

Summarised inspection findings

Cardonald Private Nursery

Glasgow City Council

20 August 2024

Key contextual information

Cardonald Private Nursery is a funded provider working in partnership with Glasgow City Council to provide funded early learning and childcare (ELC). The nursery is registered for 35 children at any one time and caters for babies to those not yet attending school. The nursery also provides funded places for children aged two years who are eligible for 1140 hours of ELC. Children attend from Cardonald and surrounding areas of Glasgow. There are currently 55 children on the roll. In August, 14 children will move on to school. Children attend morning or afternoon sessions or full day between 8.00 am and 6.00 pm across 51 weeks of the year. There are eight members of staff including the manager, deputy manager, four practitioners, a trainee practitioner and a support worker/cook. There are currently two vacancies being covered by management and staff from other nurseries which form part of the Collin Care group. The building consists of two playrooms and two outdoor spaces, with one designated for children aged 0-2 years and the other for children aged 2-5 years.

2.3 Learning, teaching and assessment

satisfactory

This indicator focuses on ensuring high quality learning experience for young children. It highlights the importance of a very good understanding of child development and early learning pedagogy. Effective use is made of observation to inform future learning and identify the progress made. Children are involved in planning for their own learning. Together these ensure children's successes and achievements are maximised. The themes are:

- learning and engagement
- quality of interactions
- effective use of assessment
- planning, tracking and monitoring

- Children are confident and happy at nursery. They are independent as they choose where to play, both indoors and outdoors. The majority of children engage well with the experiences and resources. A few children have well-established friendships with their peers and most children play well with others at their individual developmental stage. Practitioners are developing interesting spaces for children to explore and learn, and at times be curious and creative. They take responsibility for developing and maintaining areas in the playroom and now need to ensure they cater for the learning needs of all children. This includes a clearer focus on opportunities for children to develop skills in early literacy, mathematics and numeracy.
- As key workers, practitioners know children well as individuals. They interact with children in a calm and nurturing way. The majority of practitioners use their developing knowledge of how children learn to provide appropriate resources. They should develop their skills in using questioning and commentary to support and extend children's learning. Senior leaders have identified the development of children's learning using digital technologies as a priority for improvement. Children currently access a limited range of resources to support their learning. As part of learning about and with digital technologies, practitioners could support children to have increased access to their learning journal.
- Practitioners make monthly observations of their key children's learning and document these on an online platform. Parents and carers access this and appreciate the photographs that illustrate their child's experiences at nursery. Senior leaders should support practitioners to develop skills in identifying and recording significant learning for each child, including through more frequent and focused observations. Practitioners use their observations to identify what children need to learn next. Working with parents, practitioners create termly learning targets

for children. Practitioners recognise that targets need to be more specific. This will help ensure they are achievable and relevant with the progress children make being easily identified and measured.

- At the early stages of involving children in documenting and recording their learning, practitioners previously used floor books to plan learning. As a team, they now need to identify how best to plan for all children's learning in all areas of the nursery. This needs to be focused on what children need to learn next. Practitioners should also be responsive to children's ideas and interests to create interesting contexts for learning. They should also use experiences and outcomes from Curriculum for Excellence.
- Practitioners use a range of tools to track the progress children make in their learning. Senior leaders should monitor the use of these helpful tools to ensure they are used effectively and consistently. As practitioners develop skills and confidence in observing and assessing learning, the measurement of children's progress should become more evidence based. This will also identify where children may require additional support or challenge. Children who require additional support to help them learn have plans in place. Practitioners need to ensure that learning targets are more specific and focused on what children need to learn to make good progress.

2.1 Safeguarding and child protection

- The nursery submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the nursery and the education authority.

