

Cherry Tree Nursery Day Care of Children

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Glasgow
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Telephone: 01416341055

Type of inspection:
Unannounced

Completed on:
12 January 2024

Service provided by:
Cherrytree Glasgow Ltd

Service provider number:
SP2023000068

Service no:
CS2023000093

About the service

Cherry Tree Nursery is a private nursery provided by Cherry Tree Glasgow Ltd. The nursery is registered to provide a care service to a maximum of 76 children not yet attending primary school at any one time.

The service is located in the south of Glasgow close to local amenities such as shops, parks and schools. Children were cared for in three playrooms and had access to a large outdoor area.

About the inspection

This was an unannounced inspection which took place on 11 and 12 January 2024. The inspection was carried out by two 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 attending the service
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- received and reviewed electronic feedback from 33 parents/carers whose children attended the service.

Key messages

- Children were happy and confident in the setting
- Staff knew children well and provided the support and care they needed in a nurturing way
- Children had access to a variety of learning opportunities outdoors
- Personal plans should be reviewed to reflect changes in children's lives
- Management should audit and monitor children's records to best meet children's 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?	4 - Good
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

We evaluated this key question as good, as several important strengths, taken together, clearly outweighed areas for improvement.

Quality indicator 1.1: Nurturing care and support

Staff were warm, nurturing and caring in their approach with children. There was an obvious ethos of nurture and care within the setting which all staff embraced and children benefitted from. One parent commented, 'The staff know my children very well. They are aware of nurturing principles and greet them personally every day and know their individual needs'.

Children were happy and confident in their play and obvious friendships had been formed. Staff knew the children well and children's routines were reflective of their individual needs and family wishes.

Personal plans were in place and contained the relevant information which helped staff to meet children's needs. Staff had put strategies in place to support children with additional support needs. We discussed with management that plans should be reviewed and updated to reflect the strategies being used to support children and the changes that had taken place in their lives.

Lunches for younger children were a relaxed and social experience. Staff sat with children and offered support when needed. There was a missed opportunity for children to self-serve at lunch which they were able to do at snack. This would have helped to develop their life skills and confidence. The setting had recently introduced a rolling lunch for older children. While older children were encouraged to self-serve this was made difficult due to the size of the serving utensils. Management shared with us that they are continuing to review the lunch experience as it is still new. We spoke with management about the importance of staff understanding that lunch should be a sociable experience for all children where they are able to develop independence and life skills.

Children's personal care needs were carried out in a discreet manner which supported their privacy and dignity. Safe sleep procedures were in place and each child had their own bed and blanket. We reviewed the procedures for storing and administering medication and found that these were carried out appropriately, helping to ensure that children's needs were met in a safe manner.

Older children benefitted from attending Promoting Alternative Thinking Strategies (PATHS) sessions which helped children to develop emotional awareness. During our visit we could see the positive impact of these on the children. Staff had completed child protection training and were aware of the correct procedures. This helped to ensure that children were cared for safely.

Quality indicator 1.3: Play and learning

Children were observed to be happy and fully engaged in play. Children were able to lead their own play and learning with support from staff when needed. One parent commented, 'They always have great activities planned and will aim to get the kids outside and playing as much as they can'. There was a variety of learning experiences for children, both planned and spontaneous. These experiences helped to develop children's curiosity, language and numeracy skills.

All children participated in outdoor play during our visit where they took part in risky and physical play. Children had access to an outdoor classroom which was used in all weathers for children to develop literacy and numeracy skills. Children and staff benefitted from the support of a Leader of Early Learning (LEL), who helped to develop this area. Management had identified the need for improvement in this area and were in the process of consulting children and staff to develop it to better suit children's learning needs.

Following a complaint, an area for improvement identified that the setting would benefit from new resources. Observations by staff had identified children's needs and interests and resources had been purchased to meet these. These new resources had a positive impact on children's play and learning.

Learning journals were in place for all children. Staff and management shared with us that new planning methods had recently been introduced which they thought benefitted children's learning. Planning for children's learning was individual and linked to current guidance based on their age and stage of development. Planning was based on children's interests and staff observations of developmental needs. An online system for recording of children's experiences had recently been introduced, which parents could access daily. Staff were still developing their confidence and skills in this area which meant there was often a lack of meaningful input or next steps. Management agreed that they would continue to monitor and help staff to develop their skills in this area to ensure children's play and learning needs were met.

Children benefitted from connections to their local community. The nursery was involved in an outdoor 'Wild Woodlands' project where older children were involved in learning new skills and to care for the environment. We spoke to management about ensuring that all children had the opportunity to engage with the local community through walks and visits to parks and library which they have previously done.

How good is our setting?

4 - Good

We evaluated this key question as good as several important strengths, taken together, clearly outweighed areas for improvement.

Quality indicator 2.2: Children experience high quality facilities

Children were cared for in rooms which were spacious, bright and welcoming and had ample space for children's needs. One parent commented, 'Very nurturing settings, homely feeling, lovely colours and hand made drawings/paintings everywhere which makes it feel really nice and get to see the children's work'.

