

# Care service inspection report

Full inspection

## Rising Stars Orr Street (After School) Day Care of Children

146 Orr Street  
Calton  
Glasgow



HAPPY TO TRANSLATE

Service provided by: Jobs and Business Glasgow

Service provider number: SP2003001314

Care service number: CS2011285818

Inspection Visit Type: Unannounced

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

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

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## Summary

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

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

### We gave the service these grades

Quality of care and support	5	Very Good
Quality of environment	4	Good
Quality of staffing	4	Good
Quality of management and leadership	4	Good

### What the service does well

Rising Stars Orr Street (After School) provides an essential service for local families. The manager is working with the local childcare strategy group to help ensure that the needs of working parents/carers are being met and support good outcomes for children.

### What the service could do better

In their self-assessment the service had identified many areas for improvement across the quality themes of care and support, the environment, staffing, management and leadership. The manager and staff should work with families and other stakeholders in deciding which areas for improvement to prioritise and take forward.

We have made recommendations related to the management of children's medication, maintaining the outdoor environment, risk assessments and the overall monitoring of how the service is provided. The manager should ensure that in devising an action plan they set themselves realistic timescales in which to achieve targets set.

## **What the service has done since the last inspection**

There was one recommendation made at the last inspection about the maintenance of the garden and we could see that this was a work in progress. Staff had participated in training to help them make best use of the outdoor area to improve the quality of children's experiences and keep them safe when playing there.

## **Conclusion**

The manager and staff demonstrated a commitment to continually developing and improving the service through consulting with children.

The service should take account of areas for improvement and recommendations from this report to make further improvements.

# 1 About the service we inspected

Rising Stars Orr Street (After School) is a service provided by Jobs and Business Glasgow. The service operates from stand-alone premises in the Bridgeton area of Glasgow. The service is registered to care for a maximum of 48 children aged from four years old and attending primary school, to 16 years.

The service operates during term-time and through school holidays.

The main aim of the service is to 'be responsive to the needs of our service users and encourage participation of service users.'

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 4 - Good**

**Quality of staffing - Grade 4 - 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](http://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 Thursday 2 July 2015 between 3 pm and 6.10 pm. We gave feedback to the service manager and two representatives of the service provider on the morning of Friday 10 July 2015.

As part of the inspection, we took account of the completed annual return and self assessment form that we had asked the service to complete and submit to us.

We sent 20 care standard questionnaires to parents/carers who use the service and 16 completed questionnaires were returned to us. We also received two completed questionnaires from staff.

We spoke with:

- Service Manager and three members of the staff team
- Children
- One parent

We looked at:

- Registration certificate
- Insurance certificate
- Policies and procedures
- Quality assurance folder
- Children's registration information and all about me file
- Observations of how staff work with children

- Records kept for accidents and incidents, risk assessments and the administration of children's medication
- Measures in place to support the prevention and control of infection
- Provider's website and organisational policies, training records and staff individual files
- Analysis of care standard questionnaires that we had distributed to parents / carers and to staff
- 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](http://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

During the inspection we observed children, their interactions with each other and with staff. Children were free to make choices, including what they played with and where. Children were interested in our presence and were happy to tell us about the activities they had chosen and what they like doing at after school care. Their comments included:

"Who are you? We made this (den) ourselves."

"I like the x box and football and the football table - but we didn't get to choose games. They (staff) decide."

"We're making ferries, I've been on one." (Two boys explaining their lego construction) "I went North east."

"Do you like my picture? It's tiger fur and dog fur."

### **Taking carers' views into account**

Twenty Care Standard Questionnaires were sent out by the Care Inspectorate and 16 were returned before the inspection. Most parents/carers responded positively to the questions related to the quality of care provided by the service and had added written comments to their questionnaires, such as:

"My son really enjoys attending out of school care; he has many friends and gets on well with all the staff. I am always comfortable when my son is here as I know he is well cared for and looked after."

"Overall I am satisfied with the staff, service and environment within Orr Street. My son is happy there and enjoys spending time with children and staff alike."

Seven parents were dissatisfied with certain aspects of the service although were happy with the overall quality of the service and their views have been incorporated in the relevant sections of this report. One respondent disagreed with 44% of the questions and had explained the reason in the following comment:

"Although the staff are very nice and helpful I feel as though some of them are not as involved with the kids as much as they should be (I have seen first-hand evidence of this). Also I feel there are not enough toys or organised activities. I would like to see the staff engage more in this (not all staff just some I feel like this is the case)."