3.2 Securing children's progress**satisfactory**

This indicator relates to the development and learning of babies, toddlers and young children. It requires clear understanding of early learning and development and pedagogy. It reflects the integrated way young children learn and the importance of experiences and development happening on an individual basis within a supportive, nurturing and stimulating environment. High quality early learning and childcare contributes significantly to enhancing children's progress and achievement as they grow and learn. It can benefit all children by closing the attainment gap and ensuring equity for all. It is about the holistic nature of development and learning ensuring these foundations are secure in order to achieve future attainment success. The themes are:

- progress in communication, early language, mathematics, and health and wellbeing
- children's progress over time
- overall quality of children's achievement
- ensuring equity for all children

- Most children make satisfactory progress in communication and early language because of their nursery experiences. Most children use a range of vocabulary and enjoy sharing their thoughts with others. The majority listen well, for example to follow instructions and enjoy exploring texts. Children explore mark-making in different contexts with a few beginning to write letters from their name. A few children recognise rhyme and are beginning to identify syllables in familiar words, including their name. Children would benefit from wider experiences to help them make increased progress in literacy and early language development. This could include exploring the sounds and patterns of language, exploring texts in more depth, developing interesting vocabulary and writing for different purposes.
- In numeracy and mathematics, most children are making satisfactory progress. They demonstrate their awareness of number as they count in routines such as snack. They use comparative language to order by size and identify pattern and colour. Children are enthusiastic as they explore maths games to be introduced as resources for home learning. Practitioners should develop the breadth of children's mathematical experiences across all aspects of mathematics and numeracy. This will support children to make the progress they are capable of.
- Children's progress in health and wellbeing is satisfactory. When given opportunities, they are becoming increasingly independent in routines including serving snack and lunch. Most children are ready to take on increased responsibilities and develop a greater understanding of their own wellbeing, for example, assessing and managing risks and their safety. Children demonstrate their gross motor control as they balance, climb and practise throwing and catching. Children play cooperatively and show respect for their peers. They have explored factors that make us all different and how this can be celebrated.
- Practitioners record selected information to document children's progress. This information does not yet accurately show the progress children make in their learning because of their nursery experiences. As practitioners continue to develop skills in planning, observing, and recording children's learning a more accurate picture of progress should emerge. All children could make better progress to achieve their potential.
- Children have been involved in fundraising for local charities. Practitioners celebrate children's achievements using praise appropriately. They could establish and renew previous links within the community to provide opportunities for children to contribute as local, national and global

citizens. A few parents share children's achievements from home. Practitioners recognise they could encourage more parents to share children's achievements outwith the nursery.

- The nursery has a welcoming ethos where children are valued and respected. Practitioners know children and their families well and challenges they may be facing. Where appropriate, they seek advice and support from other professionals to ensure children get the help they need to support their learning. They should use all information and data available to inform decisions about support and challenge they provide. This should help ensure all children make the progress they are capable of, ensuring equity and the best outcomes for all children.

Care Inspectorate evidence

1.1 Nurturing care and support

Children were happy, settled and confident within the setting. Interactions between staff and children were kind, warm and supportive. This helped children feel safe and secure.

Staff had developed positive relationships with families. The use of 'family' app and verbal communication meant that information on children's daily routines was shared with parents. We discussed with the service the importance of inviting parents into playrooms when dropping off and collecting their children. This would enhance opportunities for parents to be involved in their child's learning, whilst also strengthening partnership working.

Keyworkers knew their children well and shared strategies that were used to support children and their individual needs. Personal plans contained important information to help staff get to know children and their individual needs. These were developed in partnership with families and reviewed regularly to ensure information was current and reflective. We discussed how personal plans could be further developed to ensure they showed clearer progression pathways that were relevant, specific and meaningful to individual children. **(See area for improvement 1).**

Mealtimes were an unhurried experience, where children could sit together and chat. Opportunities were provided for children to develop their independence. At times, staff were task focused and not always sitting with children. We discussed with the service how mealtimes could be enhanced to ensure a more sociable experience for children.

Appropriate arrangements were in place to support children who slept while at nursery. Staff closely supervised children and ensured each child had individual, fresh bedding, which contributed to providing a safe, comfortable sleep time for children.

Personal care for children was carried out in a sensitive manner and in response to children's needs. We discussed some changes needed to nappy changing areas to ensure these were supportive of infection prevention and control, whilst also ensuring children's privacy and dignity.

Medication was stored appropriately and easily accessible. This was accompanied with medication records which meant that where children required medication at nursery, this could be administered safely. However, we found some forms required further information to reflect children's current needs. Some of these points discussed where actioned immediately.

Care Inspectorate evaluation: good

1.3 Play and learning

Children enjoyed playing with toys and materials available to them. They had developed positive peer relationships and engaged well with each other. Staff interacted with children and were responsive to their requests and cues. We discussed how some resources could be further developed to ensure sensory and stimulating play experiences.