The service had recently refurbished the indoor and outdoor spaces. There was a new secure gate and fence outdoors, positively impacting on children's safety and security. A new window in the baby room and the introduction of block play areas had positively impacted on children's play and learning and developing their curiosity. We referred management to best practice guidance to ensure that older children had an appropriate changing area to support their privacy and dignity.

Children benefitted from a large, spacious outdoor area and toddlers had direct access to a separate outdoor area. Following an action plan that was part of the service registration, an additional area had been created for the babies to use. As part of their development the children and LEL had identified that they would benefit from cosy areas outside where they could rest and relax if they chose. The outdoor areas were secure and resources were appropriate to age and stage of development of the children. The manager acknowledged that the outdoor area was still being developed and this was part of the improvement plan.

Staff were aware of children at all times and noted their attendance using a room register. Maintenance records and risk assessment were in place which helped to ensure children were cared for in a safe environment. Appropriate infection prevention and control procedures were followed. Staff encouraged children to wash hands when coming indoors and before and after lunch, supporting their health and safety needs.

How good is our leadership?

4 - Good

We evaluated this key question as good as several important strengths, taken together, clearly outweighed areas for improvement.

Quality Indicator 3.1: Quality assurance and improvement are led well

The manager was friendly, welcoming, approachable and engaged well with the inspection process. Staff shared with us that they felt they were able to approach the management team if they had any issues, both personal and professional. One parent commented 'Management have been amazing with me and have gone above and beyond to help me and my child when needed'.

An improvement plan was in place which identified strengths and areas for development within the service. This was displayed for families and staff to see. Staff told us they were involved with the plan and met regularly to discuss and evaluate the service and experiences offered to children. The opinions of families, staff and children had been sought as part of the improvement process. There was evidence of the progress made from these contributions, including changes to the environments to better suit children's needs. For example children and staff had reviewed the layout of the 3-5 room and had created a construction area with block play and loose parts and moved other areas to develop children's engagement and interest. We discussed with management that they should use the improvement plan to highlight successes and show the impact of the staff, parent and children's contributions.

Management carried out daily staff walk arounds where they spoke to staff in teams and individually before the setting opened. This gave staff the opportunity to discuss what was planned for the day and highlight any issues or concerns they had. Staff practiced peer monitoring as part of the quality assurance process and noted any strengths and areas for improvement. It was difficult to see what the outcomes of these had been and we discussed with management the importance of establishing and recording effective changes based on these observations.

Children's personal plans, child protection records and learning journals were in place but were not regularly audited or monitored. As part of the quality assurance procedures the management team should create robust auditing procedures to ensure that children's records are completed in line with best practice guidance. For example, dates, progressions, actions carried out, and outcomes for children should all be noted in relevant records, **see area for improvement 1**.

Areas for improvement

1. As part of the quality assurance procedures the manager, in partnership with parents, staff and children, should continually audit and review children's records. Having a clear improvement agenda will allow the service to monitor an audit records appropriately.

This is to ensure the service complies with the Health and Social Care Standards (HSCS) which state: "I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes." (HSCS 4.19).

How good is our staff team?

4 - Good

We evaluated this key question as good as several important strengths, taken together, clearly outweighed areas for improvement.

Quality Indicator 4.3: Staff deployment

During our inspection we observed that there were enough staff to meet ratios and the needs of the children. We acknowledged that there had been some staff changes in recent times but this had been managed well. While management no longer had to cover for staff as often as they previously did, they were fully involved in the setting and this supported the staff team to meet the needs of the children.

Staff managed the environments well and ensured that children were accounted for and engaged in play. Staff deployment allowed for children to have a more free flow approach to outdoors despite not all children having direct access to outdoors. This allowed children to have ownership of their play and learning.

Staff communicated well with each other when they were leaving rooms or areas. A telephone system helped communication between rooms. Staff told us that, despite changes in the staff team, they felt that a strength of the service was the communication and teamwork they had. One staff commented, 'Communication between staff is regular, with regards to each individual child on a daily basis, for example feedback from home and staff helping in another room'. The service benefitted from a mix of skills and experience within the staff team which meant that children were able to receive a variety of play and learning experiences.

Staff communicated the number of children they had in the room and when children were arriving or leaving, supporting children's safety. We discussed with management that staff should ensure they were not impacting on children's right to play or have choice by being more responsive to certain situations. For example if more children want to sit at lunch, or come in from outdoors. The use of radios outside would help staff to communicate and prevent disruption of children's play outside.

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

To support children to achieve their full potential through play, the provider should continue with plans to improve resources available to children. In improving resources, the provider should ensure children have opportunities to access loose parts play, science, technology, engineering, and mathematic resources. Resources should be effectively presented and organised, in order to improve children's independence, access and choice.

This area for improvement was made on 11 October 2023.

Action taken since then

The service purchased new resources in consultation with children and staff. An allocated budget has been given to continue with this. Units were purchased to allow access for children. The service will continue to develop resources for indoors and outdoors. Management were waiting for input from LEL before purchasing new resources to ensure they were appropriate to meet children's needs. **This area for improvement has been met.**

Complaints

Please see Care Inspectorate website (www.careinspectorate.com) for details of complaints about the service which have been upheld.

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?	4 - Good
2.2 Children experience high quality facilities	4 - Good
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

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