We also spoke to one parent during the course of this inspection who felt there was good communication with the manager and staff, who were all very approachable. The parent told us that her child had many opportunities to make decisions about resources, routines and activities that contributed to his quality of experience while attending the service.

## 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 provider had a Partnership Policy and this ethos was reflected in the interactions between staff and families.

Throughout the corridors and playrooms there were notice boards for children, for parents/ carers and for staff that displayed information relevant to their needs. There were also leaflets about local services, such as accessing welfare benefits or health advice and other initiatives that could help children and families. We could see that children had been involved in creating some of the displays, for example a graffiti wall.

There was information about the United Nations Rights of the Child and Glasgow City Council's Children's Rights so that people knew the service was committed to treating children with respect and listening to their views. Children's voice was evident in the annotated art work and photographs on display.

Staff had used the following tools to promote children's participation in the life and work of the service:

- All about me sheets where children had written about things important to them such as their likes/dislikes, important people in their lives, their interests and aspirations.
- Big photograph albums with highlights of activities or trips that children had enjoyed in the past. This provided an additional aide memoir for children to think about what they would like to do at the service next.
- Box for fundraising ideas. Children's suggestions that we looked at included - 'sponsored read' and 'bring an animal, only a £1'
- Children were beginning to work with staff on a display about GIRFEC and what it might mean for them. GIRFEC is the acronym for the approach Getting it right for every child. This approach is promoted by Scottish Government to ensure that everyone works together to meet children's all round needs.

The Parents' Committee was currently inactive however it was evident that the service had found other ways for making sure parents/carers also felt their opinions were respected and to keep them informed about the life and work of the service. These included:

- Provider's website where people could give their views or ask questions.
- Quarterly newsletter linked to the Care Standard quality themes including developments within the service.
- We could see that the service had recently distributed a questionnaire to parents and the manager was in the process of collating responses. They would then use the newsletter to report on any action resulting from their findings. The manager told us that if parents had requested an individual response he had already given this in person or by email.
- Suggestion box where people could write suggestions for improving the service provided for their children.

All of the above measures had created an open atmosphere where parents and carers were more likely to ask questions and raise concerns. The parent we spoke to during the inspection felt very included by the service and believed that there was good communication with the manager and staff.

We sent out 20 questionnaires to parents/carers and 16 were returned. All of the respondents agreed that they had been given clear information about the service before their child started using it: this included being able to visit the service. Nine respondents strongly agreed and seven agreed that they continued to be kept informed about what was happening in the service, for example through newsletters and information boards.

### Areas for improvement

In their self-assessment the service had stated their intention to continue to encourage parent/carer involvement, for example through attendance at meetings and fundraising events. They should continue with those plans. One of the ideas we discussed at feedback was enabling children to take the lead in promoting parent participation. Children should also be involved more consistently in decisions about new resources and assessing risks in their environment.

### 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

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 spoke with children, a parent and staff.

We looked at children's personal files for evidence to support how children's all-round needs were being met. There was personal information, such as emergency contact details, and any medical conditions including allergies kept in a secure cabinet in the service office. Good practice was followed by involving parents/carers in collating some of this information and reviewing it bi-annually. Sharing these details helped ensure there was continuity in children's care.

We looked at the routines within the service that contributed to children's wellbeing. Fresh water was available for children to drink throughout their session to ensure children were adequately hydrated. This was part of the service healthy eating policy.

The service provider had consulted with a nutritionist regarding children's snack menus to ensure staff contributed to children's well balanced diet.

Staff were promoting children's healthy lifestyle in other ways. There were policies and procedures that let people know the measures management had put in place to help prevent cross infection and keep service users healthy. The infection control policy was based on the best practice guidance from Health Protection Scotland - 'Infection Prevention and Control in Childcare Settings' (2011). We observed good personal hygiene routines, such as staff encouraging children to wash their hands before snack.

We sent out 20 care standard questionnaires and 16 were returned by parents/carers, eight of those strongly agreed and seven agreed that their child could experience and choose from a balanced range of activities at the service. One disagreed with this statement. Most parents/carers confirmed the service had a clear code of behaviour understood by children. Two respondents didn't know whether this was the case.

