

Care service inspection report

Full inspection

Rising Stars Crownpoint Road Day Care of Children

East End Healthy Living Centre
183 Crownpoint Road
Glasgow

Service provided by: Jobs and Business Glasgow

Service provider number: SP2003001314

Care service number: CS2011285821

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.

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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	4	Good

What the service does well

The service ethos is welcoming, friendly and promotes a homely environment for children. This contributes to children feeling nurtured, safe and secure.

What the service could do better

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

What the service has done since the last inspection

There were seven recommendations made at the last inspection and the service had succeeded in overtaking most of these. For example staff were more confident in implementing national curricular guidance and were using this in their planning to support good outcomes for children.

Management had been developing their systems for monitoring and evaluating the service and had included children, parents/carers and staff in this process. This helped everyone feel that their contributions to improving the service were valued and included.

Conclusion

Management and staff should take account of areas for improvement from this report and work with families to further develop the service.

1 About the service we inspected

Rising Stars Crownpoint Road operates from within a healthy living centre in the Bridgeton area of Glasgow. The service is registered to provide care to a maximum of 50 children across the following age range:

- 15 children aged 6 weeks to under 2 years
- 15 children aged 2 years to under 3 years
- 20 children aged 3 years to those not yet attending primary school.

The nursery operates Monday to Friday from 8 am to 6 pm, 50 weeks of the year.

The main aim of the service is to:

'Provide a high quality education respecting children as individuals who have rights, whilst adhering to Pre Birth to Three: supporting positive outcomes for children and families and Curriculum for Excellence.'

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

Recommendations

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

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

Requirements

A requirement is a statement which sets out what a care service must do to improve outcomes for people who use services and must be linked to a breach

in the Public Services Reform (Scotland) Act 2010 (the "Act"), its regulations, or orders made under the Act, or a condition of registration. Requirements are enforceable in law.

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

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

Quality of care and support - Grade 5 - Very Good

Quality of environment - Grade 5 - Very Good

Quality of staffing - Grade 5 - Very Good

Quality of management and leadership - Grade 4 - Good

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

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

2 How we inspected this service

The level of inspection we carried out

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

What we did during the inspection

We wrote this report following an unannounced inspection. This was carried out by an Inspector on behalf of the Care Inspectorate. The inspection took place on Monday 12 October 2015 between 8.10 am and 1.40 pm. We continued the inspection on Wednesday 14 October when we also gave feedback to a representative of the service provider and the service Depute Manager.

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 20 care standard questionnaires to parents/carers who use the service and nine questionnaires were returned before the inspection visit. We received four responses to the five staff questionnaires issued.

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

We spoke with:

- Depute manager of the service
- Members of staff within each playroom
- 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 including service policies 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 suggestion slips

Grading the service against quality themes and statements

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

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

Inspection Focus Areas (IFAs)

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

Fire safety issues

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

The annual return

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

Annual Return Received: Yes - Electronic

Comments on Self Assessment

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

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

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

Taking the views of people using the care service into account

We observed babies and children in each of the playrooms, whose age ranged from babies to 4 years old. Children were familiar with their surroundings, the staff and nursery routines and were very well settled in the environment. We saw that staff were responsive to children's individual needs. Older children chatted to us about their activities and what they liked to do at nursery. Their comments included:

"I brought my cars to nursery because I've got some new ones and this one is purple."

"This is my painting, look at my hand! But I can't get it in my hair."

"We're having pizza - it's yummy!" (at lunchtime).

Taking carers' views into account

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

"I am very happy with the care my child receives at the nursery."

"My child is very happy coming to nursery every day. He has been involved in trips to the library and community garden and to a farm in the summer. He is confident speaking to staff and I am confident Sharon and the girls keep him safe and happy."

3 The inspection

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

Quality Theme 1: Quality of Care and Support

Grade awarded for this theme: 5 - Very Good

Statement 1

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

Service Strengths

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

Parents and carers were invited to the service to share their skills, the example we looked at was a fruit cutting and tasting activity, as well as formal meetings to discuss their child's care, learning and development. Throughout the service there was information displayed about the life and work of the service. This included the service newsletter, improvement plan, registration certificate and most recent Inspection Report from the Care Inspectorate. We could see that parents/carers could post their views about improving the service in the suggestion box or in response to a request for feedback, such as to the 'policy of the month'. The depute told us that more structured consultations were undertaken with parents/carers, through the use of questionnaires. We viewed a collated sample of questionnaires that included evaluations of individual children's settling in process and evaluations of the summer trip.

