

Netherlee Nursery Class

Day Care of Children

Netherlee Primary School
Clarkston Road
Glasgow
G44 3SF

Telephone: 01415 707 260

Type of inspection:
Unannounced

Completed on:
20 May 2025

Service provided by:
East Renfrewshire Council

Service provider number:
SP2003003372

Service no:
CS2003015831

About the service

Netherlee Nursery Class is located within two purpose-built buildings, in the grounds of Netherlee Primary School in Glasgow. The service is registered with the care Inspectorate to provide a care service to a maximum of 100 children, aged from three years to those not yet attending primary school at any one time. No more than 68 aged three years to those not yet attending primary school full time within the Saplings Building, and no more than 32 aged three years, to those not yet attending primary school full time within the Acorns Building.

The service is currently using one of the two allocated buildings: 'The Saplings,' to accommodate a maximum of 68 children at any one time. On both days of inspection there were up to 61 children in attendance.

Children had access to one open plan playroom and free-flow access to a secure, enclosed outdoor garden. The service is close to shops, schools, transport routes and other amenities. The service is provided by East Renfrewshire Council.

About the inspection

This was an unannounced inspection which took place on Monday 19 and Tuesday 20 of May 2025. The inspection was carried out by three 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.
- Gathered feedback from twenty-one families through online questionnaires.
- 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.

Key messages

- Staff were kind, caring and warm in their interactions with children.
- Staff had positive relationships with children and families.
- Staff worked well together as a team, supporting children's continuity of care.
- Resources available to children both indoors and outdoors should be improved, to stimulate and provide meaningful play experiences for children.
- We identified several Infection prevention and control concerns within the environment. These need to improve to help support a safe environment and prevent the potential spread of infection.
- The manager should ensure staff are effectively deployed to support children's individual needs.

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?	3 - Adequate
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

1.1 Nurturing care and support

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

Children experienced warm, patient, and nurturing approaches from staff to support their overall wellbeing. Staff were kind and respectful towards children, taking time to listen and respond to their needs and wishes. This helped children to feel secure and valued in the setting. One parent told us that 'Everyone at Netherlee nursery is lovely and caring, can't speak highly enough'.

Positive attachments had been formed between staff and the children. We observed staff sitting at children's level, using open ended questions, and showing genuine interest in what children were doing. Staff supported children through praise and encouragement when completing tasks independently. This helped promote children's confidence and self-esteem.

During the inspection we observed the lunchtime experience over two days. We found staff were supporting children with self-help skills, providing opportunities to develop some independence and involving children in setting up and clearing away. Some staff sat and ate with the children, promoting conversations and providing effective supervision, support and guidance when required. On day one we observed that some staff were distracted and not always alert to what was happening with children. This meant there were some missed opportunities for social engagement. However, on day two we observed staff were less task orientated. Staff were aware of children's allergies and dietary requirements and catered for these. Fresh water was available throughout the day and children were encouraged to remain hydrated. This resulted in children's increased independence and developed their life skills.

Children's health, wellbeing and development was supported by a range of information that had been collected by staff to help them meet children's needs. All children had personal care plans, which were based on the wellbeing indicators. Children and families were central to this process, ensuring effective information sharing was used to promote continuity of care. However, in sampling personal plans we found inconsistencies in how staff were supporting children to achieve their next steps. Staff should remind parents to sign and date personal plans, which would ensure children's information is up to date. We suggested that the service look to streamline the information gathered for children and develop personal plans to reflect how they are meeting children's needs, with the outlook of having children's information in one central place. This would enable staff to respond quickly, sensitively, and compassionately to children's ongoing learning and development needs.

On day one of the inspection, we sampled medication held in the service and found permission forms and some medications were not in line with current best practice guidance. For example, one medication was out of date and a permission form recorded inconsistent dosage instructions. We discussed this with management and on day two of the inspection the service had updated templates and the services policy and procedures. We have asked that all medication held is reviewed and updated in line with current best practice guidance, 'Management of Medication in Day care and Childminding Services'. This will ensure staff have accurate information to administer medication appropriately and support children's overall health and wellbeing (See area for improvement 1).

1.3 Play and learning

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

Children were happy, having fun and enjoying their time at nursery. We observed children as they engaged in a variety of play experiences which was developing their language, literacy, and numeracy skills. For example, children had opportunities for mark making with pens and pencils and could develop their maths skills through pattern play. We observed staff reading and singing with children throughout the session, supporting early language and literacy. Children were observed at the woodwork area where they were developing numeracy, early technology skills through measuring, counting, and creating their own designs. These experiences supported opportunities for children to be creative, curious, and develop problem solving skills.

Planning approaches were child centred and responsive to children's ongoing needs and interests. Staff spent time carrying out observations which supported them to plan experiences that responded to children's interests. Children's learning and development was recorded and reviewed in a meaningful way. Each child had a special book which recorded learning and development through staff comments, children's voice, and photographs. One parent told us 'We regularly chat with my child's key worker and in addition receive their special book home with the opportunity to write some comments and feedback'. This resulted in positive home links, where families contributed to children's learning journey. We suggested that the service record children's next steps within the 'special books', to support and extend children's learning and development. Children's learning was tracked using local authority tracking tools for 3-5-year-olds. This helped staff to establish if there were gaps in a child's learning or where there were significant skills.

