

Care service inspection report

Full inspection

Rising Stars Ardlaw Street Day Care of Children

30 Ardlaw Street
Govan
Glasgow



HAPPY TO TRANSLATE

Service provided by: Jobs and Business Glasgow

Service provider number: SP2003001314

Care service number: CS2005111484

Inspection Visit Type: Unannounced

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and set out improvements that must be made. We also investigate complaints about care services and take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

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Summary

This report and grades represent our assessment of the quality of the areas of performance which were examined during this inspection.

Grades for this care service may change after this inspection following other regulatory activity. For example, if we have to take enforcement action to make the service improve, or if we investigate and agree with a complaint someone makes about the service.

We gave the service these grades

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	4	Good

What the service does well

The service is well established in the local community and staff have built strong relationships with the families who use the service. The service has also established positive working relationships with other agencies within the wider community, which means that everyone is working together to support good outcomes for children.

What the service could do better

Management should consolidate their systems for monitoring and evaluating the quality of the service. This is to help ensure that policy and best practice is being implemented: for example regarding the storage of children's medication. The manager and staff should continue to develop the format of children's personal plans so that they can support and track children's progress.

What the service has done since the last inspection

There were six recommendations made at the last inspection and the service had succeeded in overtaking most of these.

For example the décor in children's playrooms had been improved and there were now more robust systems in place for following up on maintenance issues. The manager had been working with staff to embed national guidance and was proactive in consulting with parents in a meaningful way.

Conclusion

The service continues to provide a safe, caring environment where children can play, learn and develop as individuals. The manager and staff should take account of areas for improvement from this report to further develop the service.

1 About the service we inspected

Rising Stars Ardlaw Street operates from a detached building situated within a housing scheme in the Govan area of Glasgow. The service is registered to provide care to a maximum of 52 children across the following age range:

- 18 children 0 - under 2 years
- 10 children 2 - under 3 years
- 24 children 3 years to those not yet attending primary school.

The nursery operates Monday to Friday from 7.30 am to 6 pm, throughout the year.

The service mission is to provide quality affordable childcare in a safe, stimulating environment where children can learn and parents/carers can get access to employment and training opportunities.

A full copy of the service aims and objectives can be obtained from the service provider.

Recommendations

A recommendation is a statement that sets out actions that a care service provider should take to improve or develop the quality of the service, but where failure to do so would not directly result in enforcement.

Recommendations are based on the National Care Standards, SSSC codes of practice and recognised good practice. These must also be outcomes-based and if the provider meets the recommendation this would improve outcomes for people receiving the service.

Requirements

A requirement is a statement which sets out what a care service must do to improve outcomes for people who use services and must be linked to a breach in the Public Services Reform (Scotland) Act 2010 (the "Act"), its regulations, or orders made under the Act, or a condition of registration. Requirements are enforceable in law.

We make requirements where (a) there is evidence of poor outcomes for people using the service or (b) there is the potential for poor outcomes which would affect people's health, safety or welfare.

Based on the findings of this inspection this service has been awarded the following grades:

Quality of care and support - Grade 5 - Very Good

Quality of environment - Grade 5 - Very Good

Quality of staffing - Grade 5 - Very Good

Quality of management and leadership - Grade 4 - Good

This report and grades represent our assessment of the quality of the areas of performance which were examined during this inspection.

Grades for this care service may change following other regulatory activity. You can find the most up-to-date grades for this service by visiting our website www.careinspectorate.com or by calling us on 0345 600 9527 or visiting one of our offices.

2 How we inspected this service

The level of inspection we carried out

In this service we carried out a low intensity inspection. We carry out these inspections when we are satisfied that services are working hard to provide consistently high standards of care.

What we did during the inspection

We wrote this report following an unannounced inspection. This was carried out by an inspector on behalf of the Care Inspectorate. The inspection took place on Wednesday 12 August 2015 between 8.55 am and 3.30 pm. We gave feedback to a representative of the service provider, the service manager and the senior childcare worker on the same day.

As part of the inspection, we took account of the completed annual return and self assessment forms that we had asked the provider to complete and submit to us. The statements that we have chosen to inspect against under each quality theme have been guided by an evaluation of this information together with the responses people gave to our questionnaires.

We sent 21 care standard questionnaires to parents/carers who use the service and eight questionnaires were returned before the inspection visit. There were no responses to the staff questionnaires issued.

During this inspection process we gathered evidence from various sources, including the following -

We spoke with:

- Manager of the service
- Two members of staff
- One parent
- Visiting trainer/assessor
- Groups of children

We looked at:

- Care Inspectorate registration certificate
- Insurance certificate
- Evidence from the service self-assessment
- Observations of how staff work with children
- Enrolment information and personal planning records about children
- Parent/carer information displays
- Policy and procedures
- Sample of staff recruitment files and training records
- Records of accidents and incidents
- Risk assessments
- Storage of medication and related records
- Tools for consulting with people such as big books.

