

Care service inspection report

Hullabaloo Childcare Centre

Day Care of Children

c/o John Wheatley College
1200 Westerhouse Road
Easterhouse
Glasgow
G34 9HZ

Type of inspection: Unannounced

Inspection completed on: 8 August 2014



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Service provided by:

Jobs and Business Glasgow

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SP2003001314

Care service number:

CS2011285815

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Summary

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

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

We gave the service these grades

Quality of Care and Support	5	Very Good
Quality of Environment	5	Very Good
Quality of Staffing	5	Very Good
Quality of Management and Leadership	5	Very Good

What the service does well

Hullabaloo Childcare Centre provides an essential service for children whose parents and carers are working or attending college. Management and staff have made very good progress in taking forward the Getting it right for every child (GIRFEC) approach. This means that everyone is working together to make sure children's all round needs are being met.

What the service could do better

In their self-assessment management and staff stated their intention to continue to encourage the involvement of children and families in the service, focussing on aspects of the four quality themes. They should continue with those plans.

The provider was in the process of introducing new systems for monitoring the service. We have highlighted that management and staff need to be more vigilant about dating records that are kept within the service. We have also made recommendations that existing risk assessments help to identify new hazards to children within their environment and addressing infection prevention and control storage issues.

What the service has done since the last inspection

There were two recommendations made at the last inspection and the service has succeeded in overtaking both of these. For example, management had further developed tools for involving children and their parents in assessing and improving the quality of the service. There was a 'monthly question' for parents and any feedback with resulting action was reported in the service newsletter. Staff had used SCCYP's 7 Golden Rules for Participation to promote children's involvement in the life and work of the service.

SCCYP (Scotland's Commissioner for Children and Young People) promotes children's rights. Their goal is for children and young people in Scotland to be as safe and happy as possible.

Conclusion

Hullabaloo Childcare Centre staff are a hard working team and together they provide a nurturing environment for children that is appreciated by families.

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

1 About the service we inspected

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website www.careinspectorate.com. This service registered with the Care Inspectorate on 19 September 2011.

If we are concerned about some aspect of a service, or think, it needs to do more to improve, we may make a recommendation or requirement.

- A recommendation is a statement that sets out actions the care service or provider should take to improve or develop the quality of the service based on best practice or the National Care Standards.

- A requirement is a statement, which sets out what is required of a care service to comply with the Public Services Reform (Scotland) Act 2010 ("the Act") and secondary legislation made under the Act, or a condition of registration. Where there are breaches of Regulations, Orders or Conditions, a requirement may be made. Requirements are legally enforceable at the discretion of the Care Inspectorate.

The nursery provides care to a maximum of 34 children at any one time. The age range of the children is from one year to those not yet attending primary school. This includes a maximum of 16 children aged one to under three years and a maximum number of 18 children aged from three years to those not yet attending primary school.

The nursery operates 51 weeks per year Monday to Friday from 8.00 am to 5.45 pm.

The nursery is located within a two storey purpose built college campus in the Easterhouse area of Glasgow. The nursery provides a childcare service for students attending the college and local working parents. Children aged under three years have a designated playroom and toilet facilities at ground level with access to an enclosed outdoor play area. Older children have a designated playroom with toilet facilities located on the second floor of the accommodation accessed via a lift or stairs.

The nursery has a secure door entry system. There are parking facilities within the grounds of the campus.

The service aims are to encourage parents and carers to work in partnership with staff in regards to their child's development.

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

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

Quality of Care and Support - Grade 5 - Very Good

Quality of Environment - Grade 5 - Very Good

Quality of Staffing - Grade 5 - Very Good

Quality of Management and Leadership - Grade 5 - Very Good

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

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

2 How we inspected this service

The level of inspection we carried out

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

What we did during the inspection

We wrote this report following an unannounced inspection. This was carried out by an Inspector for the Care Inspectorate. The inspection took place on Wednesday 6 August 2014 between 9.15 am and 4.15 pm. We gave feedback to the service provider and manager on Friday 8 August.

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

We sent 12 care standard questionnaires to parents/carers who use the service and five completed questionnaires were returned to us.

