

Kelvinside Academy Nursery Day Care of Children

Kelvinside Academy
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Kelvinside
Glasgow
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Telephone: 01413 573 376

Type of inspection:
Unannounced

Completed on:
7 May 2025

Service provided by:
Kelvinside Academy War Memorial
Trust

Service provider number:
SP2008010145

Service no:
CS2003015978

About the service

Kelvinside Academy Nursery is registered to provide a care service to a maximum of 60 children aged from three years old to those not yet attending primary school.

The service operates from purpose built premises in the west end of Glasgow. Children are accommodated across three playrooms and also have access to an enclosed garden. The service also utilises other areas in the school grounds, such as playing fields and all weather pitches.

The nursery can be reached through transport links and is close to local amenities including shops, parks and greenspaces.

About the inspection

This was an unannounced inspection which took place on 6 and 7 May 2025 between 09:30 and 17:00. 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 several children attending the setting
- Spoke with staff and management
- Received electronic feedback from 23 families whose children attended the service
- Received electronic feedback from seven staff who worked in the service
- Observed practice and daily life
- Reviewed documents.

Key messages

- Children were nurtured by kind, caring and attentive staff.
- Good quality toys and play materials supported children to develop their learning.
- The nursery setting was clean, bright and welcoming for children and families.
- Staff were well deployed to meet children's needs.
- Strong leadership promoted positive outcomes for children and families.

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 quality indicator as very good, where several strengths impacted positively on outcomes for children which clearly outweighed areas for improvement.

1.1 Nurturing care and support

Children were nurtured and supported by warm, kind staff who were aware of their individual needs and preferences. Cuddles and chatter were plentiful making children feel loved and safe. Children told us that they enjoyed coming to nursery. One child said, "I love my teachers" and another added, "the teachers help me." Families spoke positively about the caring ethos of the centre and one commented, "It's got a great, friendly, warm atmosphere."

Personal plans supported staff to meet children's needs. They were developed and reviewed in partnership with families to ensure they contained the information needed to provide high quality care. We saw staff use these in practice to support children's health, wellbeing and development.

A well planned transition programme was in place to support children who were moving onto school later in the year. Regular visits to the school, alongside support from buddies ensured that children's wellbeing was supported.

Families were warmly welcomed into the nursery to participate in the life of the service. This included joining children for stay and play sessions and being involved in charity fundraising events. Engagement with families was strong and there was a positive sense of inclusion across the setting. As a result, staff had developed positive relationships with parents and carers which strengthened information sharing that supported meeting children's needs.

Children experienced relaxed and sociable mealtimes. Gentle piano music played quietly in the background creating a peaceful home from home environment where children could chat with staff and peers. This unhurried approach to lunch promoted children's health and wellbeing as they chose from nutritional food options and developed language and communication through social conversations. Children also demonstrated independence in eating as they self-selected utensils and decided on the snack menu. At snack time children could choose to eat outside if they wished. This respected their choices and helped to promote periods of uninterrupted play.

Children's health and wellbeing was supported through the safe storage and administration of medication. Staff demonstrated an understanding of children's health needs and knew when to administer medicine to keep them safe. We suggested that staff could develop health care plans to help them respond to the needs of children with inhalers. These can be useful to support staff on what action needs to be taken to keep children safe in a medical emergency. We were satisfied that the manager would take this forward.

1.3. Play and learning

Children participated in a wide range of play experiences that were stimulating and promoted their development. They excitedly told us about their favourite things to do. Their comments included, "I like the mud kitchen" and "I love the parachute games." Families were very happy with the play opportunities available to their children. One parent said, "they engage our child brilliantly" and another added, "learning is diverse and stimulating."

Children were developing their creativity and imagination through play. They explored natural objects and play materials together to deepen their thinking and develop their learning. One example of this was when children explored how to care for small world animals. They collected grass from outdoors and water from the sink to develop their ideas. Staff sensitively supported children to lead the experience and offered gentle suggestions to challenge their learning further.

Children's health and wellbeing was supported through physical play and fresh air outdoors. Children enjoyed balancing on apparatus, playing football and running, developing a positive attitude to healthy lifestyles.

Children were developing important skills for life as they learned to care for living things. A nursery pet 'Rusty' the bearded dragon was well cared for by children who took turns to feed him. Additionally children were growing vegetables, herbs and plants in the eco garden. This experience helped children to understand where food came from whilst developing positive attitudes towards healthy eating.

Overall, children benefited from lots of time to develop their play independently. They mostly made positive choices about where to play and what to play with. As a result, children were engaged in their play and developing their learning. Some adult led experiences were beneficial to children's learning. For example, learning about the life cycle of a butterfly. Children were particularly interested in looking at live caterpillars and talked to staff about how they would grow. We suggested that some other group times could be reduced to maximise opportunities for children to make choices about their play.

Curriculum planning processes were responsive to children's needs. Staff planned for any gaps in children's learning and recorded their progress. This meant that children were consistently being supported to achieve at a pace that was right for them. An online platform was used to share learning with parents and carers. Families also used the digital app to add their comments about children's learning. This enabled families and staff to celebrate children's achievements together. The partnership approach to learning also supported meeting children's needs.