Grading the service against quality themes and statements

We inspect and grade elements of care that we call 'quality themes'. For example, one of the quality themes we might look at is 'Quality of care and support'. Under each quality theme are 'quality statements' which describe what a service should be doing well for that theme. We grade how the service performs against the quality themes and statements.

Details of what we found are in Section 3: The inspection

Inspection Focus Areas (IFAs)

In any year we may decide on specific aspects of care to focus on during our inspections. These are extra checks we make on top of all the normal ones we make during inspection. We do this to gather information about the quality of these aspects of care on a national basis. Where we have examined an inspection focus area we will clearly identify it under the relevant quality statement.

Fire safety issues

We do not regulate fire safety. Local fire and rescue services are responsible for checking services. However, where significant fire safety issues become apparent, we will alert the relevant fire and rescue services so they may consider what action to take. You can find out more about care services' responsibilities for fire safety at www.firescotland.gov.uk

The annual return

Every year all care services must complete an 'annual return' form to make sure the information we hold is up to date. We also use annual returns to decide how we will inspect the service.

Annual Return Received: Yes - Electronic

Comments on Self Assessment

Every year all care services must complete a 'self assessment' form telling us how their service is performing. We check to make sure this assessment is accurate.

The Care Inspectorate received a completed self assessment document from the provider. We were satisfied with the way the provider completed this and with the relevant information included for each heading that we grade services under.

Management and staff had identified what they thought the service did well, some areas for development and any changes they had planned. The provider told us how the people who used the care service had taken part in the self assessment process.

Taking the views of people using the care service into account

We observed babies and children in each of the playrooms, whose age ranged from babies to five years old. Children were able to choose who they played with and there were a range of age appropriate resources for them to choose from. Staff were responsive to children and listened sensitively to their needs. Older children chatted to us about the nursery routines and what they enjoyed best. Their comments included:

"I've got a plane it's my favourite and it has a propeller and it's the nursery's. It can go fast, I'm taking it to the garden."

"I didn't bring my wellies today just my shoes and they're here." (Child pointing to his feet on the way to the garden to play).

Taking carers' views into account

Eight parents/carers completed Care Standard questionnaires and their views are incorporated in this inspection report. Seven had written additional comments on their forms about the quality of experience received by their family from the service, these included:

"My son loves all the staff and all the kids. He really enjoys all the activities available."

"My child enjoys attending nursery and is excited to come each day. All the staff are friendly and my child is welcomed each day and everyone always stops to say 'Hi' as we arrive. The children have access to the garden most days which my child loves, regardless of weather. The staff in the 2-3 room have a great relationship with my child and he is very fond of staff and talks about them outside of nursery also. Their room can be limited for space but staff have a variety of toys out."

"I couldn't ask any more of the girls in the nursery, happy with everything."

These views were confirmed by the parent we spoke to during the inspection visit.

3 The inspection

We looked at how the service performs against the following quality themes and statements. Here are the details of what we found.

Quality Theme 1: Quality of Care and Support

Grade awarded for this theme: 5 - Very Good

Statement 1

“We ensure that service users and carers participate in assessing and improving the quality of the care and support provided by the service.”

Service Strengths

At the inspection we found the performance of the service was very good for this statement. We concluded this after we looked at relevant documentation and observed practice, spoke with staff, children and one parent. For example the service had a Partnership Policy and this ethos was reflected in the interactions between staff and families.

The service had an open door Policy and during our visit we observed that parents, carers and children were comfortable to approach the head of centre with queries, such as regarding fees due to be paid and also to share family news. The parent we spoke to knew most of the staff by name and could tell us who their child's keyworker was. They believed that the service took account of their wishes about how their child was cared for. The parent gave an example of the professional way that staff dealt with their child's allergies, ensuring that paperwork related to his care was always signed, kept up to date and shared with them. Building trusting relationships with families makes it more likely that children will feel safe and secure in the nursery environment.

The reception area was inviting with soft seating for the use of families and an allocated space for them to leave children's prams. The surrounding displays included the service newsletter, improvement plan, registration certificate and most recent Inspection Report from the Care Inspectorate. There was also an explanation of how the manager and staff evaluated the service on display and how parents/carers views would be taken account of. For example we could see that parents/carers could post their views about improving the service in the suggestion box or write comments in an evaluation big book. The manager told us that the service undertook more focused consultations with parents/carers, the most recent being when they asked their opinion about children's menus. These approaches helped everyone understand how the service operated and how to get involved if they wished.

A 'praise and grumble' wall highlighted issues raised by parents/carers and the subsequent action taken by the service. The service had a Complaints Policy and associated procedures that made it clear to families the more formal ways that they could raise a concern or seek independent advice from the Care Inspectorate. In this way people were more likely to feel listened to and that their suggestions would be taken seriously by management and staff.

