

Care service inspection report

Full inspection

Rising Stars Commercial Road Day Care of Children

Adelphi Centre
12 Commercial Road
Glasgow



HAPPY TO TRANSLATE

Service provided by: Jobs and Business Glasgow

Service provider number: SP2003001314

Care service number: CS2014325242

Inspection Visit Type: Unannounced

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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	5	Very Good

What the service does well

The service is based in a multi purpose building that provides various support mechanisms for the local community. Staff make good use of this expertise as well as that of other local services to promote good outcomes for children. This is in keeping with the national practice model, Getting it right for every child (GIRFEC).

What the service could do better

In the service self-assessment the manager had stated their intention to continue to encourage the involvement of children and families in the service. For example the manager had begun to use big books as a user friendly way to share information about all aspects of the service. The manager should embed this approach to help them monitor and evaluate the quality of the service including tracking the delivery of good outcomes for children.

What the service has done since the last inspection

The service is newly registered therefore this was their first inspection. However the service provider, manager and staff had worked hard to make sure that the transition to the new service was met within a given timescale and with minimal disruption to the service provided for children and families. This helped children to feel safe and secure in their new environment.

Conclusion

The service manager and staff provide a nurturing environment for children that is appreciated by families. They should take account of areas for improvement from this report to further develop the service in partnership with families.

1 About the service we inspected

Rising Stars Commercial Road operates from specially adapted accommodation within the Adelphi Centre in the Gorbals area of Glasgow. The service is registered to provide a care service to a maximum of 53 children across the following age range:

- 14 children aged 0 to under two years
- 18 children aged two to under three years
- 21 children aged three to those not attending primary school.

The service main aim is to be 'a friendly welcoming place for children and families. We aim to ensure every child in our nursery is safe, healthy, achieving, nurtured, active, respected, responsible and included.'

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 5 - Very 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 Monday 26 October 2015 between 11.15 am and 5.05 pm. We concluded the inspection on the morning of Thursday 29 October, when we also gave feedback to the service manager, their team leader, and a representative of the service provider.

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. We sent 16 care standard questionnaires to parents/carers who use the service and four questionnaires were returned before the inspection visit.

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.

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

We spoke with:

- Manager of the service
- The team leader and members of staff within each playroom
- Six parents
- 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 and targeted evaluations.

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: No

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 all three playrooms and in the outdoor play area, whose age ranged from babies to 5 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's individual needs. Older children chatted to us about the nursery routines, for example their comments included:

"We're having snack - we want a girls' table."

"Those are our rules you can only run outside."

Taking carers' views into account

Four parents/carers completed Care Standard questionnaires and overall they were happy with the quality of care that their children received from the service. An example of a written comment from one of the respondents was:

"Our daughter has been at the nursery for just two months. There was an excellent settling in time which helped to reassure us all that she would cope. I am a breastfeeding mother and the nursery has been very supportive of that - allowing me to come in once a day to feed her. This has been invaluable to us and I really appreciate their support in this."

Other respondent views have been incorporated in the relevant sections of this inspection report. We also spoke to six parents who told us about the quality of their family's experience of the service, such as:

"The staff are great and I can talk to them for advice - they're very approachable and bring kids on. I think nursery is great for kids."

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 six parents. For example the service provider promoted a Partnership Policy and this ethos was reflected in the interactions between staff and families.

The parents we spoke to could tell us about their child's keyworker and their role in settling in the child and recording information to support their care and development. They believed that the service took account of their wishes about how their child was cared for. We observed that there was informal sharing of information between parents/carers and staff as children were dropped off and collected. The parents were all confident that any concerns raised about the service would be appropriately addressed. Building trusting relationships with families makes it more likely that children will feel safe and secure in the nursery environment.

We observed that a member of staff always answered the door to the service and welcomed families, who they knew by name.

There were display boards and big books highlighting different aspects of the service, using different formats to make the information accessible to people who might find it easier to understand graphics or annotated children's artwork. Displays included the service newsletter, improvement plan and registration certificate. This helped everyone understand how the service operated and how to get involved if they wished.

We could see that parents/carers could post their views about improving the service in a suggestion box, fill in 'praise and grumble' slips or write in one of the big books. Examples of parents' comments we read about the service renovation included:

"Very happy with work upgrade, fantastic staff. Very happy because my children are very happy."

"Looks a lot better, happy with the upgrade. Looks more welcoming and bright - excellent job."

There were examples of where staff had consulted with parents in a more focussed way such as by completing a GIRFEC questionnaire about their child's wellbeing or providing feedback on the service Standard Quality Report. Encouraging and valuing contributions from everyone helped create an environment of open communication.

