

Care service inspection report

Full inspection

Rising Stars Cowglen Road Day Care of Children

27 Cowglen Road
Pollok
Glasgow



HAPPY TO TRANSLATE

Service provided by: Jobs and Business Glasgow

Service provider number: SP2003001314

Care service number: CS2008168962

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.

Contact Us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

www.careinspectorate.com

 [@careinspect](https://twitter.com/careinspect)

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 local community hub and provides an essential service for working parents/carers. The manager and her team have made very good progress in taking forward the national practice model, Getting it right for every child (GIRFEC). This means that everyone is working together to promote good outcomes for children.

What the service could do better

The service should continue to embed the GIRFEC approach across all areas of work. This should include consolidating the format of children's personal plans to make it simpler to track children's progress.

What the service has done since the last inspection

There were three recommendations made at the last inspection related to children's care and support and the service has succeeded in meeting all of these. For example:

- staff had participated in child protection training
- staff had developed play and learning opportunities for 2-3 year olds
- the manager and staff team had developed children's personal plans.

Conclusion

The service manager and staff are a hard working team who provide a quality education and care service to children and their families. They should take account of areas for improvement from this report to further develop the service.

1 About the service we inspected

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website at www.careinspectorate.com

This service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011.

Rising Stars Cowglen Road operates from purpose built accommodation within a community hub in the Pollok area of Glasgow. The service is registered to provide care to a maximum of 67 children across the following age range:

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

The nursery operates Monday to Friday from 7.30am to 6pm, throughout the year. The provider is Jobs and Business Glasgow.

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 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 Tuesday 14 July 2015 between 8.20am and 4.20pm. We gave feedback to the service manager, and two representatives of the service provider 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 22 care standards questionnaires to the manager to distribute to parents/carers who use the service and 13 questionnaires were returned before the inspection visit. We sent six staff questionnaires to the manager to distribute to staff and received two responses.

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

We spoke with:

- the manager of the service
- 3 members of staff
- 1 parent
- 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 questionnaires for parents/carers.

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 fully completed self assessment document from the provider. We were satisfied with the way the provider completed this and with the detailed, 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 year olds. Children were able to choose who they played with and there was 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 clearly felt they had opportunities to make decisions about their activities. Their comments included:

"I'm playing in this [earth] and pretending it's soup for later."

"We're going to get our lunch and then we'll brush our teeth."

Taking carers' views into account

Thirteen parents/carers completed care standards questionnaires and their views are incorporated in this inspection report. Six had written positive comments on their forms about the quality of experience received by their family from the service, these included:

"I am very happy with the service I have received since my little girl has joined the nursery. The girls are always friendly and take time to talk to myself in the morning to find out how my daughter's night was etc then at the collection visit to let me know how she was during the day. Most importantly my daughter gets all excited when we drive up to the nursery - great sign!"

"My daughter has attended Pollok Realm Nursery [Rising Stars Cowglen Road was previously called Pollok Realm Nursery] for over 1 year. She is a happy, content and sociable young lady. The nursery staff are friendly, caring and polite. My daughter's development has been aided to advance level due to the nursery. I am very happy with her care and that my new-born daughter will also be attending the nursery in the near future."

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.

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 there were photo boards to help families identify who the staff were and their role in caring for the children, such as the service manager. The parent we spoke to knew 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 was 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 the manager, or another member of staff, was always available in the reception area to welcome people into the service. There was informal sharing of information between parents/carers and staff as children were dropped off and collected.

The reception area was inviting with allocated space for families to leave buggies. There were display boards 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, registration certificate and most recent inspection reports from the Care Inspectorate. 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 or respond to the questionnaires and evaluations that the manager regularly distributed. 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. We looked at the following opportunities that children had to influence how the service was delivered to them:

- Children could recognise their peg and personal drawer in the cloakroom areas through their photograph.
- Circle time, 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 had been placed in the cloakroom area for each age group so that children's families could find out more about what they had been doing and celebrate their achievements.
- Cameras used by both children and staff to capture children's learning and achievements. Photographs were used as a trigger to help children think about what they would like to learn about next.

- Children's folders and online profiles provided prompts for children to be able to contribute in a meaningful way to planning their own learning and deciding their next steps.

- 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 13 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.

Eleven parents strongly agreed and two agreed that they continued to receive information through the noticeboards and newsletters. Parents either agreed or strongly agreed that staff shared information about their child's learning and development.

