

# Kelvinside Academy Green Forest Nursery Day Care of Children

Langbank Farm  
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Glasgow  
G62 6EL

Telephone: 0141 956 2300

**Type of inspection:**

Unannounced

**Completed on:**

11 December 2018

**Service provided by:**

KAGFN Ltd

**Service provider number:**

SP2016012830

**Service no:**

CS2016352725

## About the service

The Care Inspectorate regulates care services in Scotland. Information about all care services can be found on our website at [www.careinspectorate.com](http://www.careinspectorate.com)

The service registered with the Care Inspectorate on 4 October 2017.

Kelvinside Academy Green Forest Nursery is registered to provide day care to a maximum of 42 children across the following age range:

- 16 children aged 1 year to under 3 years old in Skylight Room
- 26 children aged 2 years to those not yet attending primary school in Courtyard Room.

The service is provided by KAFGN Ltd and operates from a converted farm holding building in the countryside near Milngavie. The service has its own secure door entry system. Children attending the nursery have direct access to secure outdoor areas where they can enjoy imaginative play in the fresh air. Staff and children make very good use of the surrounding area for energetic country walks, where children are learning about nature and farm animals.

The aims of Kelvinside Academy Green Forest Nursery are:

- GIRFEC approach. We strive to 'get it right for every child'. We work in partnership with parents/carers, professionals and other agencies to meet the individual needs of the child.
- Respect and value others. We encourage stakeholders to share their diverse beliefs, values and opinions as we learn together about people within our community.
- Enthusiastic, dedicated and knowledgeable staff. Staff responding to the interests and needs of the children, the children will become Confident Individuals, Successful Learners, Effective Contributors and Responsible Citizens.
- Excellent opportunities for 'Learning for a Better World'. We are rights respecting, eco-friendly and appreciate the wonders of the outdoors. Outstanding learning opportunities both indoors and outdoors. Children have opportunities to learn, develop and be challenged in their learning, reaching their full potential.
- Nurturing, safe, inclusive and stimulating environment where children are supported and challenged in their learning.

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure they have the best start in life, are ready to succeed and live longer, healthier lives. We check services are meeting the principles of Getting it Right for Every Child (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.

GIRFEC supports children 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.

## What people told us

There were 21 children present on the first day of our inspection and 25 on the second. Children of all ages were observed to be happy in the setting and comfortable in seeking support from staff when needed. Staff enabled children to express their choices and had organised the environment to encourage their independence. Children in the 2-5 playroom were interested in our presence and proud to share their views and experiences of nursery with us. Their comments included:

"I've had plenty, I'm full." (Child having confidence in making needs known at lunchtime.)

"I tidy up." (Child taking responsibility for their environment.)

"I'm going outside." (Child choosing to go outside and independently putting on outdoor clothing)

"Dress baby?" (Child seeking assistance in imaginative play.)

"I like to read stories." (Child stating preferences.)

We received three completed questionnaires from parents/carers prior to the inspection. The respondents reported a high level of satisfaction with the service. We observed the positive and respectful interactions between staff and parents/carers as they brought their child to nursery or picked them up. Staff used these times to share information about children that ensured continuity in their care. Parents' written comments within their questionnaires included:

"My baby son has only just started at this nursery so my answers are based on very positive first impressions."

"My son has been at Green Forest Nursery for only a few weeks (he is 16 months) and my first impressions have been wonderful. He settled really quickly which is a credit to the staff as they were so hands on and caring towards him that he clearly felt safe and comforted. The facilities seem great and the food healthy but the shining stars are the staff. They clearly love the children in their care and this makes me happy and confident about leaving my young son in their care."

Parents and children's views have been taken account of within this report.

## 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	5 - Very Good
Quality of environment	5 - Very Good
Quality of staffing	5 - Very Good
Quality of management and leadership	5 - Very Good

## Quality of care and support

### Findings from the inspection

We found, and parents confirmed, that the quality of interactions between staff and children was very good. Staff supported children to make choices about their play thus promoting their independence and self esteem. Key workers used big books and children's individual online learning journals to engage children in discussions about their play interests. Staff were becoming confident in using their observations within the journals to track children's progress and share their achievements with parents. When we sampled children's journals we found that staff observations were underpinned by national curricular guidance as well as GIRFEC wellbeing indicators.

We observed how daily routines contributed to children's health and wellbeing. Children who attended nursery for the full day were provided with a hot nutritious lunch. Parents/carers had shared information about their child's dietary requirements or any allergies when the child first joined the service however snack and lunch menus were on display for parents/carers to make further suggestions. Lunch and snack times were a social experience for children where good eating habits were promoted. There were quiet cosy areas where children could rest or sleep and staff knew their comforters and settling habits. This ensured there was continuity in children's care and contributed to children feeling safe and nurtured.

Staff had given consideration to children's emotional health, for example they had introduced the 'Providing Alternative Thinking Strategies' (PATHS) programme to help older children to share their emotions and feelings as well as to respect the needs of others. This had included helping children to formulate the golden rules for the nursery so that they were learning about positive behaviour.

The staff we spoke to understood the nursery's child protection procedures. Familiarising themselves with the child protection policy was included in their induction programme. The manager was the child protection co-ordinator and assured us that regular in house training would be provided to ensure everyone's knowledge on how to safeguard children's wellbeing was kept up-to-date. We discussed how the logging of children's medication could be improved to ensure the health and safety of children who have been prescribed medication. The manager should refer to the Care Inspectorate's 2014 guidance - 'Management of Medication in Daycare of Children and Childminding Services'.