Throughout the nursery we also saw lots of examples of where staff listened to children's views. For example:

- There was a staff board displayed in the reception area where children had drawn pictures of staff that were annotated with their comments about that individual member of staff's qualities. These meant families got to know staff and their role in caring for the children in a fun and friendly way.
- Mind-maps and big books that are methods of planning activities based around children's own ideas. We could see that big books with annotated photographs of children enjoying activities had been placed in the cloakroom area for each age group so that children's families could find out more about what children had been doing and celebrate their achievements. There was space for parents/carers to add their own comments.

- Children's learning folders were used by staff to talk to children about what they would like to learn about next.
- Child friendly picture prompts were displayed in areas accessed by children throughout so that they knew what to do with the resources provided and where additional resources to support their play could be found. For example in the 3-5 playroom we listened to a conversation between a member of staff and a group of children about what would make their big block play better, where the children knew they could get vehicles from the storage cupboard.

The above approaches contributed to children feeling responsible, respected and included during their time at nursery.

All of the parents/carers who returned questionnaires to the Care Inspectorate confirmed that they received clear information about the service before their child started and were able to visit the service. Four agreed and three strongly agreed that they continued to receive information through the noticeboards and newsletters. One respondent didn't know whether this happened. The following comment from a parent highlighted how welcome and involved their family felt at the service:

"I am extremely happy with the care my child receives at Ardlaw Street. Working in childcare myself I found it hard to choose a nursery that met my expectations. But as soon as I visited Ardlaw Street I just got a good feeling about the place. My child settled well and has strong relationships with her keyworkers. Feedback when I pick her up is always very informative and I like the smaller intimate numbers meaning the nursery is not too busy. The floorbooks in the hallway are a great way of showing what the children have been learning in nursery and the comments the children have made regarding their learning."

Areas for improvement

The service should continue to build on their very good practice of promoting service user participation. For example in their self-assessment the service had identified ways to further develop the involvement of parents, such as encouraging them to add comments to the planning books.

The service improvement plan also highlighted where parents/carers would be involved in taking forward developments within the service. The manager and staff should continue with those plans.

Grade

5 - Very Good

Number of requirements - 0

Number of recommendations - 0

Statement 3

“We ensure that service users' health and wellbeing needs are met.”

Service Strengths

At the inspection we found the performance of the service was very good for this statement. For this statement we looked at the policies and procedures that the service had in place to promote children's health, safety and wellbeing, and meet their individual needs. We sampled children's personal plans, reviewed individual records such as administration of medication and observed children's daily routines. We also looked at the service's progress toward meeting two recommendations made at the last inspection. Please refer to information in section 2 of this report.

The registration form that parents/carers were asked to complete when their child joined the service gave personal details including allergies and medication. The child's General Practitioner was named on the form as well as emergency contacts in the event that the service could not contact the child's parent/carer. Parents/carers were also asked to complete 'all about me' sheets about their child so that staff could find out about their individual personality, their needs and interests. Each child had an identified key worker who formed a special bond with the child and was responsible for recording observations about them, including monitoring their progress. Daily care slips for younger children helped parents/carers keep staff up-to-date with any changes to children's individual care at home and staff to record the child's routines while at nursery so that there was continuity between children's environments. For older children there were whiteboards outside the playrooms with information about snacks and activities for that day. We observed that there was also informal sharing of information between parents/carers and staff as children were dropped off and collected.

The above partnership approach to sharing information helped ensure there was consistency in children's care so that each child felt respected and included.

Staff knew individual children well and were beginning to embed the principles of Getting it right for every child (GIRFEC) in their planning for children. There was information displayed about GIRFEC so that parents/carers could understand the guidance that underpinned staff practice. GIRFEC is the national approach promoted by Scottish Government for everyone to work together to meet children's all round needs. For example the wellbeing indicators help staff think about how they can support good outcomes for children. The wellbeing indicators essential for children to flourish are: safe, healthy, achieving, nurtured, active, respected, responsible and included (SHANARRI).

The sample of children's learning folders and care plans that we looked at included children's individual likes/dislikes and interests as well as information about their personal care. Staff were using observations of children linked to relevant national guidance to support the next steps in children's learning and development. Where children needed additional support, staff had also worked in partnership with other professionals to agree a plan that ensured good outcomes for children.