Parents had added comments about the care received by their child, for example:

"Staff at Orr Street are very approachable and friendly. My daughter is happy being looked after and comes home happy and in good form."

### Areas for improvement

We acknowledged that the service provider had a policy in place for the administration and storage of children's medication. On the day of inspection staff procedures did not follow this policy: although two items of children's medication were kept in the original packaging that was individually labelled, these had been left lying out on a table in the playroom. When we looked at the related paperwork for administering medication we could see that it was incomplete. At feedback we spoke to the manager about the need for them to audit the systems for the storage and administration of children's medication in order to ensure children's safety.

We referred management to the Care Inspectorate guidance - The Management of Medication in Daycare and Childminding Services, which can be found on our website. Please see Recommendation 1.

When we sampled the personal planning information for children we saw that it was proportionate to the type of service provided. At feedback we talked about recording 'all about me' information for children in an individual rather than whole group folder. We also talked to staff and management about how the format could be made more meaningful for children. For example older children might enjoy talking about their likes/dislikes, interests and friends in a passport or CV style.

The manager agreed to include monitoring the content and review of children's personal plans as part of the new SOSCEN quality assurance process.

Snack time provided a sociable experience for children however it was very busy and staff had to set up additional tables to ensure everyone felt included. We observed that the whole group sat down at the same time but staff did join them to promote social skills. Children's experience could have been further enhanced by the provision of tableware and involving children more in the preparation of snack. The manager agreed to continue to review the snack arrangements with staff and children.

### Grade

5 - Very Good

**Number of requirements - 0**

### Recommendations

**Number of recommendations - 1**

1. The manager should work with staff to review the procedures for the storage and administration of children's medication and incorporate best practice.

Management and staff should refer to the Care Inspectorate guidance: Management of medication in daycare of children and childminding services (2014)

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: 4 - 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 good for this statement. We considered the service's progress in meeting a recommendation made under this statement at the last inspection about the maintenance of the garden. Please refer to information in section 2 of this report.

A secure entry system was in place for entering the service accommodation and there was a visitors' book for people to sign in. Staff photos were on display so that people could see who the adults on duty were and their role. We could see from staff rotas that appropriate staff child ratios were adhered to. We inspected the service during the holiday period and we noted that children's registers were differentiated to keep a tally on which children were playing outdoors or away on a day trip. Registers were held in the playroom for parents/carers to sign their child out when they collected them. These measures meant that the manager could keep track of who should be in the premises at any given time and to account for children's presence and safety.

We found the accommodation to be spacious, bright and clean. The playrooms and outdoor area were organised in a way that allowed children to move around freely and choose from a range of activities and resources. There were cleaning logs that gave staff responsibilities for cleaning different areas and resources used by children. In some of the areas used by children there were bins for waste that were lidded, lined and pedal operated. These measures helped prevent cross infection and keep children and staff healthy.

We looked at the logs kept of how staff risk assessed all these areas used by the children and the manager explained the process for reporting any maintenance issues to the service provider's maintenance team. These procedures helped ensure that the environment was free from hazards and that children had safe and comfortable places to play.

Staff were all trained in first aid which meant that they were well prepared to take action if children had an accident. In the event of an accident we were able to see there were systems for recording children's accidents. These procedures had been explained in the service information so that parents/carers were aware of staff responsibilities and how they would be kept informed about their child's treatment. 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.

The Child Protection Policy was on display so that parents/carers could identify who the Child Protection Co-ordinator was and how any concerns about children's safety would be dealt with. A summary of the policy and procedures were included in the staff and service handbooks so that everyone knew about staff responsibilities and required actions if there were any issues regarding the safeguarding of children.

Nine parents/carers who returned questionnaires to the Care Inspectorate strongly agreed and five agreed that the service was safe, secure, hygienic, smoke free, pleasant and stimulating. One respondent didn't know whether this was the case and the other disagreed with the statement.

### **Areas for improvement**

The previous recommendation about maintenance of the garden remained outstanding and has been repeated. Please see Recommendation 1.

In their self-assessment management had said they would improve the service by continuing to complete health and safety audits and risk assessments. They should continue with those plans. We have made a recommendation that staff are more vigilant about recording meaningful risk assessments.

