

Scaraway Nursery School Day Care of Children

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Glasgow
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Type of inspection:
Unannounced

Completed on:
24 April 2025

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Service no:
CS2003014930

About the service

Scaraway Nursery is provided by Glasgow City Council. The nursery is registered to provide a care service to a maximum of 15 children 2 to under 3 years and 80 children 3 years and over.

The service is located in the north east of Glasgow close to local amenities such as, shops and schools. The children are accommodated within five large playrooms and have access to a separate sensory room. One playroom has direct access to a large outdoor area.

About the inspection

This was an unannounced inspection which took place on Tuesday 22 and Thursday 24 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 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 staff and management
- observed practice and daily life
- reviewed documents
- received electronic feedback from parents/carers

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

- Children were happy, confident and settled in the service.
- The setting was well furnished and spacious for children.
- Staff knew the children well and were attentive to their needs.
- The service worked well with other professionals to meet children's needs.
- The service should further include staff, families and children in self evaluation and improvement processes.
- Staff worked well together as a team to offer positive outcomes for children.

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?	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?

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

Staff were warm, kind and nurturing in their approach with children. Children were confident and happy within the setting. Staff knew the children well which meant they were able to respond to their individual needs and preferences. Parents told us, 'Staff really care about the children and always make sure that the kids are happy and having fun in their learning', and 'Staff are great and give my child the best care.' One child commented, 'The teachers make me feel safe and happy.' This contributed to the positive relationships children had with staff and supported children to feel respected and valued.

Lunch was a relaxed, unhurried and sociable experience. Some older children had the opportunity to self-serve their lunch and drinks, while others had responsibility for setting up for lunches. Staff supported and engaged with children as they sampled new menu items. A rolling lunchtime experience supported children to have a natural end to their play before coming for lunch. We discussed with management that all staff should ensure children are supported to self-serve and benefit from a sociable lunch experience.

Personal plans were in place for all children and contained the information staff needed to meet children's individual needs. Plans were developed in partnership with families and were reviewed regularly. Management and staff should review the processes for recording information to ensure all information is easily accessible. Plans could be improved further by recording how children's needs will be supported within the personal plan. This will support staff in planning for meeting children's individual needs and progression.

Strategies to support children with additional support needs had been identified in partnerships with families and other professional agencies. The service had strong working relationships with outside agencies which meant they could offer targeted support to meet children's individual needs. Feedback from professionals was positive and noted the good working relationships they had. One professional told us, 'The team at Scaraway have always been accommodating, welcoming and kind in a manner that makes working with them and alongside them engaging and motivating. The team have a vested interest in securing the best support for all their children, and this is evident in how they engage with our service and the support we offer.'

We saw families being welcomed into the service, supporting staff to have positive relationships with parents and children. The service was supporting children and their families health and well-being with initiatives of a clothes rail and food items. These items were displayed in the family room of the service. All parents and carers had the freedom and choice to access these items, and these were re-stocked on a regular basis.

Quality indicator 1.3: Play and learning

We observed children having fun and being fully engaged in their play and learning. Children experienced a balance of spontaneous and planned activities and had opportunities to lead their own play and learning.

This had a positive impact on their development and wellbeing. One parent commented, 'Staff are very helpful and always ask my son what he wants to do and what stuff he wants to play with, so very amazing.'

We saw children engaged in play experiences for periods of time showing engagement and joy which impacted positively on their development. Play experiences supported children's development of numeracy, language and literacy skills. For example, children and staff discussed and compared sizes of dinosaurs while other staff read a story about dinosaurs discussing what the words extinct and fossil meant.

Children had opportunities for playing outdoors, where they could participate in physical play such as bikes, ride along toys and ball games. Staff were responsive to children's interest to go outside, and we heard children asking to go out to play and staff accommodated this. Staff and management should look at opportunities for children continuing to be outdoors at lunch time to suit their choices and interests for play.

Staff planned for children based on their interests and needs which were identified through their care plans. Staff observed children's play and learning and evaluated these observations. This supported staff to identify what action was necessary to extend and support children's learning and development. Learning and development was tracked to support staff to understand children's further needs and progression.

Learning journals noted observations and photos of children's experiences. These were shared with parents online. This supported parents to be involved in their child's learning experiences. Learning journals were clear, personal and showed progression. Staff reported confidently to parents about their child's progress and development. Observations were linked to curriculum outcomes and noted next steps for learning.

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 were cared for in an environment that was bright, welcoming, and clean. Playrooms were furnished to a high standard. There was ample space for children to play independently or in groups. Improvements had been made to ventilation and heating systems to ensure temperatures were comfortable within the rooms.

Thoughtful consideration had been given to the organisation of toys and resources within rooms to ensure they were easily accessible. This promoted curiosity and supported children's choices and independence to develop their interests in play and learning. Playrooms were homely with cosy spaces for children to rest and relax.