How good is our setting?

5 - Very Good

We evaluated this quality indicator as very good, where several strengths impacted positively on outcomes for children which clearly outweighed areas for improvement.

2.2. Children experience high quality facilities

Children received care in a spacious, clean and safe environment. Furnishings and resources were well maintained and lots of natural light created a welcoming space. Children's achievements were attractively displayed giving a strong message to them that they mattered. Families commented positively on the environment and one parent told us, "good facilities, the nursery is always clean and tidy."

Play spaces had been sensitively structured to take account of children's needs. They contained good quality furnishings and toys. This ensured children's comfort and promoted their learning. Cosy areas for relaxation supported wellbeing. Children made good use of dens and areas with soft furnishings to relax throughout the day.

Lots of natural and open ended play materials encouraged children to be curious and investigate their world using all of their senses. Some examples of this included, exploring scent with fruit and water and using small sticks, rocks and tyres when building.

The free-flow nature of indoors to outdoors supported children to make choices about their play. They moved between the areas freely, transporting toys and materials, making decisions about how to progress their learning. The inclusion of outdoor toilets supported periods of uninterrupted play. To further support children to maximise time outdoors we suggested adding sheltered spaces to protect children from the elements.

The service made good use of the wider community to extend children's experiences. For example, by attending a local community café and a wooded area. This supported children to gain confidence, develop a sense of belonging and develop social skills in new environments.

A variety of safety measures were in place to protect children from harm. These included, a secure entry system, well maintained perimeter fencing and removal of any items that became unsafe through wear and tear. Parents were confident that their children were safe whilst attending the setting. One parent shared, "the nursery is really secure" and another said, "we feel safe sending our child to this nursery."

Infection prevention and control practices created a safe environment for children. Children demonstrated life skills as they washed their hands throughout the day. All areas of the nursery were clean and tidy.

How good is our leadership?

5 - Very Good

We evaluated this quality indicator as very good, where several strengths impacted positively on outcomes for children which clearly outweighed areas for improvement.

3.1 Quality assurance and improvement are led well

Leaders had created a strong ethos of continuous improvement at the setting. Self-evaluation was central to the ongoing development of the service and the views of staff, families and children were incorporated into all improvements made. As a result, children and families received care and support that met their needs.

A model of distributed leadership meant that staff had responsibility for leading various aspects of practice. Through these roles, staff had made significant improvements to the quality of children's experiences. For example, children were learning about sustainability, growing vegetables and looking after their world through the eco schools programme that staff led.

Staff communicated with families regularly and had built positive relationships that supported information sharing to meet children's needs. Parents told us that they felt comfortable to share their views with staff in relation to any improvements needed.

One parent commented, "they share information frequently and are happy to listen to any concerns" and another added, "regular feedback is taken from parents and kids about what the kids enjoyed and what could be improved." As a result children were provided with person centred care and support.

Staff reflected together on the quality of children's experiences. Team meetings took place often and staff used the opportunity to reflect on any improvements needed. Reflections took place on children's individual needs, the quality of their play and how the service were performing in relation to good practice guidance. Children also had the opportunity to contribute their views. This happened daily during day to day conversation and in a more focused way when children were asked questions in small groups. Self-evaluating regularly in this way led to informed change that improved outcomes for children.

Regular monitoring and auditing of all aspects of the service helped to maintain and improve the quality of children's experiences. Children's safety was prioritised thorough auditing of accidents that had occurred. Immediate action was taken in response to the small number of incidents that had taken place to prevent any further injury to children. Focused auditing of children's mealtimes had led to a more relaxed eating experience for children.

How good is our staff team?

5 - Very Good

We evaluated this quality indicator as very good, where several strengths impacted positively on outcomes for children which clearly outweighed areas for improvement.

4.3. Staff deployment

Children were supported by skilled and knowledgeable staff who demonstrated a commitment to their continued professional development. They regularly attended training that impacted on positive outcomes for children. For example, staff who had learned about the 'talk for writing' approach were supporting children to develop their literacy skills. Other staff had improved outdoor experiences for children through knowledge gained at forest schools training.

Children were protected from harm by staff who were aware of their roles and responsibilities in relation to child protection. Safeguarding policies and procedures provided clear instructions for staff should they have to report any concerns in relation to children's wellbeing and safety.

Children were well supervised by staff who knew where they were at all times. Various strategies including headcounts, good communication and recording how many children were outdoors meant that children were safe and accounted for.

Staff deployment was planned well to ensure staff were available to respond to children's needs. Children knew who was caring for them and they were comfortable and settled in their care. Children told us, "my teacher is so loving" and "I love my teachers." We suggested to the service making sure that where needed more staff were available to support children walking to the courtyard. We were satisfied this would be taken forward to enhance children's safety.

Although all staff provided high quality care to children, a keyworker system ensured that children and families had a strong bond with one key member of staff. The keyworker helped to provide a consistently nurturing environment for children and built trusting relationships with families.

Leaders ensured that staff had protected time away from caring responsibilities to record and plan for children's care and learning. As a result, children were well supported to achieve.

Children experienced consistent care because new staff were inducted into their roles. The induction programme ensured that staff had the knowledge needed to support 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?	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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