We found the quality and range of play experiences for children varied throughout the service. There was a noticeable lack of provocations to spark curiosity and imagination, which impacted on the overall quality of the experiences on offer. Children would benefit from a wider range of resources, to support them to be creative, explore and build new skills. Staff should focus on the adult's role to effectively engage, motivate, and extend children's thinking. Overall, the quality of children's experiences should be further developed, to add value to their play through age-appropriate activities. One parent shared that 'some toys could be upgraded and there could be more activities throughout the day'. This would offer children more inspiring areas to play and learn, allowing them to develop their interest, sense of wonder and imagination (see area for improvement 2).

Areas for improvement

1. To keep children safe and healthy, the service should ensure medication is audited, stored, and administered appropriately. The service's medication policy and processes should be updated in line with the current health guidance 'Management of Medication in Day care and Childminding Services'.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'Any treatment or intervention that I experience is safe and effective' (HSCS 1.24).

2. To ensure that all children have high quality play opportunities which support them to have fun, learn, and develop, the service should ensure that the play opportunities offered inspires curiosity and challenge for all the children. This is to ensure that all children have access to high quality play resources and opportunities throughout their day.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable, to my age and stage, which stimulate my natural curiosity, learning and creativity' (HSCS 2.27).

How good is our setting?

3 - Adequate

2.2 Children experience high quality facilities.

We evaluated this key question as adequate, where strengths only just outweighed weaknesses.

Children benefited from having a bright well-ventilated space. The nursery layout supported free flow play spaces inside and out. A cosy den was in the process of being developed using soft furnishings, to create a space for children to rest and relax. We observed this being used purposefully at times, where staff and children were reading books together. This offered a suitable space for children to experience a homely environment, using a comfortable area to unwind.

However, we found some areas inside to be cluttered and messy, which resulted in some children not experiencing appropriate opportunities to support and consolidate their learning through play. One parent told us that 'The nursery can be quite congested and there can often be lots of toys on the floor which means that there may be lots of trips and falls'. We asked the service to ensure spaces are decluttered and well organised to extend children's play and learning. This would ensure children were able to access a range of good quality equipment and furnishings to meet their needs, wishes and choices.

There were a variety of open ended and loose parts material outdoors. We observed children working well together making a muddy soup mixture, and were getting great enjoyment from mixing, squashing, and creating while having fun, laughing and developing friendships. Children were assessing risk and being supported to assess when climbing up and through tyres and crates, and using the pole attached to the building as a fireman's pole. As a result, children were confident, developing friendships and having fun.

The arrangements for monitoring maintenance and repairs within the setting require to be improved. We highlighted areas across both buildings that need attention, which included broken and damaged equipment and resources. The service should consult with the Local Authority to ensure all areas used by the service are kept in a good state of repair. Whilst all children are currently being accommodated in the Saplings building, we discussed with the management team that if there is intention to access the Acorns building in future, necessary maintenance and repairs, both indoors and outdoors would be required for children to access this area safely.

We observed staff modelling some infection prevention and control measures which included effective hand washing. However, we discussed several areas with the management team in relation to concerns surrounding infection prevention and control. For example, children's toilets and playrooms, porous areas, changing areas, outdoors and maintenance. The management team agreed to review the environment in relation to overall maintenance and additional cleaning. This would contribute to minimising the potential spread of infection for both staff and children (see area for improvement 1).

Risk assessments were in place to maximise children's safety and staff supported children to understand safety and risk, during their play through supportive conversations.

Staff ensured children were accounted for through updating the children's registers and displaying how many children were present throughout the day. However, we identified on the first day of inspection there was no register of attendance for staff in the building. We discussed this with management and on the second day of inspection a staff register had been implemented. As a result, all staff and children were accounted for supporting a safe, and secure environment.

Areas for improvement

1. Management, should ensure that all areas within the nursery are being cleaned and maintained to the highest standards, and to support good infection prevention and control practices.

This is to ensure that care and support is consistent with the 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 5.24).

How good is our leadership?

4 - Good

3.1 Quality assurance and improvement are led well.

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

The management team were open and honest throughout the inspection, and promoted a shared vision along with staff in delivering a quality service to all children and families. This demonstrated a commitment for improvement, to ensure positive outcomes for children.

The management team had changed since the last inspection and senior staff stated that this had created stability within the team. Staff shared that they felt supported by the leadership team who were keen to include the service within the school community. For example, the nursery attended regular transition visits, to support children moving into primary 1. School staff also attended nursery visits to share physical education and music experiences with nursery children. This meant that leaders created conditions where all people felt valued and included, to meet the needs of children and families.

