

Giffnock Nursery Class Day Care of Children

Giffnock Primary School
Academy Road
Giffnock
Glasgow
G46 6JL

Telephone: 0141 570 7180

Type of inspection:

Unannounced

Completed on:

29 January 2020

Service provided by:

East Renfrewshire Council

Service provider number:

SP2003003372

Service no:

CS2003015832

About the service

Giffnock Nursery Class registered with the Care Inspectorate in April 2011. The service is provided by East Renfrewshire Council and is situated within Giffnock, southwest of the Greater Glasgow conurbation. The service operates from a playroom located within Giffnock Primary School and children have free-flow access to secure, adjacent outdoor play areas. The nursery class vision is based on shared values of friendship, kindness, respect, determination, inclusivity, and honesty. The nursery and school aims include: "to provide the very best learning experiences and opportunities for our children and to support them in achieving all that they can; to sustain and further develop excellent relationships among all pupils, staff, parents and members of the wider school community."

We check services are meeting the principles of Getting It Right for Every Child (also known as GIRFEC), Scotland's national approach to improving outcomes and wellbeing for children by offering the right help at the right time from the right people. It supports them and their parents to work with the services that can help them. There are eight wellbeing indicators at the heart of GIRFEC: safe, healthy, achieving, nurtured, active, respected, responsible and included, often referred to as SHANARRI.

What people told us

Children attending on the day of inspection were observed as busy and engaged. Positive, nurturing relationships had developed between staff and the children as well as with the children themselves. We found the whole staff team were very kind and caring with respectful approaches observed.

We found staff responded in a sensitive and supportive manner to the children during play, for example, as they: designed and built towers and bridges with large wooden blocks; stretched, rolled, combined and cut playdough using shape cutters, scissors, rolling pin and pebbles; constructed and decorated wooden aeroplanes using hammers, nails and paint in a wood work area; worked with a variety of junk modelling materials to create three-dimensional towers.

We issued 30 questionnaires for parents and carers, 14 were completed and returned before the writing of this report. Feedback from parents and carers was very positive. All 'strongly agreed' or 'agreed' that they were happy with the overall service provided by staff and management. Comments included the following:

"The nursery staff are amazing! They provide a warm and caring environment for all the children. An excellent nursery. Plenty of outdoor activities. Also very inclusive for families."

"Overall, I am very happy with the nursery. I feel the nursery staff are very approachable, supportive and caring and give me the confidence as I struggle with the language to communicate at times. The staff have a very good relationship with my son and he is very settled and happy."

"The learning journals coming home are a great home link. The nursery fully supported my child when had constipation issues."

"We are very happy with how interested the nursery staff are in our son's activities outside of nursery. Really appreciate the activities the nursery have provided for us to do with our son outside nursery, for instance, the nature mobile. Twitter page is fantastic - very positive and informative."

"The staff at the nursery are very open and engaging. They are friendly, sensible and my son appears to have settled into nursery very quickly. The staff are mature and professional. I am happy to leave my son in their care and he appears to experience a wide range of learning activities."

"My daughter loves nursery; she has developed strong friendships, has a great relationship with staff and enjoys participating in a range of stimulating activities. The opportunities to play outside are excellent. She has loved playing on the bikes, trips to the woods and the sandpit. She enjoys learning and is leading her own interest in literacy and numeracy which are being developed through nursery. I have great respect for the staff who are very caring and encouraging with my daughter and provide an excellent environment for her to develop in."

"I am delighted with Giffnock Nursery. They provide a nurturing environment and are genuinely interested in my child and their family unit. I would highly recommend this nursery."

"I am delighted with the teaching staff and the experiences that they offer my daughter. The space is limited but I feel that they work hard to make the best use of the space that they have. My daughter loves nursery and has enjoyed intergenerational project, forest school and many more wonderful, creative ideas."

"My child has a nut and sesame allergy. The staff have gone out of their way to keep a special eye on her and administer medicine if needed. They communicate regularly with me about this and have applied required processes in a sensitive and discreet manner. Leaving a child with an allergy in a nursery can be an anxious time for a parent, but I feel confident that the team at Giffnock care well for my daughter and she is not aware of being "higher risk". She loves nursery."