During the inspection we observed the daily routines that contributed to children's wellbeing. At snack and lunchtime healthy options were offered that were prepared on the premises. The cook told us that parents/carers had been consulted when new menus were drawn up and children's special dietary requirements or allergies taken account of. The cook freshly prepared soup most days as this was popular with the children and we observed children of all ages enjoying potato and leek soup, chicken sandwiches and melon on the day of our visit. Children were offered milk or water to drink at meal times but fresh water was also available for children throughout the day. There was a 'Healthy Choices Happy Children' champion for the nursery and we looked at displays about healthy eating and oral health that children had contributed to. The children's comments we read highlighted that children had been talking about healthy foods and why it was important to brush their teeth, for example:

"After lunch because we have lunch in our teeth."

"If you don't brush them they turn brown and if you don't brush them they fall out."

In this way children were beginning to take responsibility for their own health and wellbeing. Staff were supporting children's healthy lifestyle in other ways for example we observed that children had opportunities to rest or sleep at appropriate times in their day as well as enjoying energetic outdoor activities. Staff had given consideration to children's emotional health, for example offering prompts for children to talk about their feelings. Staff had also been implementing the 'Providing Alternative Thinking Strategies' (PATHS) programme with older children. The strategies within this programme help children to share their emotions and feelings as well as to respect the needs of others.

Throughout our inspection children were engaged in free play and group activities. There were child led wall displays about how children spent their time at nursery, what they had been learning and their achievements. This contributed to each child feeling achieving, responsible and included.

We sent out 21 Care Standard questionnaires and eight were returned by parents/carers, five of who strongly agreed that overall they were happy with the quality of care that the service provided for their child; the other three agreed. Six parents/carers agreed that staff had worked with them and their child to develop an individual education and support programme for the child. One strongly agreed that this was the case while another didn't know. Four respondents agreed and three strongly agreed that staff treated information about their child as confidential, only sharing it when appropriate. One didn't know whether this happened. One respondent had written the following comment about the quality of care they felt their child had received:

"My child has a very good relationship with all the ladies in the room, she feels secure, happy and confident within the nursery."

Areas for improvement

The service provider had a working group with representation from all of its children services to develop a format for children's personal plans that took account of national guidance as well as being more meaningful for children and families. They should continue with these plans. Implementing personal plans that met the individual needs of children was a recommendation made at the last inspection that had therefore not been fully overtaken.

Please see Recommendation 1.

During the inspection we checked the arrangements for the administration of medication to children. We acknowledged the good practice of storing children's medication in a locked cupboard that was not accessed by children. However we found that paperwork had not been kept up to date regarding some of the medication that was stored for individual children. At feedback we talked to the manager about the importance of auditing medication to ensure that the prescription was current and relevant to children's individual needs. Please see Recommendation 2.

Grade

5 - Very Good

Number of requirements - 0

Recommendations

Number of recommendations - 2

1. The manager and staff team should continue to review and develop the format for children's personal plans. They should ensure that this is informed by relevant national guidance.

National Care Standards for Early Education and Childcare up to the age of 16:
Standard 6: Support and Development.

2. Management should review the procedures for the storage and administration of children's medication and incorporate best practice.

Management and staff should refer to the Care Inspectorate guidance:
Management of medication in daycare of children and childminding services.

National Care Standards Early Education and Childcare up to the age of 16:
Standard 3: Health and Wellbeing and Standard 14: Well-managed service.

Quality Theme 2: Quality of Environment

Grade awarded for this theme: 5 - Very Good

Statement 2

"We make sure that the environment is safe and service users are protected."

Service Strengths

At the inspection we found the performance of the service was very good for this statement. We concluded this after we observed practice, spoke with children, one parent and staff and looked at relevant documentation such as the logging of children's accidents and incidents.

The service was based in purpose built accommodation within a local community and had its own secure outdoor play area. A secure entry system was in place both at the outdoor gate and the main entrance to the building. Close circuit cameras gave staff time to identify who visitors were and the purpose of their visit to the service before they came into contact with children. There was a visitors' book for people to sign as they came into the reception area. Staff signed in when they came on duty and there was a clear staff rota on display. A register for children was held in each playroom by staff and there was the facility for parents to give information about any changes to their child's collection arrangements as their child was signed in. These measures helped management monitor who was in the building at any time and who they needed to account for in an emergency, thus keeping children safe and secure.

On the day of the inspection the premises were observed to be clean, bright and in a good state of repair. The service provider liaised with the landlord to ensure that maintenance issues were addressed and the manager could confirm that these were usually dealt with quickly. We looked at the systems in place to monitor risk assessment, indoors and outdoors.

We noted that there were appropriate daily checklists for risk assessments of all areas accessed by children. We could see that there was an Infection Control Policy and associated guidance displayed on notice boards, including for cleaning children's resources that reminded staff how to minimise the spread of infection among people. The provider contracted a cleaner to ensure the overall cleanliness of the environment was maintained. These procedures helped reduce the risk of harm to children, and to provide a safe and comfortable place to play.