Written comments from parents included:

"I enjoy speaking with Sharon (service manager) as very helpful."

"Social events are good and a chance to chat with Sharon and the girls. (staff)"

The above approach helped everyone understand how the service operated and how to get involved if they wished. Throughout the nursery we saw lots of examples of where staff listened to and respected children's views so that children could feel responsible, included and achieving. These included:

- Mind-maps and big books that are methods of planning activities based around children's own ideas. One of the big books used children's photographs annotated with their comments to explain the relevance of Getting it right for every child (GIRFEC). Scottish Government promotes GIRFEC as the consistent way for people to work with children. It means that children and families understand what is happening and why.
- Lending library with templates where children could be supported to share their book review with their peers.
- Consultation on menus for children's meals using staff observations and children's comments to ensure that children's individual likes and dislikes had been taken account of.
- Children's learning folders were used by staff to talk to children about what they would like to learn about next.
- Picture prompts helped children understand what different areas of the playroom were for, such as prompts for hand washing.

All of the parents/carers who returned questionnaires to the Care Inspectorate confirmed that they received clear information about the service before their child started and were able to visit the service. Six agreed and one strongly agreed that they continued to receive information through the noticeboards and newsletters. Two respondents disagreed that this happened.

Areas for improvement

The service should continue to build on their very good practice of promoting service user participation. At feedback we discussed the responses to the care standard questionnaires where four parents/carers had not felt fully informed and involved in planning for their child or developing the service. Management agreed that service users could be reminded of the ways they could become involved, for instance through the nursery newsletters including highlighting what action had been taken in response to previous suggestions or ideas. The service self-assessment had given a commitment to further involve parents in their child's learning. The manager and staff should continue with those plans.

Grade

5 - Very Good

Number of requirements - 0

Number of recommendations - 0

Statement 3

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

Service Strengths

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

The registration form that parents/carers were asked to complete when their child joined the service gave personal details including allergies and medication. The child's General Practitioner was named on the form as well as emergency contacts in the event that the service could not contact the child's parent/carer. Parents/carers were also asked to complete 'all about me' sheets about their child so that staff could find out about their individual personality, their needs and interests. Each child had an identified key worker who formed a special bond with the child and was responsible for recording observations about them, including monitoring their progress. Daily care slips for younger children helped parents/carers keep staff up-to-date with any changes to children's individual care at home and staff to record the child's routines while at nursery so that there was continuity between children's environments. There was a communication folder which staff used to record any issues raised by parents/carers as the children were brought to nursery. This helped reassure parents that any changes to children's care would be addressed quickly.

A key worker system was in place and we observed that staff knew individual children and their families well. The sample of children's individual folders that we looked at included children's individual likes/dislikes and interests as well as information about their personal care.

Staff were using observations of children linked to relevant national guidance to support the next steps in children's learning and development. Scribed children's comments demonstrated that children had been included in decisions about their learning. Staff responded to children in a warm and caring manner and were supporting children's emotional wellbeing through encouraging them to build friendships and talk about their feelings. For example there was a lovely display of children's artwork which highlighted how the death of the nursery goldfish had been dealt with sensitively by staff to help children come to terms with love and loss. Children's comments included:

"My two grandas are in heaven and our goldfish are too."

During the inspection we observed the daily routines that contributed to children's health and wellbeing. At snack and lunchtime healthy options were offered that were prepared on the premises. The cook showed us the very good kitchen facilities and explained the procedures that ensured food was prepared safely. She also told us that staff, children and parents/carers had been consulted when new menus were drawn up so that children's preferences, special dietary requirements or allergies could be taken account of. This was confirmed by a colourful display where comments from children about the menu for the month included - "I don't like banana bread" and "I like sausages, they're yummy." Children were offered milk or water to drink at meal times but fresh water was also available for children throughout the day. In this way the service were contributing to a nutritious and well balanced diet for children. Children of all ages were supported to brush their teeth during their session. This helped them to learn about the importance of oral hygiene and to take responsibility for their own health.

The design of the nursery meant that children had free flow access to outdoors where they could experience energetic play in the fresh air. Children could also seek out quiet area to relax when needed and younger children had opportunities to sleep at appropriate times in their day. This homely approach made it more likely that children would feel secure and nurtured while at nursery.

Staff 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. Annotated photographs had been 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). Children's illustrations of these included:

Safe: "I was careful using scissors."

Active: "We were running and dancing in the upstairs hall."

