

Cloverbank Nursery School Day Care of Children

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Type of inspection: Unannounced
Inspection completed on: 16 February 2017

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Care service number:
CS2003014867

About the service

Cloverbank Nursery School has been registered with the Care Inspectorate since 2011 to provide a care service for a maximum of 70 children aged 3 years to those not yet attending primary school. The service operates from a purpose built unit situated in the Blairdardie area of Glasgow. The aims of the nursery include: "to support children to become successful learners, confident individuals, effective contributors and responsible citizens. We aim to provide the highest standard of education and care for our children in a safe and stimulating environment where learning is fun and challenging."

We carried out a 'themed' inspection. This targeted approach means that we looked at identified aspects focusing on children's and their families experiences under the two Quality Themes we looked at.

Quality Theme 1:

- support for children and families during transitions
- arrangements for safeguarding including child protection.

Quality Theme 4:

- the service's approach to leadership and how this supported good quality care
- the involvement of parents, carers and children in evaluation and the improvement process.

What people told us

Children attending on the day of inspection were observed as happy, 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 engaged in role play in an outdoor mud kitchen; selected materials to produce human body collages; devised movement sequences for programmable floor robots; mixed flour, salt and cooking oil to make play dough.

We issued twenty-five questionnaires for parents and carers, thirteen were completed and returned before the inspection. During the inspection we spoke with an additional 6 parents. Feedback from parents 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:

"I have been using this nursery for a number of years, not once have I had any problems. Staff are very approachable and are willing to help when needed. I am very happy with the service."

"All staff are very friendly and welcoming. My child loves the variety of activities and learning opportunities available and so do I. Music is his favourite."

"The head of the nursery is always on the ball with all the staff and children. The nursery is fantastic. I am so glad my child goes there."

"I am extremely happy with the service that is provided. My child enjoys going to nursery and has created lovely relationships with the staff as have I. It is a fantastic nursery school and I cannot recommend it any higher to anyone."

"Cloverbank Nursery is well led with an excellent team of nursery staff. Staff are warm and welcoming and can be seen to treat children with kindness and compassion. It is apparent that staff know children and their families well. Parents are frequently invited to see their children learn and are asked on trips. My child is well stimulated and has made good friendships. He is very happy here which makes me very content. My child particularly enjoys his daily time outdoors come rain or shine!"

Self assessment

The Care Inspectorate received a fully completed self-assessment from the provider.

The provider identified what it thought the service did well and gave examples of a wide range of improvements including: extending family learning and parental engagement; increasing challenging play opportunities for children in outdoor learning through a Forest schools approach; enhancing children's experience of transitions from nursery to primary school and within the early level of Curriculum for Excellence.

The self-assessment clearly identified some key areas that the provider believed can be improved and showed how the service intended to do this. The provider told us how the people who used the care service had taken part in the self- assessment process and how their feedback directed the development of their plans for improving 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	not assessed
Quality of management and leadership	5 - Very Good

What the service does well

We found the service had established an innovative phased transition approach for children and families. This ensured children each had the time and support they needed to settle in confidently to nursery and move into Primary 1. The head of the nursery led a local schools area network transition group. This had improved the continuity in children's learning and development by supporting nursery and primary staff to use shared curriculum resources and approaches. For example, children created a class book of pictures, photographs and anecdotes displaying shared learning across each stage. This helped children to learn about their new friends, challenged prejudice and sectarianism, and promoted awareness of their unique capabilities. The service's transition approach was recognised as a model worth disseminating beyond the service. The sharing of the service's transition approach within national education forums had supported other early years professionals to develop their capacity for improvement.

Staff demonstrated a comprehensive understanding of the policies and procedures in place to ensure care and welfare of children including children protection. All staff received regular professional learning in safeguarding and told us they were confident in dealing with child protection concerns. These practices ensured the robust safeguarding of children within the nursery.

Staff felt valued by the head of centre who gave them opportunities to take on leadership roles. For example,

individual staff members led 'Stay and Play' sessions through which parents had the opportunity share in their child's learning and progress. These were linked to play initiatives staff had chosen to lead and develop within the nursery including drama and dance, numeracy, literacy, outdoor learning, science and children's rights. The leadership approach encouraged staff to be confident in progressing new developments. It supported positive outcomes by increasing the range of approaches available to meet children's individual needs.

The staff team were very good at taking account of views of children and parents/carers to support the continuous evaluation of the service. The use of a variety of consultation approaches supported everyone involved with the nursery school to develop a shared understanding of its vision, values, strengths and improvement needs.

What the service could do better

The management team should continue to build the strong ethos of continuous improvement within the staff team. They should maintain the range of opportunities for staff to lead curriculum developments within the service. They should sustain current approaches for staff to share reflections on their practice and receive feedback and support from their peers. We discussed with the head of centre how leadership roles for staff could be extended using indicators from national quality assurance tools such as 'How good is our early learning and childcare?' This will support staff in promoting service user involvement in the self-evaluation of the service.

We discussed with staff observation approaches that could help identify and evaluate play experiences that children found particularly engaging and challenging. We highlighted how this could help to staff to efficiently update children's personal plans as well as foster meaningful discussion between children, parents, and staff about play and development. Staff agreed that this could enhance the systems in place for recognising children's learning as well as extend children's sense of ownership of play experiences.

The staff team should continue to reflect on the professional learning they gained from engaging parents and carers through successful initiatives such as 'Stay and Play'. They should consider how this and other leadership initiatives can be consolidated within the service. The staff should jointly reflect on how their shared learning can be used to inform future parental involvement activities. This will support the robust systems already in place for engaging parents and carers in their children's early learning and development.

The management team should pursue plans being developed within the local schools network transition group to extend primary staff involvement in the nursery to school transition. We discussed with the head of centre how the shared curriculum planning and resourcing to support transitions could be extended across a wider range of subject areas. This has the potential to enhance the service's capacity to plan progressive learning and developmental pathways for all 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.

Inspection and grading history

Date	Type	Gradings	
9 Dec 2013	Unannounced	Care and support	4 - Good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	4 - Good
1 Feb 2012	Unannounced	Care and support	4 - Good
		Environment	Not assessed
		Staffing	4 - Good
		Management and leadership	Not assessed
30 Nov 2010	Unannounced	Care and support	4 - Good
		Environment	Not assessed
		Staffing	3 - Adequate
		Management and leadership	Not assessed

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