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

We spoke with:

- * A representative of the service provider
- * Manager of the service and one other member of staff
- * Three parents
- * Nine children

We looked at:

- * Registration certificate
- * Insurance certificate
- * Evidence from the provider's self assessment
- * Policies and procedures
- * The accommodation used by children, both indoors and outdoors
- * Observations of how staff work with children
- * Registration information and personal planning records about children
- * Parent information displays and handbook
- * Staff files and training records
- * Audit of accidents and incidents

- * Risk assessments
- * Questionnaires for parents/carers and other tools for involvement
- * Responses to the staff questionnaires that we had issued

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.firelawscotland.org

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

We made two recommendations at the last inspection.

The recommendations:

Recommendation 1

The service should continue to develop meaningful methods to gain children, parent, carer and staff views on 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.

The induction pack for new families gave clear information on opportunities for consultation within the service. This included a calendar of events, such as fundraising, school transition meetings, parent workshops and bi-annual parents' evenings. Staff were using SCCYP materials to promote children's involvement in the life and work of the service.

Management were developing ways to ensure that findings from consultations were consistently fed back to families as well as being used to inform the service improvement plan. Please see Areas for Improvement under Quality Theme Four, Quality Statement 4 of this report.

This recommendation had been met.

Recommendation 2

The manager and staff team should review how areas within the 3-5 playroom are presented and resourced; this should be done using the principles of a Curriculum for Excellence (CfE).

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

The service had purchased a new storage system that ensured that all resources were displayed in a way that was easily accessible by the children. Resources were either in clear boxes or labelled with picture prompts to promote children's independence and choice.

This recommendation had been met.

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 and their interactions with staff. Children of all ages were free to make choices, including who they played with and where. Children happily spoke to us about the activities they were enjoying, including what they were having for lunch and we could see that their independence was encouraged by staff:

"Guess what I like? Onions!"

"I tried onions and I don't like them." - another child's response to above comment from friend.

"I'm all paint but it's coming off."

"We're going to play musical chairs!" (Children were celebrating one of the children's birthdays).

Taking carers' views into account

Twelve Care Standard Questionnaires were sent out by the Care Inspectorate and five were returned before the inspection. Four of the parents/carers responded positively to all questions related to the quality of care provided by the service. Three respondents had added the following comments:

"Anne and her team run a cracking nursery. We really appreciate everything they do for **. It's a great shame that the nursery don't get funding for 3+ year olds as it has resulted in children going to Council or partnership nurseries for financial reasons despite them being very happy at Hullabaloo. I would not hesitate to recommend the nursery to other parents."

"I feel comfortable and confident my child is being looked after and developing in Hullabaloo. The staff are very caring, experienced and enthusiastic."

"My son has been going to nursery for nearly two years and has come on in leaps and bounds in that time. The staff are great and always find time to chat to the parents about nursery business and other things also. It feels like an extended family rather than a business and we always feel welcome. Could not ask for a better nursery or staff."

One respondent strongly disagreed about staff involving children in planning and also disagreed about children's opportunities for outdoor experiences. However overall they were happy with the service that their child received and we have considered their views in this report.

We also spoke to three parents during the course of this inspection who felt there was good communication with staff and that they and their children had many opportunities to be involved in the life and work of the service.

Parents' /carers' comments have been incorporated in the relevant sections of this report.

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 looked at evidence for how the service had progressed in meeting a recommendation made at our last inspection about seeking the views of families. Please refer to information in section 2 of this report.

The service had an Open Door Policy and there were photo boards to help families identify who the staff were and their role in caring for the children, such as their child's keyworker. Parents told us that they knew who their child's keyworker was and that they felt staff took account of their wishes about how the service was delivered to their child.

A wealth of information on different aspects of the service, including the service Parent Partnership Policy was displayed in the reception corridor that was always staffed. There were leaflets about local services, such as accessing training or health advice and other initiatives that could help children and families. There were additional notice boards in the playrooms that explained planning for different age groups of children and their daily routines. Children's annotated photographs and artwork were used to highlight the activities that they had been involved in and to celebrate their achievements as well as recent events. For example children had participated in planning for their own version of the commonwealth games.

The above measures had created a welcoming atmosphere where parents and carers were more likely to ask questions and raise concerns. The complaints policy gave guidance on approaching the provider and/or the Care Inspectorate if there were any concerns.