During our inspection we observed children being encouraged by staff to make decisions about their activities. Tools used by staff to promote participation included:

- Mind-maps and big books, which are methods of planning activities based around children's own ideas. We could see that big books with annotated photographs of children enjoying activities were available in each of the playrooms so that parents/carers could find out more about how children spent their time at nursery and celebrate their achievements.
- Child friendly picture prompts throughout the nursery so that children knew how many could play in defined areas, what to do with the resources provided and where additional resources to support their play could be found.

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

All four of the parents 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. They also agreed that they continued to receive information through the noticeboards and newsletters. We saw that a list on the parents' noticeboard signposted people to where they could find different types of information throughout the nursery and who they could ask for help. The staff photo board was in the process of being reinstated during our inspection visit, which made it easier for families to recognise members of the staff team and their role within the service.

Areas for improvement

The service should continue to build on their very good practice of promoting service user participation. Staff should ensure that families understand how they can become involved, particularly sharing information for children's personal plans. Two respondents to our questionnaires had disagreed that the service had worked with them and their child on an individual education and support programme. At feedback we talked about how the introduction of the planned new format for children's personal plans could be highlighted in the service newsletter.

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 logging accidents/incidents and observed children's routines, including their outdoor play experiences.

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. Having these details readily available ensured that everyone was appropriately informed and better able to provide consistency in children's care. Children also had learning folders that were kept in the playroom and maintained by their keyworker. A keyworker is a member of staff who forms a special bond with the child, helping them to settle into nursery then taking responsibility for recording observations about them, including monitoring their progress. Parents could access their child's folder and were encouraged to add their own comments about their child's learning and development. This ensured there was a shared approach to supporting the next steps in children's learning and development. This was confirmed by the parents we spoke to and during our inspection we observed a parent arranging a meeting with the keyworker to discuss their child's progress.

Embedding the Getting it right for every child (GIRFEC) approach was one of the priority areas identified in the service improvement plan.

Staff we spoke to were aware of the SHANNARI wellbeing indicators from GIRFEC and were beginning to use them in their observations of children. The wellbeing indicators that are essential for children to flourish are: safe, healthy, achieving, nurtured, active, respected, responsible and included (SHANARRI).

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. Milk or water was offered at these times but fresh water was also available for children throughout the day. The service provider had consulted with a dietician to ensure that the cook prepared a well-balanced and nutritious diet for children. We observed that staff sat with children at mealtimes to model good social skills and encourage children to try new foods. For example at snack time children were seen to be enjoying sardines on toast. Older children spread their own toast, which helped develop their independence and sense of achievement.

The service was following the 'Healthy Choices, Happy Children' programme run by NHS Greater Glasgow & Clyde and was working towards a gold award. The programme supports children to take responsibility for their health and wellbeing and links to the national curriculum. For example children of all ages brushed their teeth during their session, which helped them to learn about the importance of oral hygiene as part of a healthy lifestyle.

Staff were supporting children's emotional health and wellbeing. We observed gentle interactions between staff and children such as staff giving babies cuddles and encouraging children to build friendships. We saw some systems in place to promote positive behaviour. Children in the 3-5 room could explain the nursery rules to us that they had helped to create. Staff also told us about the different approaches they had tried such as a traffic light and sticker system to encourage children to behave appropriately when at the service and to respect each other. Agreeing boundaries in this way helped children to feel safe, secure and responsible.

The Child Protection policy was on display and staff we spoke to were aware of their responsibilities and confident to take forward any concerns about a child in their care. All staff routinely received training in Child Protection so that they were up-to date with any changes to legislation and best practice.

This ensured that children were safeguarded and nurtured while attending the service.

We sent out 16 Care Standard questionnaires and four were returned by parents/carers. Three respondents agreed that staff treated information about their child as confidential, only sharing it when appropriate. The other didn't know whether this happened. Respondents' comments reflected the care they felt their child had received, for example:

"I leave my daughter in this care going to my work happy and confident that there are lots of friendly staff who treat my child as an individual. My child tells me most things that have went on in the day - I receive information on snack on a board and activities. Overall I have nothing but praise for staff."

Areas for improvement

The service provider had a working group with representation from all of its children's 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. At feedback we discussed using peer support to ensure that there was consistency in how staff recorded observations including identifying next steps that were relevant to individual children.

Grade

5 - Very Good

Number of requirements - 0

Number of recommendations - 0

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, six parents and staff and looked at relevant documentation.

The service was based in specially adapted accommodation within a community building that was in a good state of repair. A secure entry system was in place and there was a visitors' book for people to sign as they came into the building reception then again within the service premises. 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 the children. 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 we heard staff reminding parents/carers to sign their child out when they picked them up. 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.