We sent out 20 Care Standard questionnaires and nine were returned by parents/carers, six of who agreed that overall they were happy with the quality of care that the service provided for their child; the other three strongly agreed. Six parents/carers confirmed that staff had worked with them and their child to develop an individual education and support programme for the child. Three disagreed that this happened. Most respondents believed that staff treated information about their child as confidential, only sharing it when appropriate. However one didn't know whether this was the case and another disagreed with the statement.

Areas for improvement

The service provider had a working group with representation from all of its children services to develop a format for children's personal plans that took account of national guidance as well as being more meaningful for children and families. They should continue with these plans. Implementing personal plans that met the individual needs of children was a recommendation made at the last inspection that had therefore not been fully overtaken. Please see Recommendation 1.

During the inspection we checked the arrangements for the storage and administration of medication to children. We acknowledged that systems had been informed by the Care Inspectorate's good practice guidance - Management of medication in daycare of children and childminding services (2014).

However we found that these systems had not been fully implemented. For example not all medication was clearly labelled or stored in its original container. There was out-of date medication that had not been returned to the child's parents. At feedback we talked to management about the importance of auditing medication to ensure that the prescription was current and relevant to children's individual needs. Please see Recommendation 2.

Grade

5 - Very Good

Number of requirements - 0

Recommendations

Number of recommendations - 2

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

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

2. Management should audit the systems in place for monitoring the storage and administration of children's medication to ensure best practice is implemented by staff.

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

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

Quality Theme 2: Quality of Environment

Grade awarded for this theme: 5 - Very Good

Statement 2

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

Service Strengths

At the inspection we found the performance of the service was very good for this statement. We concluded this after we observed practice, spoke with children and staff and looked at relevant documentation such as the logging of children's accidents and incidents. We also looked at the service's progress toward meeting a previous recommendation about the presentation and resourcing of the environment. Please refer to information in Section 2 of this report.

The service was based in purpose built accommodation within a sport facility and remained in a good state of repair. A secure entry system was in place. Close circuit cameras gave staff time to identify who visitors were and the purpose of their visit to the service before they came into contact with children. There was a visitors' book for people to sign as they came into the building then again within the service premises. Staff signed in when they came on duty and there was a staff rota on display in the manager's office. A register for children was held in each playroom by staff and parents/carers gave 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 and bright. The landlord's cleaner ensured the overall cleanliness of the environment was maintained.

The service provider liaised with the landlord to ensure that maintenance issues were addressed and the depute manager could confirm that these were 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. These procedures helped reduce the risk of harm to children, and to provide a safe and comfortable place to play.

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

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

Five parents/carers who returned questionnaires to the Care Inspectorate agreed and three strongly agreed that the service provided an environment that was safe, secure, hygienic, smoke free, pleasant and stimulating. One parent disagreed.

Areas for improvement

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

Grade

5 - Very Good

Number of requirements - 0

Number of recommendations - 0

Statement 3

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

Service Strengths

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

Children were made to feel welcome by having their own space and peg in the cloakroom for their individual belongings. The manager and depute had participated in training about 'Building the Ambition' which is Scottish Government's national practice guidance on Early Learning and Childcare linked to Children and Young People (Scotland) Act 2014. This training was being cascaded to the staff team and we saw evidence of this in the way that staff had planned the playrooms and laid out resources that took account of children's stage of development as well as their interests. Additional books, games and resources were stored at child height so that children could independently select what they would like to play with next. The safely enclosed outdoor area also offered a range of materials to stimulate children's curiosity. Provision of spare waterproof clothing and wellies meant that children could play outside in all weathers. Throughout the playrooms there were displays of children's artwork and annotated photographs that reminded children of activities they had enjoyed as well as celebrating their achievements. There was a monthly summary on the noticeboard to let parents/carers know what their children had been learning about at nursery. The above measures gave children ownership of their environment, making it more likely they would feel safe, respected, responsible and included.

Children had access to facilities within the sports centre that the service was accommodated, which meant that staff could extend the activities available to children and introduce new skills to them. The service made good use of other local amenities such as the local library that helped children appreciate their wider world.

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

Areas for improvement

The service should continue to build on their very good practice of ensuring the environment allows children to have a positive quality of life. For example the service had identified that they would like to reintroduce children's access to information technology so that they could research topics of interest to them. They should continue with their plans. We had seen that there were natural materials in the baby room to stimulate babies' curiosity however staff should ensure that these are always available for the babies and supplies replenished when needed.

During feedback we talked to management about how the location of the toilets hindered the independence of older children as they could not access these without a member of staff. We acknowledged that staff were discreet and respected children's privacy when accompanying them to the toilet. The service provider should take this issue into consideration within any future plans for refurbishment or if funding becomes available.