When children first joined the service the family received an induction pack which let them know how everyone's views would be listened to and respected. This meant that people could participate in the life and work of the service in a way they felt comfortable with. Staff had clearly built good relationships with parents and carers. During the inspection we observed informal sharing of information between families and staff as children were dropped off and picked up. However there was also written information used as tools for participation, including:

- * Communication book in each playroom to keep everyone up-to-date with any changes to routines such as a different carer picking up a child or staff absent due to training.
- * 'Nursery to home sheets' that let parents/carers know about younger children's routine through the day, for example what they had eaten, when their nappy had been changed or whether they had slept.
- * A big book used as daily feedback for families and to discuss activities with children. Children had also shared their own news through annotated photographs.
- * Monthly question on display that was targeted at parents to stimulate ideas.
- * Themed questionnaires, for example evaluations of children's outings, parents' workshops and the admissions procedure.
- * Suggestion box where people could write suggestions for improving the service provided for their children.

This two way communication meant that everyone felt their opinions were respected but also ensured there was continuity in children's care. We could see that findings from some the above approaches were kept in a folder for evidence of parent involvement within the service. The manager told us that staff took this information into consideration in their planning for children and to make improvements to the service.

Staff were using materials from national good practice guidance to further promote children and their parents/carers participation in the centre. Staff had used SCCYP's 7 Golden Rules for Participation to seek older children's views and there were illustrations of this on the noticeboard. SCCYP is the acronym for Scotland's Commissioner for Children and Young People, who play a national role in ensuring that children's voices are heard in all matters affecting them.

We were also very impressed with the progress that staff had made in embedding the Getting it right for every child approach (GIRFEC). GIRFEC information was displayed for parents/carers allowing them to become familiar with the common language and so that they knew that they were essential to the joined up approach that guided the work of the service. There was a display based on the findings of a questionnaire given to parents so that they could evaluate their child's wellbeing using GIRFEC indicators.

These wellbeing indicators that are essential for children to flourish are: safe, healthy, achieving, nurtured, active, respected, responsible and included (SHANARRI).

The parents we spoke to during the inspection all felt very included by the service and believed that there was good communication with management and staff.

We sent out 12 questionnaires to parents/carers and five were returned. All of the responses confirmed that they were given clear information about the service before their child started using it. Four strongly agreed and one 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

We looked at the progress that the service was making with promoting service user involvement, an area they had identified for continued improvement. At feedback the manager told us about the response to questionnaires and other consultation approaches that staff were using and showed us evidence of this which addressed a previous recommendation about engaging with families. From our own questionnaire responses and talking to parents, it was clear that everyone felt welcome and involved in the service. We talked about the challenge of ensuring that the views of children under three years were heard. Staff had already begun to work with SCCYP materials with 3-5 year olds and should explore how these could be adapted for younger children, for example through extending the use of picture prompts.

Management should ensure that all methods of participation are monitored. Please see Areas for Improvement under Quality Theme Four, Quality Statement 4 of this report.

Grade awarded for this statement: 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. As part of this inspection, we focused on how the service promoted children's health and wellbeing through infection prevention and control measures. We also sampled children's personal plans, reviewed medication records, looked at planning and observed the daily routines such as staff/child interaction and children's experiences of sleeping arrangements, nappy changing procedures and lunchtime provision.

Policies and procedures were in place to promote children's health and safety, and meet their individual needs. Children's personal plans included registration information that was kept in individual confidential files for children and included personal details, such as medical conditions, allergies, consent forms and emergency contacts. Sharing these details helped management ensure that parents or their representative were appropriately contacted and involved in decisions about their child's care.

The service had a key worker system to help ensure children's individual needs were met. One of their roles was to monitor children's progress and to liaise with families, including writing up children's personal profiles and care plans ('personal plan'). We sampled these plans and saw that they provided useful information about children's individual needs, routines, likes and dislikes in an 'all about me' format that parents had helped complete when their child was first registered. The parents that we spoke to particularly liked that the information helped staff appreciate their child's individual personality and things that would comfort them, such as - "holding my child's hand to settle him at nap time." Recognising children's wider world and offering consistent care helps children feel safe and secure.

In the reception areas older children had individual coat pegs and a drawer where they kept their personal belongings or things that were important to them, such as artwork to take home. These measures helped give children feel a sense of ownership of their environment and encouraged their independence. There were also individual boxes in the nappy change area where babies' nappies and anything else needed for their personal care were kept.

During the inspection we observed the daily routines that contributed to children's wellbeing. We saw that children were engaged in free play and group activities as well as enjoying energetic outdoor activities. There were some soft furnishings so that children could relax and choose to take some time by themselves or to look at a book with friends. At snack and lunchtime healthy options were offered that were prepared on the premises. For example wholemeal toast and fruit for snack then spaghetti bolognese and ice cream at lunchtime.