A member of staff had been nominated as the Health & Safety Officer and had received training to support them in that role. We could see that risk assessments were in place for all areas used by the children. The recent changes to the environment had been monitored by staff to ensure children continued to use the space safely. For example there was an allocated space for families to leave buggies to remove any trip hazard. 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.

This approach reduced the risk of harm to children and meant they had 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. We noted that first aid boxes were well stocked and easily accessible by staff.

Infection prevention and control policy and procedures were in place that staff were familiar with. Staff had attended infection control training which meant that they were aware of what was expected of them, such as following cleaning logs for their playroom. We observed staff encouraging children to wash their hands before snacks and meals and after using the toilet or playing outdoors. Appropriate protective aprons and gloves were available for staff to use when changing children. These measures helped to minimise the spread of infection among people and to keep them healthy.

Three out of the four parents/carers who returned questionnaires to the Care Inspectorate agreed and the other strongly 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. On the day of inspection the mechanism on at least one of the pedal bins was broken which meant staff had to touch the lid when disposing of rubbish. We acknowledged that new bins had been ordered however at feedback we talked of the importance of staff modelling good practice with children by washing their hands after touching the lid. This would reduce the risk of any cross infection and keep everyone healthy.

One of the respondents to our questionnaires had commented on the risks to children and other service users from passive smoking. They had written:

"Staff seem to take numerous smoking breaks and I don't know what this means for child/staff ratios. I think if staff want to smoke it should only be on their lunch break/coffee break. They should also avoid smoking in areas they can be seen by kids and parents. The manager is often at the front of building smoking."

During our inspection staff ratios were maintained at all times. At feedback the provider agreed to review the space available for staff to take their breaks and to liaise with the landlord regarding where other users of the building were permitted to smoke. This action will contribute to a smoke free environment and help promote healthy lifestyle choices for staff and children.

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 six parents, sampling policies and procedures and observations of outcomes for children. Throughout the inspection we observed children across all age groups engaged in activities and choosing what they would like to play with.

Please refer to Service Strengths under Quality Theme 1 Statement 1 and Statement 3 for additional evidence of how staff had worked with children to ensure the environment was relevant to their individual needs and interests.

As part of the new registration, improvements to the layout of the environment had taken place, in particular the rooms used by babies. Because of these changes, we found that the quality of children's experiences had improved. We observed that babies and children aged under two years were cared for in a nurturing environment where they could learn to crawl and stand. In this way they could begin to become independent while being supported well by staff. During the inspection one toddler was becoming more confident in taking steps and the parent and staff celebrated this achievement together.

The manager and her team were keen to take account of Building the Ambition, which is the new guidance for implementing the Children and Young People (Scotland) Act 2014. There were three main playrooms for the age ranges 0-2, 2-3 and 3-5 years and the layout of each room gave children easy access to choosing resources dependent on their age and stage of development. The secure outdoor play areas included areas for children's energetic physical play as well as planting and growing activities in the fresh air. The day of our visit was rainy but we could see that the service had spare waterproof clothing and wellies so that children could play outdoors in all weathers.

A member of staff was taking the lead in reinstating the eco schools programme and had sought advice from a local gardener on how to make best use of the growing space available. There were lots of photographs throughout the service that showed children enjoying activities that they had chosen. These measures helped give children a sense of ownership and pride of their environment and contributed to them feeling safe, respected and included.

The nursery was in close proximity to the sports centre and other local amenities therefore the children had direct access to additional resources, for instance swimming lessons and visits to the theatre. Staff had sought out support from other agencies and initiatives to extend the quality of experiences offered to children. For example a member of staff explained the council run bicycle scheme for pre school children that had given the children involved a new skill, confidence and a sense of achievement. Community partnerships were highlighted for families in a big book and there were also feedback slips from some of the agencies that had worked with the nursery. We read comments from the community policeman:

"All kids friendly and asking questions. All very well mannered, nice cup of tea."

In this way children were finding out about their wider world and to be a responsible citizen.

Half of the respondents to our questionnaires strongly agreed and half 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. The accommodation had recently been upgraded therefore the service should continue to reinstate the displays and to de-clutter the environment. At feedback we talked about ensuring that there was a balance between natural and manufactured materials for children both indoors and outdoors. Some of the resources were tired and now needed to be replaced.

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.

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 16 Care Standard questionnaires to parents/carers and four were completed and returned. All respondents 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.

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.

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, analysed questionnaires that had been returned to us, 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 provider's commitment to improving the quality of staff. The provider's annual staff survey helped identify areas for improvement and how staff could be supported better to deliver positive outcomes for children.

We observed staff being respectful and calm in their interactions with children: they created a fun place for children to learn and grow. Staff we spoke to had a shared understanding of what was involved in providing good quality early learning and childcare for children and were improving their knowledge about national guidance such as Building the Ambition.