All staff had been trained in first aid and named first aiders were on display thus providing reassurance to families that staff were well prepared to take action in the event of an accident involving their child. In the event of an accident we were able to see there were systems for recording children's accidents. For example children's emergency contact details were easily accessible by staff and this included other people who were known to the child and that parents/carers had given consent to be contacted if they could not be reached. Staff also routinely received training in Child Protection so that they were up-to-date with any changes to legislation and best practice.

The above measures ensured that children were safeguarded and nurtured while attending the service.

Seven out of the eight parents/carers who returned questionnaires to the Care Inspectorate strongly agreed and the other agreed that the service provided an environment that was safe, secure, hygienic, smoke free, pleasant and stimulating.

Areas for improvement

The service should continue to build on their very good practice of ensuring the environment is safe and service users protected. At feedback we talked about staff being more vigilant in infection prevention and control measures. For example children's potties should be stored out of the reach of children when not in use. We referred management to Health Protection Scotland's good practice guidance 'Infection Prevention and Control in Childcare Settings' (2011).

Grade

5 - Very Good

Number of requirements - 0

Number of recommendations - 0

Statement 3

“The environment allows service users to have as positive a quality of life as possible.”

Service Strengths

At the inspection we found the performance of the service was very good for this statement. We concluded this following observation of staff practice, discussion with staff, children and a parent, sampling policies and procedures, observations of outcomes for children. Please also refer to Service Strengths under Quality Theme 1 Statement 1 and Statement 3 for evidence of how staff had worked with children to ensure the environment was relevant to their individual needs and interests.

The premises had recently been decorated and on the day of the inspection all areas being used by children were bright and spacious with attractive furnishings and resources. Children had their own pegs for their individual belongings. Staff knew children's unique personalities and individual needs. We could see that staff had planned the playrooms and laid out resources that took account of children's stage of development as well as their interests. For example younger children could explore heuristic materials that stimulated their curiosity. Other books, games and resources were stored at child height so that children could independently select what they would like to play with next. We observed children being encouraged by staff to make decisions about their activities. Throughout the playrooms there were displays of children's artwork and annotated photographs that reminded children of activities they had enjoyed. The above measures gave children ownership of their environment, making it more likely they would feel safe, respected, responsible and included.

The nursery was located in a neighbourhood and staff had worked with other agencies and organisations to improve the quality of experiences for children. For example the service was working with volunteers from a local company, the housing association and a parent volunteer to improve the outdoor environment for children.

This had included the manager accessing additional funding for there to be more opportunities for children to be involved in planting and growing in the garden. In this way children would be finding out about growing their own food and how this could contribute to their healthy diet.

The service had spare waterproof clothing and wellies which meant children could play outdoors in all weathers. The day of our visit was sunny therefore staff ensured children had sun cream applied to any exposed skin so that children were protected from the sun's harmful rays and were learning about keeping themselves safe in the sun.

Five of the respondents to our questionnaires strongly agreed and three agreed that the service provided a suitable range of equipment, toys and materials. They also confirmed that there was enough space for children to play and get involved in a range of activities.

Areas for improvement

The service should continue to build on their very good practice of ensuring the environment allows children to have a positive quality of life. For example the service had identified that they would like to reintroduce recycling in their outdoor area. They should continue with their plans.

The manager and staff were in the process of reviewing the set-up of play rooms following recent decoration. We therefore talked about ensuring that there were soft furnishings incorporated in rooms used by children across all age ranges. This is to provide children with opportunities to relax and take time out from the bustle of nursery life.

Grade

5 - Very Good

Number of requirements - 0

Number of recommendations - 0

Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 5 - Very Good

Statement 2

“We are confident that our staff have been recruited, and inducted, in a safe and robust manner to protect service users and staff.”

Service Strengths

At the inspection 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 children in their early years. We concluded this following discussion with representatives of the service provider, manager and staff, sampling staff individual files and sampling the provider's recruitment and retention procedures.

The service provider had a human resources department (HR) for all of its services, which was based in separate accommodation. HR managed the recruitment processes for staff and held these files therefore we arranged for a sample of most recently recruited staff to be made available to us. We could see that a checklist system was in place to ensure staff recruited had been subject to the necessary checks and references. Management used this system to ensure that no staff commenced employment until the necessary checks were in place. The selection procedure for staff included two references and application for the Groups Scheme (PVG). The PVG scheme replaces and improves upon the current disclosure arrangements for people who work with vulnerable groups and ensures that children are safeguarded.

The staff we spoke to during the inspection could confirm that they had participated in an induction programme when they first joined the service.

We noted that all staff were required to register with the Scottish Social Services Council (SSSC) within six months of employment. One of the service provider's area managers had responsibility for monitoring SSSC registration, including staff compliance with any qualifications conditions that had been imposed. The SSSC is responsible for registering people who work in social services and regulating their education and training.