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their own improvement plan and quality assurance paperwork. These demonstrated their priorities for development and how they were monitoring the quality of provision within the service.

From this inspection we graded this service as:

Quality of care and support	6 - Excellent
Quality of environment	not assessed
Quality of staffing	5 - Very Good
Quality of management and leadership	not assessed

What the service does well

The service's planning approaches for children's care, learning and development ensured they experienced high quality outcomes. Throughout the various indoor and outdoor play sessions we observed it was clear that children experienced sensitive and respectful caregiving. We observed staff being consistently responsive to children's changeable interests and demands. Children were spoken and listened to in ways that encouraged them to feel valued and included. Staff followed an effective system for recording children's play and learning and made use of and shared this information with parents. This encouraged genuine partnerships that respected parents' knowledge of their children. Children's voice was evident within their individual learning journals and planning big books. Planning systems contributed to continuity in children's care and helped to ensure staff followed a consistent approach to supporting children's development through play.

Staff had worked with children and with elderly members of the wider local community to develop an intergenerational links programme. This involved children engaging in structured joint activities with grandparents and older members of Orchardhill Parish Church congregation. Activities had included joint reflections on experiences of childhood using photographs and artefacts, shared art and craft activities, storytelling and songs, planting and growing seeds together in the nursery garden. Staff told us how the project had benefited older people through tackling issues of loneliness and isolation, increased mutual understanding, and fostered a sense of acceptance and achievement through contributing to communal play experiences. Staff reported that the programme had supported children's language development, provided opportunities for developing children's early literacy skills, boosted self-esteem and confidence and encouraged the development of empathy. Staff had shared the successes of this initiative within a local network of other early learning and childcare providers influencing professional thinking and practice beyond their own setting.

Staff were given opportunities to take on leadership roles in areas of the curriculum in which they had identified a particular interest or strength. For example, teaching staff had undertaken a Froebel and Childhood Practice CPD Certificate, a professional development course developed with the University of Edinburgh and the Froebel Trust. This had influenced professional conversations and approaches to child-led play, observation, planning and connecting children's play experiences to nature through gardening. Other areas of where staff led initiatives included creativity, parental engagement, Hanen early language intervention programme, Bookbug story sharing, and developing enabling environments for play and learning. The distributive management style contributed to positive outcomes by increasing the range of approaches available to meet children's individual needs.

What the service could do better

We discussed with staff a range of observation and planning approaches that focus on capturing and responding to the play interest of a child or group children in the present moment. Staff agreed that further adaptations to their evolving systems for recognising children's play interests could enhance opportunities for child-initiated play. It will extend opportunities for staff to reflect on when children display deep level engagement within play spaces and support them to provide greater autonomy and choice as to how this will be taken forward.

We reviewed children's personal care plans and medical administration records and identified a need for staff to review existing storage systems so that individual medication boxes contain specific information about the symptoms any medicine has been prescribed and the reasons for administering it, for example high temperature, wheezing, eyes running, itchy, sneezing and so on. The senior management team agreed this will enhance the robust systems already in place for ensuring all staff understood and were sensitive to children's particular medication needs.

We highlighted the value to the senior management team of establishing a more robust recording system for monitoring accidents, incidents, and completing risk assessments. This can help staff to identify and respond to any common patterns with the environment or resources and minimise any potential risks to individual children.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

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

Previous requirements

There are no outstanding requirements.

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

Previous recommendations

There are no outstanding recommendations.

Inspection and grading history

Date	Type	Gradings
27 Jan 2017	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing Not assessed Management and leadership Not assessed
25 Nov 2013	Unannounced	Care and support 6 - Excellent Environment 5 - Very good Staffing 6 - Excellent Management and leadership 6 - Excellent
27 Oct 2010	Unannounced	Care and support 6 - Excellent

Date	Type	Gradings	
		Environment Staffing Management and leadership	Not assessed 4 - Good Not assessed
30 Jun 2009	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 3 - Adequate 4 - Good

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