We spoke to one parent who valued the different approaches to sharing information about their child with staff and how news about the service was communicated. Their comments included:

"My child is very happy at nursery and looks forward to attending. I am very happy with the level of care and attention my child receives. Staff are very good at communicating with parents and I feel confident that the needs of my child are being taken care of."

Areas for improvement

The service should continue to build on its very good practice of promoting service user participation. For example in the self assessment, the manager had identified the need to further develop the involvement of parents. The manager and provider should continue with that plan.

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. We also looked at the service's progress toward meeting three recommendations made at the last inspection. Please refer to information in section 6 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. Having these details readily available ensured that everyone was appropriately informed and better able to provide consistency in children's care. The sample of children's learning folders, care plans and online profiles that we looked at included children's individual likes and dislikes as well as information about their personal care.

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. Staff observations of children linked to relevant national guidance was recorded in their online profiles and had been shared with parents using a pen drive. This ensured there was a shared approach to supporting the next steps in children's learning and development. Annotated photographs of children engaged in different activities had been used to ensure that information was user friendly and meaningful for children to understand too.

Daily care slips 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. Where children needed additional support staff had also worked in partnership with other professionals to agree a plan that ensured good outcomes for children. For example staff told us about guidance they had received from the Visual Impairment team to make sure that individual children could be included in nursery life and that their parents were reassured that they were safe, healthy and nurtured.

Staff knew children well and were beginning to embed the principles of Getting it right for every child (GIRFEC) in their planning for individual children and for the whole group. There was an information wall 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. Annotated photographs were used to familiarise everyone with what good outcomes meant for children and how this linked to the wellbeing indicators from GIRFEC. 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. For example wholemeal toast and fruit for snack then chicken curry with rice followed by ice cream at lunchtime. Milk or water was offered at these times and fresh water was also available for children throughout the day. Parents/carers had been asked to provide an individual drinking bottle for this purpose. We observed that children had opportunities to rest or sleep at appropriate times in their day. Staff were familiar with their comforters and created a restful environment that was in keeping with safe sleeping guidance,

Throughout our inspection children were engaged in free play and group activities as well as enjoying energetic outdoor activities. There were plenty of soft furnishings and a sensory room where younger children could explore heuristic materials that stimulated their curiosity. There were wall displays about children's achievements for example a chart recording children's height and how much they had grown as they made the transition between playrooms and information about children learning to wash their hands. In this way children felt included and healthy.

We were able to evidence that policies and procedures were in place to support children's all round needs, such as child protection, risk assessments, infection control, accident/incident reporting and the administration of children's medication. The staff we spoke to were aware of their role in implementing these policies. For example, 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 22 care standards questionnaires and 13 were returned by parents/carers. Nine of who strongly agreed that overall they were happy with the quality of care that the service provided for their child; the other four agreed.

Seven respondents strongly agreed and five agreed that staff treated information about their child as confidential, only sharing it when appropriate. One didn't know whether this happened. Respondents' comments reflected the care they felt their child had received, for example:

"My child has recently been diagnosed with autism. The level of support by Denise [manager] and her team has been fantastic. There have been specialists in the nursery working with my child and giving staff hints and tips to help him with his social skills etc. Since this has been in place I have seen a difference in my child and his tantrums through frustration are becoming less frequent, this is a direct result of the care and support he has received from Rising Stars. Many thanks."

Areas for improvement

The service should continue with its plan to embed the principles of Getting it right for every child (GIRFEC) into children's personal plans. At feedback we talked about how all information about children could be streamlined to make it more accessible. We have included monitoring children's personal plans as an area of improvement under Quality Theme 4, Statement 4.

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, one parent and staff and looked at relevant documentation.

The service was based in purpose built accommodation within a community building that housed other services, including a health centre, library and gym. A secure entry system was in place and there was a visitors' book for people to sign as they came into the reception area. 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 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. The service had appointed a member of staff as a health and safety officer to monitor that safety measures were in place and children protected. There was also a fire warden who made sure regulations were being followed and that everyone was aware of safe evacuation procedures.

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. These measures helped reduce the risk of harm to children, and provided a safe and comfortable place to play.

All staff had been trained in first aid and names of the first aiders were on display in the service thus providing reassurance to families that staff were well prepared to take action in the event of an accident involving their child.