The above measures helped give families reassurance that their children were being cared by staff that had been carefully selected and found to be competent. We issued 21 Care Standard questionnaires to parents/carers and eight were completed and returned. Five respondents strongly agreed and three agreed that they were confident staff had the skills and experience to care for their child. They also confirmed that there was always enough staff to provide a good quality of care and that staff treated their child with respect.

Areas for improvement

The service provider should continue with their very good safe recruitment processes. We advised the service manager that they could update staff details within eForms at any time. We require all services to provide us with information about staff details as part of their annual return to us; however the staffing section sits separately and can be updated at any time. The manager should ensure that staff SSSC registration numbers are included in their return. The manager agreed to keep this form up-to-date.

Grade

5 - Very Good

Number of requirements - 0

Number of recommendations - 0

Statement 3

“We have a professional, trained and motivated workforce which operates to National Care Standards, legislation and best practice.”

Service Strengths

At this inspection we found that the performance of this service was very good for this statement. We spoke to staff, observed staff practice, sampled individual staff files and looked at the support systems that the service provider had in place for staff.

The service provider had a staff development programme and training policy. We noted that the level of investment in training demonstrated the providers' commitment to improving the quality of staff. We could see from the training programme that staff had access to a range of core training, including support to meet qualifications related to their registration with Scottish Social Services Council. This was confirmed by the staff we spoke to during our inspection. Staff told us that in addition to the provider's training they could access the local authority's online training programme, which had motivated them to find out about topics to support them in their role.

We looked at the information displays and support materials that were made available to staff in the staff room as well as being displayed on the playroom walls. Playroom meetings, staff meetings and management meetings kept staff informed about current developments within the service, from the provider's perspective and at a national level. For example the staff we spoke to felt that room meetings had helped establish new teams where there had been changes to staffing as well as ensuring that there was continuity between any job share posts. Staff were very aware of their role and responsibilities in supporting good outcomes for children. They gave examples of where they had worked with external agencies to meet the individual needs of children or the whole group. These included strategies offered by the Speech and Language Therapist to support a child's language development and training shared by the Childsmile Team for supporting children's oral health.

We observed that the staff worked well as a team as well as together with families and other stakeholders to ensure children's all round needs were met.

Staff told us that there was an open door to their manager and that the service provider's systems provided them with additional support. They felt confident that they could approach representatives of the service provider to share ideas for improving the service or to raise concerns. We could see that the service improvement plan highlighted where staff continued professional development was needed to meet priorities in supporting children and families. For example, using big book planning to involve everyone in self-evaluation of the service

Seven of the parents/carers that responded to our questionnaires strongly agreed that their child appeared happy and confident with service staff; the other agreed. They were also confident that staff would protect their child from harm, abuse, bullying and neglect. Some of the respondents had praised the qualities of the staff, for example one had written:

"Fantastic staff all very friendly and keen to interact with all the children, not just the ones directly in their care. Caroline Anderson (manager) is wonderful - couldn't be more helpful, adaptable, friendly and welcoming."

Areas for improvement

The service should continue their very good practice of offering a range of training and development opportunities to staff, including access to vocational qualifications. At feedback we discussed the value of staff having regular protected planning time. This would help them reflect and implement new learning and evaluate its impact on outcomes for children.

Grade

5 - Very Good

Number of requirements - 0

Number of recommendations - 0

Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 4 - Good

Statement 2

“We involve our workforce in determining the direction and future objectives of the service.”

Service Strengths

At this inspection we found that the performance of this service was very good for this statement. We concluded this after discussions with a representative of the service provider, the manager and staff as well as reviewing documentation, including the service self-assessment.

The provider's annual staff survey helped identify areas for improvement and how staff could be supported better to deliver positive outcomes for children. Please refer to the Service Strengths within Quality Theme 3 Statement 3 for additional evidence of staff views being listened to and taken account of by management.

The provider organisation had a clear management infrastructure that was explained to everyone on their website. For example the area management team was proactive in supporting service improvement through monitoring visits and discussing budget proposals and staff development. The manager oversaw the daily operational management of the service but had a Team Leader to share tasks and take responsibility in the manager's absence.

The Service Improvement Plan highlighted how staff would be involved in self-evaluation and determining the direction of the service. We saw evidence of how the manager and staff team had been involved in discussing future objectives within the following activities:

- Opportunities for the service manager to be involved in determining the direction and future priorities of the service through the provider's management meetings.
- Whole staff development days for all of the provider's services. Staff told us that this was an effective way to share good practice and think about how everyone could work together to ensure better outcomes for children.
- Team meetings where self-evaluation of the service had been discussed.
- Defined leadership roles in addition to keyworker, such as Team Leader, Child Protection coordinator, PATHs.