Children and families' views contributed to the development of the service. Parents views were gathered during home visits, transition visits, stay and play sessions and during parent meetings. One parent shared 'They are welcoming, enthusiastic and always ready to listen to any views or concerns'. This resulted in parents feeling valued, actively involved in their child's care and their views being recognised and used as part of the nursery improvement plan.

A range of quality assurance processes were in place, leading to continuous improvements. Staff met at in-service days and were signposted to up to date best practice documents. For example, 'Setting the Table, Nutritional Standards and Practical Guidance for Early Learning and Childcare in Scotland' and Quality improvement framework for the early learning and childcare sectors. Staff reflections, thoughts and ideas were recorded in the settings 'big book of improvement'. As a result, staff were reflecting together to bring about positive changes to outcomes for children and families.

The service improvement plan had clear priorities and targets to support improvement. The service has achieved a language and communication friendly environment accreditation (PANECAL), as part of a whole school approach. In line with the current Improvement Plan, staff are now refocussing on

ensuring they are fully embedding the PANECAL principles of 'Promoting and Nurturing Early Communication and Language.'

This initiative supports staff to provide learning experiences which are language enriching and support all the children to develop their speech, language, and communication skills. Staff were familiar with the improvement plan. Any updates of improvements and next steps were recorded in the settings 'big book of improvement'. This provided a shared understanding of children's needs and supported their progression through a shared approach.

Regular opportunities to meet as a team supported staff in their roles. Staff told us this gave them the opportunity to discuss different aspects of the nursery including, planning for children's individual learning and wellbeing needs. Staff were very committed to their professional development and all staff had undertaken a range of relevant training. This included formal events, professional discussions, and self-directed reading. As a result, children were cared for by a staff team who were skilled and motivated in their role.

Management and staff had a clear understanding of their roles and responsibilities in keeping children safe and protected. Links with relevant agencies for example, social work and health visitors was supporting the service, families, and children to gain the right support at the right time. Record keeping and chronologies ensured staff had the right information to keep children safe. However, we reviewed chronologies and found that management had not made the appropriate notifications to the care Inspectorate, in line with best practice guidance 'Early learning and childcare services: Guidance on records you must keep and notifications you must make.' Management must notify care inspectorate of any child protection concerns or allegations, to ensure children are safe and that all appropriate actions have been taken (See area for improvement 1).

Areas for improvement

1. To ensure that children receive responsive care and support, management must make appropriate notifications to the Care Inspectorate when notifiable events occur. Management should refer to best practice guidance, 'Early learning and childcare services: Guidance on records you must keep and notifications you must make'. This will support the service to identify events that require to be reported to the Care Inspectorate.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state: "I benefit from different organisations working together and sharing information about me promptly where appropriate, and I understand how my privacy and confidentiality are respected" (HSCS 4.18).

How good is our staff team?

4 - Good

4.3 Staff deployment

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

Staff were open, honest, and welcoming during the inspection process. They told us they enjoyed working in the nursery and felt the team ethos was a strength of the service. One parent told us that 'The staff are friendly, welcoming and supportive'. Staff knew the children well and were dedicated in supporting children

to achieve through some individualised experiences and opportunities. As a result, staff created a positive atmosphere for children to learn and develop.

During the inspection, we found the service was appropriately staffed for the numbers of children attending. However, arrangements for staff deployment at busier times of day were not always effective.

Staff were task focused, for example during mealtimes, moving in and out of the kitchen area to gather serving utensils, and additional cutlery when this could have been organised in advance. Outdoors was closed on day one of the inspection to support staff lunches, which created a high volume of noise, and some children were dysregulated, and areas were disorganised. For example, we observed staff tidying areas, whilst children were wandering around in the indoor area with limited engagement and supervision from staff. This meant that staff were not present to engage meaningfully with children to provide nurturing interactions. Children would benefit from more opportunities from staff being able to engage in play to support their learning. To ensure consistency and continuity of care and to support staff wellbeing, management should monitor staff deployment with consideration to the pace and balance of the day, to ensure children's experiences are positive and, learning and development needs are met.

Staff had established good working relationships with parents. We observed families dropping off and collecting their children within the nursery, which provided opportunities for daily conversations about their child's day with staff. One parent told us 'We like the weekly newsletter which keeps us informed about the activities in the nursery,' another shared, 'The nursery are really good at organising regular stay and play sessions and seasonal performances and sports days etc'. However, some parents advised they would like to see more information or pictures of their child's learning whilst at nursery.

Overall, effective communication with families contributed to parents feeling included in their child's experiences at nursery and assisted staff when identifying how best to meet children's needs. This meant that children's care and support was consistent and stable because people worked well together.

Staff communicated well with each other across the day. Regular team meetings, daily huddles and a communication book helped support a shared approach to the quality of the service. Staff said that they felt supported in their role and that their wellbeing was considered by their colleagues and the leadership team. This meant staff were responsive to meeting the needs of 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	4 - Good

How good is our setting?	3 - Adequate
2.2 Children experience high quality facilities	3 - Adequate

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

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iartras.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.