Eight out of the 13 parents/carers who returned questionnaires to us strongly agreed, and the other five 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 its very good practice of ensuring the environment is safe and service users protected. For example, the manager and staff regularly reminded parents/carers to fold away buggies in the designated storage area to prevent obstructions and reduce the risk of accidents. The manager and staff should make sure this request is implemented at all times.

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 and observations of outcomes for children.

Throughout the inspection, we observed children engaged in activities and choosing what they would like to play.

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.

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. There were lots of photographs throughout the service that showed children enjoying activities that they had chosen. Photographs included a celebration of the recent launch of the service provider's rebranding that children had participated in. These measures helped give children a sense of ownership and pride in their environment and contributed to them feeling safe, respected and included.

The nursery was based in a community building therefore the children had direct access to additional resources, for instance the services of health professionals, and could interact with the wider community under the supervision of staff. We looked at evidence of where children had worked with the Oral Health team on designing a poster for a competition about healthy lifestyles. Children and families had worked with staff to support the local food bank and had also participated in the ragbag initiative to recycle clothes. In this way children were finding out about their wider world and to be a responsible citizen.

The secure outdoor play areas included areas for children's energetic physical play in the fresh air as well as areas for planting and growing. A local charity had donated paint to make the outdoor environment more attractive for children and at the time of inspection volunteers were due to carry out further improvement work. The service had spare waterproof clothing and wellies so that 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.

Ten 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 its very good practice of ensuring the environment allows children to have a positive quality of life. At feedback, we talked to management about our observations of 3-5 year olds' lunchtime experience. We praised the good practice of children sitting in social groups around small tables however this could be a lengthy process as children queued up to collect their lunch from a separate table. The manager told us that staff had talked about children serving their food at their own table. They should continue with those plans. We also discussed 3-5 year old children being encouraged by staff to tidy up after themselves in the outdoor area in order to promote their independence and responsibility.

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 the 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 Protecting Vulnerable 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.

Two staff had completed a questionnaire for us and remembered having participated in an induction programme when they joined the service. The staff we spoke to during our inspection were able to confirm that they had participated in an induction programme and that this practice had helped them to become familiar with their role and responsibilities in supporting good outcomes for children.

These measures helped give families reassurance that their children were being cared for by staff who had been carefully selected and found to be competent.

We issued 22 care standards questionnaires to parents/carers and 13 were completed and returned. Eight respondents strongly agreed and five 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 and that details reflect any change to the status of registration as well as any change to employees' names.

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 looked at the information displays and support materials that were made available to staff in the staff room. Staff were required to sign when they had read new policies that had come in from the service provider as well as other information about new legislation or good practice guidance.

Regular playroom planning meetings, staff meetings and management meetings also kept staff up-to-date with current developments within the service, from the provider's perspective and at a national level. For example, the staff we spoke to had a shared understanding of what was involved in providing good quality early learning and childcare for children. They had participated in training around GIRFEC and were committed to embedding the approach in their future planning and practice. 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.

Two members of staff had completed Care Inspectorate questionnaires and these highlighted that staff felt informed about the policies and procedures that supported their work within the service. Both respondents felt involved in planning experiences for children and that management had provided access to appropriate training and qualifications. This was confirmed by the staff we spoke to during the inspection who believed that they had an open door to their manager and that the service provider's systems provided them with additional support.

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 could see that the service improvement plan highlighted where staff continued professional development was needed to help deliver good outcomes for children.

Twelve of the parents/carers who 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. Some of the respondents had praised the qualities of the staff, for example two had written:

"The staff are all fantastic. My son has really enjoyed his time in nursery."

"My child has blossomed since being at this nursery. He has developed many friendships and the staff have a real caring attitude towards him. I am confident when I leave him in nursery he is safe and secure and well looked after."

Areas for improvement

The service should continue its 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: 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 representatives 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 budget proposals and staff development.

The manager oversaw the daily operational management of the service and had a team leader to share tasks and take responsibility in the manager's absence. The service was making use of Child at the Centre 2 to help everyone feel involved in evaluating the service. Child at the Centre 2 is a self-evaluation tool that includes quality indicators to help services assess their progress. Findings from the tool tell us how the service thinks it is performing over the four care standard themes: quality of care and support, quality of the environment, quality of staffing and quality of management and leadership.