Encouraging and valuing contributions from everyone helped create an environment of open communication. The manager was using motivational methods to encourage staff to share ideas and views about the way forward for the service. The manager had participated in training about 'Building the Ambition' which is Scottish Government's national practice guidance on Early Learning and Childcare linked to Children and Young People (Scotland) Act 2014. The manager had cascaded this learning to her team and we looked at their feedback about how they felt they could use this in their work with children. For example the manager and staff told us about their plans to introduce free flow between the playrooms for 2-3 and 3-5 year old children. This approach would help children to follow their interests as well as supporting their transition through the stages of their nursery life. Information about 'Building the Ambition' was displayed for parents/carers to understand how staff were striving to provide good outcomes for children.

Areas for improvement

Management should continue their very good approach to promoting the involvement of staff in determining the direction of the service. Allocating more leadership roles among individual staff will enhance this practice.

Grade

5 - Very Good

Number of requirements - 0

Number of recommendations - 0

Statement 4

“We use quality assurance systems and processes which involve service users, carers, staff and stakeholders to assess the quality of service we provide.”

Service Strengths

At the inspection we found the performance of the service was good for this statement. We concluded this after looking at the provider's operational systems, sampling documentation specific to the service and observation of outcomes for children. We also spoke with the manager, staff, children and a parent. The service provider had a childcare strategy that demonstrated their commitment to meeting the childcare needs of families in Glasgow as well as supporting parents/carers training and employability. This included an assured budget for making improvements to the service.

Please refer to Service Strengths under Quality Theme 1, Statement 1 and Quality Theme 4, Statement 2 for additional evidence of how the service had promoted participation in assessing the quality of the service.

The manager was using the provider's auditing processes to monitor operations within the service such as logs of accidents and incidents, management of children's medication, health and safety, sleep sheets and fire registers. We also looked at minutes of meetings that recorded who had been involved in decision making and the overall service progress in supporting children's needs. This included minutes of meetings with other agencies. We could see that the service issued evaluation questionnaires to any agencies or organisations they had worked with to monitor effectiveness of joint working. We spoke to one of the training providers who were present during our inspection to support a student. They confirmed they had been asked to complete an evaluation and could tell us that the service modelled a respectful partnership approach.

The service had a partnership arrangement with the local authority to deliver early learning and childcare. Every year the service compiled an Improvement Plan that outlined the manager and staff team commitment to taking forward improvement priorities. The Standard Quality Report was a user friendly version that was shared with parents and carers to help them understand the systems in place to regulate the quality of the service and to ask for their view on improving outcomes for children. The manager and staff were further supported in their work with children and families through membership of a sector network - National Day Nurseries Association (NDNA). NDNA had helped staff find out about local training, best practice and other resources to meet children's individual needs.

The manager had an open door policy and her office was situated in the reception area which meant that everyone could see her availability if they wanted to raise a concern. The parent we spoke to was confident that any concerns raised about the service would be appropriately addressed. She told us that there were parents' nights twice a year but that she spoke to staff in between times about any updates to the service and how it was provided. We could see that a system was in place for asking parents/carers to sign to confirm that they had received and read any information circulated about the life and work of the service.

Half of the parents/carers that responded to our questionnaires strongly agreed and half agreed that the service had involved them and their child in developing the service, for example by asking for ideas and feedback.

Areas for improvement

In the service self-assessment the manager had said that they would continue to offer parents/carers opportunities to monitor the service, such as through big book planning. Implementing a robust system for monitoring the service was a recommendation made at the last inspection that was an on-going process therefore management should continue to consolidate their quality assurance systems. Please see Recommendation 1.

Grade

4 - Good

Number of requirements - 0

Recommendations

Number of recommendations - 1

1. The manager should continue with plans to further develop a robust system for monitoring and evaluating the quality of service provision.

National Care Standards Early Education and Childcare up to the age of 16:
Standard 13: Improving the service and Standard 14: Well-managed service.

4 What the service has done to meet any requirements we made at our last inspection

Previous requirements

There are no outstanding requirements.

5 What the service has done to meet any recommendations we made at our last inspection

Previous recommendations

1. The manager of the service should implement a more formal approach when consulting with children, parents, carers and staff in assessing and improving the quality of the care and support provided.

**National Care Standards for Early Education and Childcare up to the age of 16:
Standard 13: Improving the Service.**

This recommendation was made on 14 August 2013

We could see that management had introduced and developed a range of approaches for taking account of everyone's views when assessing the quality of the service. There was an explanation of how the manager and staff evaluated the service displayed on the noticeboard so that everyone could read about how they could become involved in the process. For example there were questionnaires linked to different aspects of the service, such as for parents/carers to evaluate their experience of the admission procedures.

This recommendation had been met.

2. The manager and staff team should continue to review and develop children's profile and care plan information as and when required but at least every six months.