### Requirements

Number of requirements: 0

## Recommendations

**Number of recommendations:** 0

**Grade:** 5 - very good

## Quality of environment

### Findings from the inspection

The nursery atmosphere was calm and homely. The accommodation was organised into two playrooms for under and over two year olds, each having a variety of different spaces to allow children to have quiet time, space to play alone or in groups. Both rooms had direct access to the outdoors where children could develop physical skills through energetic play. Opportunities for outdoor play were central to children's learning experience and staff had provided plenty of loose parts for children to investigate and explore. We observed older children independently collecting their outdoor clothes to go outside and follow their play intentions. This was the nursery's first year of operation therefore staff were continually evaluating how best to organise the environment to provide choice and challenge for children. They were using 'Building the Ambition' to help them with this task and to reflect on how the environment was supporting good outcomes for children. Building the Ambition is the Scottish Government's national practice guidance on Early Learning and Childcare linked to the Children and Young People (Scotland) Act 2014.

There were attractive displays around the nursery, incorporating annotated photos of children and some of their artwork. This gave children a sense of ownership of their environment as well as letting families know about the rationale underpinning activities offered to children. For example the positive effects of being outdoors on children's health and wellbeing.

We observed that staff talked to children in a natural way about keeping themselves safe. For example by encouraging children to tidy up their toys after use to remove any trip hazards and reminding them to wash their hands at appropriate times to prevent the spread of germs. At feedback we spoke about building staff capacity to recognise children's ability to assess and manage risk. This would enable staff to support children to develop analytical skills. In this way children would build confidence and experience personal achievement. When monitoring the environment staff should also be aware of hazards within adult spaces, such as neatly storing outdoor shoes to avoid trip hazards.

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 0

**Grade:** 5 - very good

## Quality of staffing

### Findings from the inspection

Staff were kind and nurturing in their interactions with children. We saw that staff had built positive relationships with parents/carers too, taking time to listen and respond to their needs. In this way staff were providing very good role models for children to treat others with respect. Staff believed team working was their strength and that the manager was approachable and supportive of their continued professional development. Parents were asked for nominations for the 'star of the month' among staff, which also contributed to staff feeling valued.

We found that the service provider had developed very good recruitment processes which outlined the steps taken to ensure that staff would be suited to working with very young children. For example, when we sampled staff files we could see that there was a recruitment checklist and an induction checklist for each new member of staff. All staff were registered or in the process of registering with Scottish Social Services Council (SSSC). The SSSC is responsible for registering people who work in social services and regulating their education and training. There were very good on-going systems for staff support, such as a mentor for students, one-to-one supervision for all staff and monitoring of playroom practice by the management team. These processes provided reassurance for parents that staff had the right skills and disposition to provide good outcomes for children and to keep them safe.

The service had only been operating for a year therefore the priority for management had been to organise core training for the team. This had including first aid, infection control and child protection. Annual appraisals were now being used to look at a wider training programme, which would match children's needs, staff interests and the service priorities. For example the nursery were keen to promote better communication among children of all abilities through the use of Makaton. We encouraged the manager to incorporate discussion of PRTL within individual staff appraisals. PRTL is the acronym for the 'registration training and learning record' that staff are required to keep for professional registration with SSSC. PRTL can promote reflection of learning and assist staff in identifying how they can further support children's care, learning and development.

### Requirements

**Number of requirements:** 0

### Recommendations

**Number of recommendations:** 0

**Grade:** 5 - very good

## Quality of management and leadership

### Findings from the inspection

We found that children benefited from a culture of continuous improvement because the manager had put in place clear and transparent quality assurance processes. The manager had peer support from the other two nurseries operated by the service provider, which offered the potential for future moderation of the quality of the

service. The nursery was a member of a local early years forum, which provided opportunities for staff accessing training and sharing good practice with like-minded services. The manager and staff met regularly as a team to discuss operational issues and national developments.

The service had used a range of methods to actively seek parents/carers' views on improving the service, such as through questionnaires, a communication book and the establishment of a Parents' Committee. Children were learning about collective decision making within the Eco Committee but their voice was also evident throughout the nursery and recorded on mind maps, their online learning journals and play room floor books.

The above approaches made sure that everyone felt their opinions were listened to, valued and respected. The manager and staff were at an early stage of using 'How Good is Our Early Learning and Childcare' (HGIOELC) to monitor the quality of the service and should continue with its use. This will help build on the opportunities for staff to take on leadership roles of areas for development. HGIOELC is a national tool that supports services in self-evaluation so that outcomes for children can be measured and improved. (Education Scotland 2016). We signposted the management team and staff to Scottish Social Services Council (SSSC) online 'Step into Leadership' programme. <http://www.stepintoleadership.info/>

The nursery had set priorities within their improvement plan that were meaningful and achievable. They should continue to implement these plans in partnership with families and other stakeholders in the community. They should also make sure that policies implemented when the nursery was first established are now reviewed so that they are relevant to the current nursery context.

## Requirements

Number of requirements: 0

## Recommendations

Number of recommendations: 0

Grade: 5 - very good

## 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.

### Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com).

### Enforcement

No enforcement action has been taken against this care service since the last inspection.

### Inspection and grading history

This service does not have any prior inspection history or grades.



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