the plan. The service was working towards achieving a language and communication friendly environment accreditation as part of a whole school approach. This had led to some positive changes in the environment such as the use of Boardmaker visuals and Makaton signing visuals to support children's communication and language development. School staff had participated in formal training as part of the approach. At the time of inspection nursery staff were still to access this. Leaders discussed plans to facilitate this and we were satisfied opportunities for training would be available to nursery staff. This would contribute to staff's knowledge and skills to successfully support children's development and wellbeing.

Procedures were in place to monitor and audit some aspects of the service. This included audits of medication, children's learning trackers and parental involvement. We discussed how this could be further improved by including other significant aspects such as personal plans and accidents and incidents. This would support the service to identify and highlight any action taken to support children's care and wellbeing needs.

How good is our staff team?

4 - Good

We evaluated this key question as a 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 4.3: Staff deployment

During our inspection, we found the service was appropriately staffed for the numbers of children attending. There had been recent staffing challenges and staff shared with us this had impacted on children's learning and experiences. For example, a small group initiative to support emotional regulation had been stopped and changes had been made to some children's session times. Temporary cover staff were in place and were being supported to build relationships with children and families and develop their understanding of the service's routines and practices. This supported their motivation to meet the needs of children throughout the day. The provider should continue to support the service at times of staff absence to ensure high quality experiences for all children.

We found staff to be warm, welcoming and committed to the needs of children and families. They worked well together and supported each other to create a positive ethos that supported children's wellbeing. Staff interacted positively with children to ensure they felt included and valued. Parents told us they felt staff were supportive and approachable. One parent commented, "My relationship with the staff has been amazing. The care, empathy and interest shown to my child and other children is top notch."

Staff development was actively encouraged within the service. Staff appraisals had taken place and areas of strength and areas for development had been identified. These were used to inform clear targets and training opportunities to support staff's professional development. Staff shared the progress they had made within their learning and how this had positively impacted on children. For example, staff had accessed peer support to develop their digital awareness and skills. They were then able to use what they had learned to encourage a child to participate in a nursery show with a song that represented their national identity and first language.

There was a strong focus on peer support and mentoring for continuous professional development and to support new staff within the service. Staff told us they found this beneficial and useful to support them to continually improve their knowledge, skills and practice. New staff were supported with an induction and offered continuous daily support by all members of the team. This focussed approach had potential to contribute positively to staff's development and confidence within their role to improve outcomes for children and families.

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	4 - 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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