**National Care Standards for Early Education and Childcare up to the age of 16:
Standard 6: Support and Development.**

This recommendation was made on 14 August 2013

Staff were recording information about children in various ways. For each child there were confidential registration files in the office and paper based all about me folders in the playrooms. Where needed children had separate additional support plans and chronologies. Management and staff were in the process of introducing a new format for children's personal plans that took account of national guidance. We have therefore repeated this recommendation under Quality Theme 1, Statement 3. This recommendation had not been met.

3. The service should continue with plans to further develop and embed the Curriculum for Excellence and Pre-Birth to Three: Positive Outcomes for Scotland's Children and Families curriculums within childcare practice.

**National Care Standards for Early Education and Childcare up to the age of 16:
Standard 5: Quality of Experience.**

This recommendation was made on 14 August 2013

We could see that planning for the playrooms took account of relevant curriculum guidance. Staff observations of individual children were also linked to the curriculum principles and helped highlight how the next steps in the child's learning and development could be supported. This recommendation had been met.

4. The provider should ensure a maintenance programme is implemented and repairs are carried out regularly. In addition, the manager must ensure that all shutters are opened daily and any broken shutters are repaired.

**National Care Standards for Early Education and Childcare up to the age of 16:
Standard 2: A Safe Environment.**

This recommendation was made on 14 August 2013

The manager explained the online system for logging any maintenance issues with the service provider.

They also confirmed that repairs were usually addressed quickly to ensure the safety of service users. The shutters were all open on the day of our unannounced inspection.

This recommendation had been met.

5. The under two playrooms should be further resourced and decorated in line with the principles of Pre-Birth to Three: Positive Outcomes for Scotland's Children and Families.

National Care Standards for Early Education and Childcare up to the age of 16: Standard 5: Quality of Experience.

This recommendation was made on 14 August 2013

Staff had reorganised the playrooms and displayed age appropriate resources that were easily accessible by the children. For example there were heuristic play materials to stimulate children's natural curiosity.

This recommendation had been met.

6. The manager should continue with plans to further develop a robust system for monitoring and evaluating the quality of service provision.

National Care Standards for Early Education and Childcare up to the age of 16: Standard 13: Improving the Service.

This recommendation was made on 14 August 2013

The service was in partnership with the Local Authority and the manager was using their reporting systems in addition to the service provider's monitoring systems to evaluate the quality of the service. These systems helped evidence how staff, children and parents/carers were contributing to service improvement. This development was an on-going process therefore the recommendation has been discussed again under areas for improvement within Quality Theme 4, Statement 4 of this report.

This recommendation had not been met.

6 Complaints

There has been one partially upheld complaint since the last inspection. You can find information about complaints that we have upheld or partially upheld on our website www.careinspectorate.com.

7 Enforcements

We have taken no enforcement action against this care service since the last inspection.

8 Additional Information

There is no additional information.

9 Inspection and grading history

Date	Type	Gradings								
14 Aug 2013	Unannounced	<table> <tr> <td>Care and support</td> <td>4 - Good</td> </tr> <tr> <td>Environment</td> <td>4 - Good</td> </tr> <tr> <td>Staffing</td> <td>4 - Good</td> </tr> <tr> <td>Management and Leadership</td> <td>4 - Good</td> </tr> </table>	Care and support	4 - Good	Environment	4 - Good	Staffing	4 - Good	Management and Leadership	4 - Good
Care and support	4 - Good									
Environment	4 - Good									
Staffing	4 - Good									
Management and Leadership	4 - Good									
22 Sep 2011	Unannounced	<table> <tr> <td>Care and support</td> <td>4 - Good</td> </tr> <tr> <td>Environment</td> <td>Not Assessed</td> </tr> <tr> <td>Staffing</td> <td>Not Assessed</td> </tr> <tr> <td>Management and Leadership</td> <td>4 - Good</td> </tr> </table>	Care and support	4 - Good	Environment	Not Assessed	Staffing	Not Assessed	Management and Leadership	4 - Good
Care and support	4 - Good									
Environment	Not Assessed									
Staffing	Not Assessed									
Management and Leadership	4 - Good									
25 Nov 2008	Unannounced	<table> <tr> <td>Care and support</td> <td>4 - Good</td> </tr> <tr> <td>Environment</td> <td>4 - Good</td> </tr> <tr> <td>Staffing</td> <td>4 - Good</td> </tr> <tr> <td>Management and Leadership</td> <td>4 - Good</td> </tr> </table>	Care and support	4 - Good	Environment	4 - Good	Staffing	4 - Good	Management and Leadership	4 - Good
Care and support	4 - Good									
Environment	4 - Good									
Staffing	4 - Good									
Management and Leadership	4 - Good									

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Tha am foillseachadh seo ri fhaighinn ann an cruthannan is c?nain eile ma nithear iarrtas.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

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