The service had a low turnover of staff and we found that the team worked very well together and were motivated about their jobs. Any training attended by individual members of staff was shared with the staff team to ensure good practice was consistent through the nursery. The team manager was supporting her team's understanding of how they could use theory to improve their practice and support positive outcomes for children. For example there was a display about the pedagogical approach to learning and the manager had set the staff the task of using their individual professional reading to research what this meant for their daily practice with children. The team would then reflect on their findings with each other and also use them as a basis for discussions in their one-to one-supervision.

The staff we spoke to felt supported by their manager and although they did not have protected planning time they felt able to organise this within the playroom teams. They told us about some of the training that they had attended to support them in their role. This included: Pre Birth to Three; GIRFEC; Autism awareness; First Aid. One of the staff had attended a short language course in Polish as this was the first language of many of the service users. We saw staff had an annual professional management review (PMR) with the manager. This gave them the opportunity to identify any training they were interested in and discuss ideas for improving their practice. We could see that the service improvement plan highlighted where staff training was needed to help deliver good outcomes for children.

Three of the parents/carers that responded to our questionnaires strongly agreed that their child appeared happy with the staff; the other agreed. They were also sure that staff would protect their child from harm, abuse, bullying and neglect. The parents we spoke to praised the qualities of the staff, for example:

"Staff are like family and know our children because they spend a lot of time with them."

"(child) has one lady that she likes but she doesn't talk about friends at nursery - she likes her lipstick."

Areas for improvement

The service should continue their very good practice of offering a range of training and development opportunities to staff.

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: 5 - Very 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.

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 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 was making use of GIRFEC and Building the Ambition to help everyone feel involved in evaluating the service.

The manager continued to develop her own leadership skills and had enrolled in a level 9 professional development course for managing childhood practice. She attended other training and the provider's management meetings to ensure that her team were kept abreast of any changes in practice or legislation.

Monthly staff meetings that were used to keep staff updated about any changes to legislation and practice guidance as well as involving them in the self-evaluation of the service.

We saw evidence of how the staff team had been involved in self-evaluation of the service and 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.
- Defined leadership roles in addition to keyworker, such as Team Leader, Child Protection Officer, Health & Safety Officer, Fire Warden and First Aid, Outdoor learning, Healthy Choices, Happy Children lead.
- Attendance at the service provider's resilience groups that were used by the provider to ensure that good practice was being shared across its services and that national policy was being appropriately implemented by staff.

Areas for improvement

In the service self-assessment management had said that they would develop staff access to monthly one-to-one supervision. They should continue with those plans; supervision sessions would provide an opportunity for the manager to work with individual staff to identify new leadership roles.

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 very 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 six parents. 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.

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. Tracking for individual children was being developed and the systems in place should provide more coherent information to allow staff to effectively plan for each child. We saw evidence of how staff had been involved in quality assurance processes within the following activities:

- Minutes of staff meetings
- Monitoring checklists
- Attendance register of children and of staff which demonstrated that staff:child ratios were in keeping with National Care Standards
- Policies and procedures kept in accordance with national and local guidance.

The service had been registered for less than one year but had compiled an improvement plan that outlined the manager and staff team commitment to taking forward improvement priorities. The summary of the improvement plan - the Standard Quality Report had been shared with parents and carers to help them understand the systems in place to regulate the quality of the service and how objectives for improving outcomes for children were decided and progressed. One parent had written:

"Excellent nursery, feel like I'm handing my child over to friends. Enjoy all the extra activities and the good links to the community."

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. For example the 'praise and grumbles' display in the reception area highlighted where parents/carers had raised issues and the subsequent action taken by staff to address these. The service had a Complaints Policy and associated procedures that made it clear to families the more formal ways that they could make a complaint 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.

The manager and staff were further supported in their work with children and families through membership of sector networks - NDNA and the South/South East Glasgow Childcare Partnership Forum. These networks had helped staff find out about local training, best practice and other resources to support good outcomes for children.

Areas for improvement

Management should continue to develop their quality assurance systems, particularly the big book approach that will help them to evidence how staff, families and other stakeholders have been consulted and involved in service improvements.

Although the service was a new registration, it had evolved from a previous service where premises, staff and service users had been retained. Management should therefore ensure that all documentation is refreshed to reflect the current registered provider, service name and conditions of registration. They should consider archiving older evidence.

Grade

5 - Very Good

Number of requirements - 0

Number of recommendations - 0

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

There are no outstanding recommendations.

6 Complaints

No complaints have been upheld, or partially upheld, since the last inspection.

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

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

To find out more

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

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

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

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Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.