Younger children were supported with warm, unhurried interaction. Staff were developing their understanding of how children learn and develop, which influenced how they observed children's play and responded. For example, supporting children's interest in schematic play. We asked the service to consider the furniture and resources within the room to support emerging development.

Staff provided praise and encouragement in their interactions with children. Some staff used effective questioning in their interactions, for example, during exploratory play. However, this was not consistent. This resulted in missed opportunities to support children to explore their ideas. Children would have benefitted from more staff engagement to further develop their thinking and creativity. **(See area for improvement 2).**

There were some opportunities for language and literacy. Children enjoyed songs and listening to stories and reading books. However, further consideration should be given to how this can be embedded within all areas of the playroom. For example, using a pictorial for making playdough, this would give children agency and choice as well as promoting literacy and numeracy skills.

At the time of inspection there were no planning approaches in place to support children's interest. Staff previously planned for their keyworker groups, which meant that play opportunities were not reflective of all children needs, interest and stage of development. We discussed with the service how the development of floorbooks and planning would support children learning. **(See area for improvement 3).**

Detailed monthly observations of children's learning and experiences were shared via the 'family' app. We discussed how observations could be developed to ensure they reflect children's continuous learning and development, as well as ensuring parents receive regular updates of children's learning and progress.

Care Inspectorate evaluation: adequate

3.1 Quality assurance and improvement are led well

The service had reviewed their vision and values with staff and families to create a shared vision which helped ensure staff had shared aspirations and values. This also ensured parents knew what to expect from the service.

The service had some processes in place for parents to share their views. We discussed how this could be further developed to ensure more meaningful consultation with parents to support improvement. This will support the service to identify future priorities in collaboration with children and families. Consultation with parents through the year will help ensure self-evaluation processes are inclusive of all stakeholders.

An improvement plan was in place, which highlighted key areas of priority. This included parental involvement and engagement. Whilst this was not yet embedded within the service, we agreed this would help improve partnership working with parents. Progression within the improvement plan was not documented with regular updates and the impact of this wasn't evident within practice. The service should develop approaches to ensure robust reflection and reviews on improvement. This should involve all staff within the service.

Some quality assurance systems were in place to help support the delivery of service. This included monitoring of trainees' practice and staff support plans. Staff support plans would benefit from having clear dates of when actions should be completed. This would help monitor staffs practice and identify if further support/training is required.

Staff meetings took place to provide an opportunity for professional dialogue and to share important information. Staff would benefit from increased opportunities to discuss practice, engage in professional dialogue and reflective discussions.

A record of staff training was recorded, with evaluations of how this impacted on staff's learning. Staff training covered core learning, such as child protection. The service should continue to

source appropriate training that links to the continuous development of the service and current approaches within early years. This includes reviewing best practice guidance to ensure that it is reflected in the environment and practice. This would support self-evaluation and ensure continuous improvement within the service. **(see area for improvement four).**

Care Inspectorate evaluation: adequate

During the previous Care Inspectorate inspection, the setting had no requirements and five areas for improvement. From these, four areas for improvement have been met. Outstanding issues relating to personal plans are carried forward in this inspection. As a result of this inspection, there are no requirements and four areas for improvement.

Area for improvement

1. The service should review and develop their personal plans and observations to ensure that the information being recorded is meaningful, clear and allows effective monitoring of children's support needs and progress.

This ensures care and support is consistent with the Health and Social Care Standards, which state that: 'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11)

2. To support staff to develop their skills, knowledge and understanding of children's play, learning and development, the provider should arrange for staff to undertake related professional development activities. Staff should then reflect on their learning and embed it in their practice.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which states: 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes.' (HSCS 3.14)

3. To support children's learning and development, management should review planning systems to ensure children's experiences are reflective of a child-led approach, interests and individual needs.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: As a child, 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 for my age and stage, which stimulate my natural curiosity, learning and creativity. (HSCS 2.27)

4. To support continuous improvement, the manager should develop self-evaluation processes. This includes, but is not limited to, reviewing best practice guidance and other relevant publications covering key areas of practice, to ensure positive outcomes for children and their families.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state, 'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11) and 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes.' (HSCS 4.19).

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.