The service improvement plan included a summary of the self-evaluation process which highlighted that this was achieved through questionnaires for staff and parents as well as verbal feedback and daily communication. 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. 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.
- Staff had been involved in the local authority's 'Improving our Playrooms' scheme that had helped them in the development of planning for children to ensure continuity and progression between plans. This approach would contribute to children being achieving, respected and responsible.
- Defined leadership roles in addition to keyworker such as Team Leader, Child Protection Officer, Health & Safety Officer, Fire Warden and First Aid Information Technology Champion

Two staff completed and returned questionnaires to us. They both strongly agreed that the service asked for their opinion on how it could improve.

Areas for improvement

In the service self-assessment, management had said that they would continue to offer staff development opportunities including regular 1:1 supervision. They should continue with those plans.

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 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.

We could see that the service had very good auditing processes in place that included logs of accidents and incidents, management of children's medication and cleaning schedules to maintain infection control.

The manager and staff were further supported in their work with children and families through membership of sector networks - National Day Nurseries Association (NDNA) and the Glasgow South Childcare Partnership Forum. These networks had helped staff find out about local training, best practice and other resources to meet children's individual needs.

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 improvement plan 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.

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 manager had an open door policy and her office was situated in the same area which meant that everyone could see her availability if they wanted to raise a concern.

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.

Eight of the parents/carers who responded to our questionnaires agreed and five strongly 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

Management should continue to maintain and develop their very good quality assurance systems. In the service self assessment, the manager had said that the service would continue to offer parents/carers opportunities to give feedback, such as through more frequent questionnaires. They should continue with those plans.

We acknowledged the systems that were in place to audit the quality of the service and discussed how some of these could be further developed. For example staff were recording the information that we would expect to find in children's personal plans but this should now be streamlined to make it more accessible. This should include signposting between the different elements of the plans. The manager told us that the format of personal plans was already under review therefore they should ensure that staff are supported in the effective implementation of these plans. The implementation of plans should be monitored as part of the quality assurance processes to ensure that outcomes for children can be tracked.

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

1. The manager should continue with plans for all staff to review and update child protection training. National Care Standards Early Education and Childcare up to the age of 16: Standard 14 - Well-managed Service.

This recommendation was made on 21 August 2013

All staff are on a rolling programme to participate in child protection training and receive updates including information about Glasgow City Council's Management Circular No. 57 guidance. One member of staff is the nominated child protection officer and has received additional training to support her in that role. This recommendation had been met.

2. The manager should further review and develop play and learning opportunities for children within the 2 - 3 playroom. National Care Standards Early Education and Childcare up to the age of 16: Standard 5 - Quality of Experience.

This recommendation was made on 21 August 2013

All staff working with children under three years had received training on the national Pre-Birth to Three guidance. At the time of inspection, children in the 2-3 playroom were engaged in meaningful play and had been provided with resources to stimulate their curiosity and encourage them to want to find out more. One of the playrooms had been adapted as a sensory room that included materials for heuristic play that we would expect to be provided for this age group. This recommendation had been met.

3. The manager and staff team should continue to review and develop children's profile folders and care plan information. National Care Standards Early Education and Childcare up to the age of 16: Standard 6 - Support and Development.

This recommendation was made on 21 August 2013

Staff were recording information about children in various ways. For each child there were registration files, online profiles and paper based all about me folders in the playrooms that children could access. Where needed children had separate additional support plans and chronologies. This information recorded the information that we would expect to find in personal plans and to meet children's health, safety and wellbeing need and support their development. We have included monitoring children's personal plans as an area of improvement under Quality Theme 4, Statement 4, of this report. This recommendation had been met.

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

Date	Type	Gradings	
21 Aug 2013	Unannounced	Care and support Environment Staffing Management and Leadership	5 - Very Good 5 - Very Good 5 - Very Good 5 - Very Good
20 Sep 2011	Unannounced	Care and support Environment Staffing Management and Leadership	4 - Good 5 - Very Good Not Assessed Not Assessed
14 Dec 2010	Unannounced	Care and support Environment Staffing Management and Leadership	Not Assessed Not Assessed 4 - Good Not Assessed
25 Mar 2010	Unannounced	Care and support Environment Staffing Management and Leadership	5 - Very Good Not Assessed 4 - Good 5 - Very Good
15 Dec 2008	Unannounced	Care and support Environment Staffing Management and Leadership	4 - Good 4 - Good 4 - Good 4 - Good

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

You can also read more about our work online.

Contact Us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

www.careinspectorate.com

 [@careinspect](https://twitter.com/careinspect)

Other languages and formats

This report is available in other languages and formats on request.

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۔

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

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

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