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 a representative of the service provider, the depute manager and staff, sampling staff individual files and sampling the provider's recruitment and retention procedures.

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

The service provider had an induction programme in place for new staff: this was confirmed by the four staff that had completed a questionnaire for us.

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 service provider used a reliable agency for cover staff when needed and were confident that appropriate checks had been taken of the candidate's fitness to work with children.

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 20 Care Standard questionnaires to parents/carers and nine were completed and returned before our inspection. Five respondents strongly agreed and three agreed that they were confident staff had the skills and experience to care for their child. The other disagreed with this statement. Most parents/carers also confirmed that there was always enough staff to provide a good quality of care but one disagreed.

Areas for improvement

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

Grade

5 - Very Good

Number of requirements - 0

Number of recommendations - 0

Statement 3

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

Service Strengths

At this inspection we found that the performance of this service was very good for this statement. We spoke to staff, observed staff practice, sampled individual staff files, analysed staff questionnaires and looked at the support systems that the service provider had in place for staff. We also looked at the service's progress toward meeting a previous recommendation about staff consultation processes. Please refer to information in Section 2 of this report.

We observed that the staff worked effectively as a team as well as together with families to help ensure children's all round needs were met. Playroom planning discussions, staff meetings and management meetings kept staff informed about current developments within the service, from the provider's perspective and at a national level.

The service provider had a staff development programme and training policy. We noted that the level of investment in training demonstrated the providers' commitment to improving the quality of staff. We could see from the training programme that staff had access to a range of core training, including support to meet qualifications related to their registration with Scottish Social Services Council. As part of the partnership agreement with the local authority, staff could also access GOLD online training. The range of training provided and delivery methods made it more likely that staff's different learning styles would be taken account of and they would be motivated to keep up with their professional development.

We saw staff had an annual professional development review with their line manager. This gave them the opportunity to identify any training they were interested in and discuss ideas for improving their practice. All staff held relevant qualifications for their role.

We could see that the service improvement plan highlighted where staff continued professional development was needed to meet priorities in supporting children and families. For example, the service manager had attended 'Nurture' training so that she could support the staff team to develop a nurturing environment for children. Other staff had attended training on curricular areas from the Curriculum for Excellence so that they could take a lead on planning and tracking children's progress under that theme.

We looked at the information displays and support materials that were made available to staff and found these provided an aide memoir for staff about the principles that should underpin their work. Examples included the Care Standards, SSSC code of practice and SSSC continuous learning framework. Some of the staff training certificates were also displayed so that everyone knew that the team had the necessary skills and expertise to support good outcomes for children.

Five of the parents/carers that responded to our questionnaires agreed and four strongly agreed that their child appeared happy and confident with service staff. They were confident that staff would protect their child from harm, abuse, bullying and neglect.

Areas for improvement

The service should continue their very good practice of offering a range of training opportunities for staff. For example in their self-assessment the service had shared their plans for the manager to access a level 9 qualification while the Depute accessed SVQ level 4. They should continue with those plans.

Grade

5 - Very Good

Number of requirements - 0

Number of recommendations - 0

Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 4 - Good

Statement 2

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

Service Strengths

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

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

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

The Service Improvement Plan highlighted how staff would be involved in self-evaluation, particularly through using the GIRFEC wellbeing indicators. We saw evidence of how the manager and staff team had been involved in discussing future objectives within the following activities:

- Opportunities for the service manager to be involved in determining the direction and future priorities of the service through the provider's management meetings.
- Whole staff development days for all of the provider's services.
- Defined leadership roles in addition to keyworker, such as Depute, Health & Safety, First Aid.

Areas for improvement

Management should continue to develop their good approach to promoting the involvement of staff in determining the direction of the service. We acknowledged that staff had demonstrated a willingness to be involved in service self-evaluation by completing our questionnaires. However their responses had highlighted a limited understanding of their own contribution to determining the direction of the service. For example one respondent had ticked that it was not applicable for her to have regular supervision from her manager while another had disagreed that they had the opportunity to meet and talk with colleagues regarding their practice. At feedback we talked to management about how formalising their system of one to one supervision of staff would help staff feel more confident in their role and contribution to service improvement. The process would also provide opportunities for individual staff and the team to reflect on how their training impacted on good outcomes for children, including planning for quality experiences. Defining more leadership roles among the team would also help individual staff take ownership of areas of the service improvement plan.