Children benefitted from access to safe, secure and spacious outdoor areas. Younger children were able to participate in risky and challenging play through a climbing frame. Older children were riding bikes, manoeuvring around obstacles, and changing their speed. Children were using loose parts materials to support their play and learning. Some children had direct access to outdoor play areas to support their choices and interests for play. One parent commented, 'The nursery supports indoor and outdoor play in all weather unless it is unsafe to do so.'

There was a lack of resources for children outdoors to promote their curiosity and imagination. There were

no cosy, sheltered areas for children to rest or relax. We saw that the service had purchased new equipment for outdoors. Management and staff shared plans to continue to improve their outdoor spaces to extend opportunities to support children's play and learning.

We observed that overall infection prevention and control procedures were followed to support children's wellbeing. A new portable sink added to the 2-3 room supported good handwashing practice. Ventilation had been improved within children's toilet and changing areas. This supported children's health and wellbeing in the setting.

How good is our leadership?

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 3.1: Quality assurance and improvement are led well

The management team were friendly, approachable, and engaged well with the inspection process. Staff told us they found management to be supportive and approachable. One staff member told us, 'I strongly feel management are approachable and will always do what they can to support your needs.' This helped to develop a motivated staff team who were committed to the children and families who attended the service.

An improvement plan was in place which identified strengths and areas for development within the service. Staff were supported to engage in the setting's improvement journey. We saw evidence of progress being made in areas such as the development of an outdoor working group and the introduction of staff peer monitoring.

A quality assurance calendar was in place to support the self-evaluation process. Monitoring and auditing took place for aspects of the service including medication, personal plans, and room environments. We noted that auditing of accidents could be more robust to establish any patterns of accidents specific to areas or children. This has the potential to continue to support children's health and well-being.

Self-evaluation was used to identify strengths and where improvements could be made to improve the service. Staff, parents and children were included in improvement processes. We discussed with management that staff could be more involved in quality assurance and improvements to recognise the impact and outcomes of their involvement. This has the potential to continue to improve outcomes for children and their families

Parents and children were involved in the service. Questionnaires were used to gather parents' opinions. These were translated into different languages to meet parents' needs and ensure their voices were heard. Newsletters were shared with parents to inform them of staff changes and events within the nursery. These were also translated so all parents could be informed. We discussed with management that feeding back to parents on the impact of their opinions would support them to understand the importance of their contribution. Children were given the opportunity to choose new menu selections through tasting menus which they then voted on to decide what the final menu will be. More opportunities for children to be involved in improvements and quality assurance would support them to feel further involved in service developments.

How good is our staff team?**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 4.3: Staff deployment

During our inspection, we found that staff deployment within the setting meant that children's needs were being met by the right number of staff. There had been some staff changes and absence which had affected the hours of operation for the service. This did not appear to be having a significant impact on children's overall experiences, however it had impacted on continuity of care for children. Staff absences meant that members of the management team were, for increased levels and time, supporting staff on the floor. This impacted on their capacity to carry out aspects of their leadership responsibilities.

The staff team provided a range of skills and experience to the service within and across environments. Some staff had leadership roles, while others had recently identified areas that they will be taking responsibility for. Staff told us they worked well as a team, and we observed this in the setting. Staff communicated well with each other when moving areas or when requiring support. Procedures were in place to account for all children. Staff used registers, and regular headcounts of children took place. This supported children's safety and wellbeing.

Staff development was encouraged within the service and staff had attended a variety of training. This included child protection, nurture and outdoor play training. Some staff shared with us how their training had supported them to reflect on their practice. One staff commented, 'I have taken some of what I have learned and implemented it into my daily practice such as using visuals to help support the children to understand and communicate their needs/wants.'

Management and staff understood the importance of having positive relationships with parents. Parents agreed that they had positive relationships with staff. Parents commented, 'The staff have helped me and my children in so many different ways. Nothing is too much', and 'Friendly staff who go above and beyond for their pupils, providing a safe and loving environment for the kids to grow up and learn in.' Knowing the families and children well supported staff to offer care which met their individual needs and interests.

What the service has done to meet any requirements we made at or since the last inspection

Requirements**Requirement 1**

By 30 June 2024, the provider must ensure that the premises are fit for the provision of the service and kept in a good state of repair. At a minimum the provider should:

- a) Ensure there is adequate natural lighting available in playrooms

b) Maintain heating systems within the setting to keep temperatures at a comfortable level

c) Improve ventilation, particularly in children's changing areas

This is to comply with The Social Care and Social work Improvement Scotland (Requirements for Care Services) Regulations 2011 10 (1) (2) (b) and (c). Fitness of premises.

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 5.17) and "My environment has plenty of natural light and fresh air, and the lighting, ventilation and heating can be adjusted to meet my needs and wishes (HSCS 5.19).

This requirement was made on 18 April 2024.

Action taken on previous requirement

When assessing this requirement we found that, the service has added ventilation to rooms and changing areas through fans and open windows, which also supported natural light in rooms. A new heating system had been incorporated to ensure temperatures were at a comfortable level.

Met - within timescales

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?	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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