At the time of inspection the garden perimeter railings were in a poor state of repair for example there was a loose and rusty spike close to where children were playing a jumping game. The service had not been using the side area of the garden and had therefore not risk assessed it; however we observed that the gate had been left open leaving the area accessible to children. There was not enough staff in the garden to supervise this separate area. Please see Recommendation 2.

The service provider had a contract with Glasgow City Council regarding maintenance of the garden and should continue to liaise with them regarding this. We observed that the décor of the service accommodation was also tired and in a poor state of repair, which could make it difficult to keep clean. For example there were holes in the plasterboard in the hallway. We acknowledged that the provider had identified a budget for refurbishment of the accommodation but in the meantime the environment had potential to impact on the health, wellbeing and safety of children and adults. Management agreed to continue with plans to make the environment more pleasant for service users. Please refer to Quality Theme 4, Statement 4 Areas for improvement.

### Grade

4 - Good

**Number of requirements - 0**

### Recommendations

**Number of recommendations - 2**

1. The service should ensure the garden area is well maintained.

National Care Standards Early Education and Childcare up to the age of 16:  
Standard 2: A safe environment.

2. The manager should ensure that responsive risk assessments are in place to make sure of the safety of children, inside and outside. This should include procedures that support staff to identify new hazards created by deterioration to the children's environment.

National Care Standards Early Education and Childcare up to the age of 16:  
Standard 2: A safe environment.

### 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 and how children spent their time at the service, discussions with children, a parent and staff, and sampling documentation.

Staff knew children and their interests. We could see that staff had selected a range of information to display where the subject was presented in a fun way so that children would want to find out more or contribute their own views. We observed staff chatting to children about a variety of topics, including explaining our inspection visit.

Throughout the inspection we observed children using different areas of the environment to engage in activities of their choosing, whether that be enjoying the company of their peers or relaxing in one of the areas with soft furnishings. There were many opportunities for children to participate in energetic activities outdoors in the fresh air, including planned trips during the holiday period. Children had used the suggestion box to give their ideas about activities they would like to participate in during the school holiday period, for instance 'go to the movies' and 'swimming'. We could see from the holiday timetable that these suggestions had been incorporated.

The above approaches gave children ownership of their environment, making it more likely they would feel respected, responsible, included and nurtured.

Staff told us about how they had accessed additional resources to improve the quality of children's experiences through working with other agencies in the community. For example groups of children were to participate in cycle proficiency workshops and the leader had offered to help children learn to maintain their own bikes. These activities would contribute to children achieving and being safe.

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

Nine of the parents/carers who responded to our questionnaires strongly agreed and six agreed that the service provided a suitable range of equipment, toys and materials. One respondent didn't know whether this was the case and another disagreed with the statement. Most respondents confirmed that there was enough space for children to play and get involved in a range of activities; one disagreed. Some of the parents had written comments about the quality of children's experiences, such as:

"There is always a wide range of activities prepared on a daily basis."

## Areas for improvement

The service manager and staff should continue to develop the very good quality of experiences that they offer to children within the environment. We acknowledged that some families had been involved in fundraising to improve the environment and children were consulted in decisions about resources. The service provider had also informed us of their forthcoming investment in the service accommodation. They should continue with those plans. However three parents responding to our questionnaires had expressed dissatisfaction at aspects of the environment. For example one had written:

"The outdoor play area doesn't have enough equipment and facilities for the children to play with. The ground for example needs redesign."

The manager and staff should ensure that families are aware of improvements planned for the environment and how they could be involved in the process.

## Grade

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**

## Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 4 - Good

### 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 good for this statement. We spoke to staff, analysed questionnaires that had been returned to us, observed staff practice and sampled individual staff files. When assessing this statement we also checked staff registration with the Scottish Social Services Council (SSSC). The SSSC is responsible for registering people who work in social services and regulating their education and training. As part of SSSC registration all staff must keep a record of their continued professional development.

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 could see that the manager kept an online audit of when staff were due to attend core training, such as child protection. This helped track any gaps in staff training and development. Staff told us about recent examples of training, which included: Paediatric First Aid; Child Protection; Young Artists; Handling Children's Behaviour.

Regular staff meetings and management meetings kept staff up-to-date with current developments within the service, from the provider's perspective and at a national level. Both respondents to our staff questionnaire felt involved in planning experiences for children and that management had provided access to appropriate training and qualifications.

The staff we spoke to during the inspection confirmed that they had opportunities to talk about their day-to-day work and that their opinions were valued.