Grade

4 - 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 spoke with the depute manager, staff and children. We also looked at the service's progress toward meeting a recommendation about quality assurance made at the last inspection. Please refer to information in Section 2 of this report.

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

The 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. The manager was using the provider's auditing processes to monitor operations within the service such as logs of accidents and incidents, management of children's medication, health and safety, sleep sheets and fire registers. We looked at minutes of meetings that recorded who had been involved in decision making and the overall service progress in supporting children's 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 Standard Quality Report was a user friendly version that was shared with parents and carers to help them understand the systems in place to regulate the quality of the service and to ask for their view on improving outcomes for children.

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

Most of the parents/carers that responded to our questionnaires confirmed that the service had involved them and their child in developing the service, for example by asking for ideas and feedback. One disagreed that this happened. The service had a Complaints Policy and associated procedures that made it clear to families the formal ways that they could raise a concern or seek independent advice from the Care Inspectorate. In this way people were more likely to feel listened to and that their suggestions would be taken seriously by management and staff.

Areas for improvement

In the service self-assessment the manager had said that they would continue to encourage staff to take more responsibility for their own learning and professional reading, for example changes to legislation. At feedback we acknowledged that the manager had been more proactive in encouraging staff to comment on the service improvement plan. This included supporting trainees' understanding of the purpose of the plan in improving outcomes for children and how everyone could be involved in the process. Implementing a robust system for monitoring the service was a recommendation made at the last inspection and the manager had made good progress in using Building the Ambition and GIRFEC wellbeing to support that process. The manager should now work with the staff team to consolidate their quality assurance systems.

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

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

This recommendation was made on 21 November 2013

There were processes in place for information to be shared with families from the time a child first enrolled with the service. Parents' meetings were used to review children's individual needs and for staff to consult with parents/carers on how best to support their care, learning and development. The service regularly issued questionnaires and collated the responses to help make service improvements.

This recommendation had been met.

2. The manager and staff team should continue to review and develop care plans, all about me sheets, individual learning and additional support plan information.

National Care Standards Early Education and Childcare up to the age of 16:
Standard 3: Health and Wellbeing.

This recommendation was made on 21 November 2013

Staff were recording information about children in various ways. For each child there were confidential registration files in the office and paper based folders with all about me information in the playrooms. Management and staff were in the process of introducing a new format for children's personal plans that took account of national guidance. We have therefore repeated this recommendation under Quality Theme 1, Statement 3.

This recommendation had not been met.

3. The manager should continue with plans to further develop and embed Curriculum for Excellence and Pre-Birth to Three: Positive Outcomes for Scotland's Children and Families curriculums within childcare practice. National Care Standards Early Education and Childcare up to the age of 16: Standard 5: Quality of Experience.

This recommendation was made on 21 November 2013

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

This recommendation had been met.

4. The manager should continue to review the presentation and resourcing of the under two playrooms in line with the principles of Pre-Birth to Three: Positive Outcomes for Scotland's Children and Families. In addition, the 3 - 5 playroom should continue to ensure that resources are plentiful, accessible and challenge children's play, learning and thinking. National Care Standards Early Education and Childcare up to the age of 16: Standard 5: Quality of Experience.

This recommendation was made on 21 November 2013

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

This recommendation had been met.

5. The manager of the service should continue with plans to further develop staff consultation processes, this included a framework for regular room and whole staff meetings, staff questionnaires and the further development of staff as champions of certain areas of nursery development.

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

This recommendation was made on 21 November 2013

We saw that there was a record of the monthly staff meetings and that the provider also distributed an annual staff survey to consult with staff on the future direction and future objectives of the service. Staff were taking leadership for certain areas of work such as the Fire Warden, named First Aiders and the Health & Safety officer.

This recommendation had been met.

6. The manager should continue with plans to develop the role of seniors within the nursery.

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

This recommendation was made on 21 November 2013

One of the staff team had been promoted to Depute Manager since the last inspection.

This recommendation had been met.

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

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

This recommendation was made on 21 November 2013

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

This recommendation had 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 Nov 2013	Unannounced	<div>Care and support</div> <div>Environment</div> <div>Staffing</div> <div>Management and Leadership</div> <div>4 - Good</div> <div>4 - Good</div> <div>4 - Good</div> <div>4 - Good</div>
22 Aug 2012	Unannounced	<div>Care and support</div> <div>Environment</div> <div>Staffing</div> <div>Management and Leadership</div> <div>4 - Good</div> <div>4 - Good</div> <div>4 - Good</div> <div>4 - Good</div>

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Contact Us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

www.careinspectorate.com

 @careinspect

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