Most of the parents/carers that responded to our questionnaires agreed that staff had the skills and experience to care for their child and support their learning and development. They were also sure that staff would protect their child from harm, abuse, bullying and neglect. One respondent disagreed with these statements.

Two respondents had added additional comments about the quality of staffing to their questionnaire:

"I think the afterschool care team are great with the kids. There's always something going on."

"(my child) loves going to Orr Street and complains if I pick her up early. The staff are very professional and you see a real sense that they care about the children. Parents are included in decisions frequently."

### Areas for improvement

In their self-assessment management had stated that they would improve the service by continuing to provide staff training opportunities. They should continue with these plans. We talked to management about how formalising their system of one to one supervision of staff and playroom monitoring would help staff feel more confident in their role. 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. For example we had noted that forward plans for the holiday period were repetitive with little evidence of how children's individual interests had been taken account of. We observed that some children spent long periods of time on game consoles with no staff intervention to encourage children's physical activity and promote their general wellbeing. Staff also needed to be more vigilant in the completion of paperwork in order to ensure good outcomes for children. We have discussed monitoring of staff under Quality Theme 4, Statement 4 Areas for improvement.



**Grade**

4 - Good

**Number of requirements - 0**

**Number of recommendations - 0**

## Statement 4

“We ensure that everyone working in the service has an ethos of respect towards service users and each other.”

### Service Strengths

At the inspection we found that the attitude of staff towards each other and families was very good and that they modelled the respectful relationships that they expected of children.

Please refer to the Service Strengths within Quality Theme 1 Statement 3, Quality Theme 2 Statement 3 and Quality Theme 3 Statement 3 for additional evidence that had contributed to the ethos of respect towards people that used the service.

Children's personal files were kept in a locked cabinet in the service manager's office to respect children's confidentiality. The staff treated information about individual children as confidential and only shared information, for example with other agencies, when it was necessary to protect children. The SSSC codes of practice were on display in the staff room so that everyone knew and was reminded of the behaviour expected of staff and that everyone should be treated with respect within the service. Staff we spoke to were confident that if it became necessary they would follow a colleague's poor practice; thus helping to maintain good outcomes for children in keeping them safe.

The United Nations Convention on the Rights of the Child was displayed in child friendly language so that children knew they would be listened to and respected by staff. The Play Principles were also on display as an aide memoir for staff. Staff had received training on this approach which stresses the importance of child led play. For example the principles mean that children should be able to determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons. We could see that staff were aware of individual children's circumstances and unique personality: we saw some very good interactions between staff and children and they did this in a calm and respectful way.

We issued 20 Care Standard questionnaires to parents/carers and 16 were completed and returned. Nine respondents strongly agreed and seven agreed that staff treated their child with respect. Most parents/carers believed staff encouraged their child to form positive relationships with their peers. Three didn't know whether this happened and one disagreed with the statement. Fifteen respondents confirmed that their child appeared happy with the staff and one disagreed. One of the parents related an incident where their child's need had been dealt with in a respectful way by staff:

"All staff are approachable if I have any questions or issues to solve. They were supporting my child at a time when she was upset and helped her find new friends - comment from my child, 'I like to play with my friends in aftercare.' I am very satisfied with this service because my child is happy here."

### Areas for improvement

The manager and staff and young people should continue their very good approach to promoting respect within the service.

### 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 representatives of the service provider, the service manager and staff as well as reviewing documentation, including the service self-assessment and the service provider's policies and processes.

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 was beginning to make use of 'Achieving Quality Scotland' to help everyone feel involved in evaluating the service. Achieving Quality Scotland is a self-evaluation tool that includes quality indicators linked to the Play Principles and other national good practice guidance to help services assess their progress. Findings from the tool can also identify how the service thinks they are performing over the four Care Standard themes: quality of care and support, the quality of the environment, the quality of staffing and the quality of management and leadership.

We saw evidence of how the manager and 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.
- Noticeboards in the staff room shared information about developments from an organisational, local and national level and highlighted staff's own role within that. For example, their individual responsibility for maintaining the SSSC Codes of Practice and the upkeep of their individual registration.
- Notes of staff meetings where the introduction of Achieving Quality Scotland had been discussed.
- Whole staff development days for all of the provider's services in addition to more focussed or social team building exercises for the service team. These had helped everyone share good practice and think about how they could work together as a team to ensure better outcomes for children.

Two staff completed and returned questionnaires to us. They both strongly agreed that the service asked for their opinion on how it could improve. Staff told us that they had an open door to management and that they were able to share their ideas, for example one member of staff talked us through an area of work they were taking forward based on 'all about me' for children. This approach would contribute to children being achieving, respected and responsible.

### Areas for improvement

In the service self-assessment the manager had said that they would continue to offer daily support to the staff team, including individual staff training. They should continue with those plans. At feedback we talked about giving staff more meaningful leadership roles, such as leading in children's outdoor experiences. We also discussed involving staff more in Achieving Quality Scotland and giving them responsibility for specific areas. This approach would give staff a sense of ownership of the service direction as well as supporting their professional development.

**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 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.

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. As part of their quality assurance processes the provider had introduced additional support systems for their two services that provided after school care. This meant that the two managers met for peer support and the staff teams had opportunities for sharing best practice that was relevant to the age group of children that they worked with and helped contribute to good outcomes for families.

We noted that the manager and staff were involved in assessing the quality of the service that they provided within the following activities:

- Minutes of staff and management meetings
- Monitoring checklists
- Attendance register of children and of staff which demonstrated that staff: child ratios were in keeping with national care standards
- Staff performance management reviews (PMR)
- Protected staff planning time on a weekly basis.

The service was a member of the Scottish Out of School Network (SOSCN) and had introduced their quality scheme - Achieving Quality Scotland that had the potential to demonstrate how the service involved everyone in self-evaluation. SOSCN is a national umbrella organisation that supports the development of high quality school-aged childcare. The manager told us about how they had begun to use this network to help staff find out about local training and other resources to help them to meet children's individual needs. The manager was similarly supported in their monitoring and evaluation role through local childcare forums

Seven of the parents who returned questionnaires to the Care Inspectorate strongly agreed and six agreed that they and their child had been involved in developing the service through being asked for ideas and feedback. Two disagreed with this statement.

### Areas for improvement

The service manager should continue with their plans to involve children, families and staff more in evaluation of the service. At feedback we talked about how SOSCN's quality assurance scheme would help the manager and staff get better at collating evidence more systematically and letting families know action that staff have taken in response to their suggestions.

We also discussed the importance of monitoring the practice of staff and the work of the service as a whole. For example themes raised earlier in this report include: auditing of children's personal plans; monitoring the implementation of infection control measures; organisation and risk assessment of children's environments (indoors and outdoors); supervision of staff practice. Please see Recommendation 1.



## Grade

4 - Good

**Number of requirements - 0**

## Recommendations

**Number of recommendations - 1**

1. The manager of the service should continue to implement a robust system for monitoring and evaluating the quality of the service as a whole. They should ensure that all stakeholders have been involved in the process.

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

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

### Previous requirements

There are no outstanding requirements.

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

### Previous recommendations

1. The service should ensure the garden area is well maintained.  
National Care Standards for Early Education and Childcare up to the age of 16:  
Standard 2: A Safe Environment.

The service provider had a contract with Glasgow City Council regarding maintenance of the garden and liaised with them regarding this. Staff, and where appropriate children, were undertaking daily risk assessments of the outdoor area to identify and remove any hazards. Staff had attended Mindstretchers training that had helped them to reflect on striking the balance between being risk aware and creating an environment that motivated children to explore and be curious.

At the time of inspection the perimeter railings were in a poor state of repair and the length of the grass made it difficult for staff to identify hazards to children's safety, such as rubbish or broken glass.

**The recommendation had not been met.**

**This recommendation was made on 23 October 2012**

The service provider had a contract with Glasgow City Council regarding maintenance of the garden and liaised with them regarding this. Staff, and where appropriate children, were undertaking daily risk assessments of the outdoor area to identify and remove any hazards. Staff had attended Mindstretchers training that had helped them to reflect on striking the balance between being risk aware and creating an environment that motivated children to explore and be curious.

At the time of inspection the perimeter railings were in a poor state of repair and the length of the grass made it difficult for staff to identify hazards to children's safety, such as rubbish or broken glass.

The recommendation had not 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	
26 Jul 2012	Unannounced	Care and support	5 - Very Good
		Environment	5 - Very Good
		Staffing	5 - Very Good
		Management and Leadership	6 - Excellent

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