Milk or water was offered at these times but fresh water was also available for children throughout the day. Parents/carers had been asked to provide individual drinking bottles for this purpose.

We saw that the service promoted healthy lifestyles in other ways. Children were encouraged to have good personal hygiene routines, such as during hand washing and tooth brushing to help prevent the spread of infection.

We sent out 12 care standard questionnaires and five were returned by parents/carers, all who responded either agreed or strongly agreed that their child could experience and choose from a balanced range of activities at the service, which included having the opportunity to sleep if need be. The respondents confirmed that staff encouraged their child to form positive relationships with each other. These views were reflected in the service's own questionnaires for parents. For example one parent had written:

"Staff know all my daughter's little quirks, they are great!"

Areas for improvement

Lunchtimes were a sociable experience for children however children were served rather than being able to help themselves. We talked to the manager about how practice could be reviewed to give children the opportunity to serve their own meal and to develop social skills: for example, by providing smaller jugs for children to pour their own drink. Snacks and meals were healthy but no choice was offered to children. The manager explained that staff had monitored what children enjoyed and therefore choice was offered through these observations and discussions with children when planning the menus. Special diets were also catered for when needed. The manager agreed that allowing children to serve themselves would also introduce choice as they would be able to choose the size of their portion and which accompaniments or drinks to have. The manager should continue to consult with staff, children and parents on improving the quality of children's lunchtime experiences in ways that will promote children's independence and choice.

One of the parents/carers who had responded to our questionnaires strongly disagreed that staff worked with them and their child on an individual education and support programme for the child. They also didn't know whether staff regularly assessed their child's learning and development to use in planning their next steps. One member of staff had also commented in their questionnaire that there were no care and support plans in place for children. At feedback we spoke to management about the importance of monitoring children's plans and related paperwork to ensure consistency in the style and content.

Logging the six monthly reviews of individual plans would provide evidence that children and parents had been involved in developing the plans and could provide reassurance to families that did not feel they had been given the opportunity to contribute. Please refer to Quality Theme 4, Quality Statement 4 Area for Improvement.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Quality Theme 2: Quality of Environment

Grade awarded for this theme: 5 - Very Good

Statement 1

We ensure that service users and carers participate in assessing and improving the quality of the environment within the service.

Service strengths

Please refer to Quality Theme 1 Quality Statement 1 Service Strengths for approaches used by the service to promote participation.

Management and staff had told us about how keen families were to improve the outdoor environment for children. For example one grandparent had helped build a log path.

All of the questionnaires returned to us confirmed that the service was safe, secure, hygienic, smoke free, pleasant and stimulating. They also agreed that the service had a suitable range of equipment, toys and materials for the children. Most parents/ carers believed there was enough space for their children to play and get involved in a range of activities. One disagreed but was overall happy with the quality of care that their child received. One respondent disagreed that the service made use of community amenities or that children got plenty of fresh air and exercise however we looked at evidence that highlighted various links with the community. For example the service was based within a college and the children had accessed the library and computer suite. There was also a community centre adjacent to the accommodation where children had participated in events such as with visiting theatre companies.

There were lots of children's photos and artwork on display of activities that they enjoyed including walks to a local park to feed the ducks. Parents had evaluated outings that children had participated in and their feedback was on display on the noticeboard.

Areas for improvement

Please refer to Quality Theme 1 Quality Standard 1 Areas for Improvement.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

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 considered the service's progress in meeting a recommendation made under this statement at the last inspection about storage within the 3-5 room. Please refer to information in Section 2 of this report.

The service was based within a college campus. A secure entry system was in place for entering the service accommodation and there was a visitors' book for people to sign in. A register was held in reception for parents/carers to sign their child in and to advise staff who would be picking their child up at the end of the session. These measures meant that management could keep track of who was in their premises and to account for children's presence and safety.

We found the accommodation to be attractive, bright and clean. The playrooms were organised in a way that allowed children to move around freely and choose from a range of activities and resources. There were doors that opened straight from the playrooms for 0-3 year olds into an enclosed outdoor play area. We observed children enjoying energetic physical play in the fresh air, which contributed to their sense of health and wellbeing. The playrooms for children aged 3-5 years were accommodated on the second floor which had a designated pathway to the outdoor play area. As it was the holiday period there were no children using the 3-5 room on the day of inspection however we observed that these rooms were appropriately laid out and resourced for children of that age group.

Measures had been taken to keep children safe in the playroom, such as checklists that showed us that routine cleaning and regular risk assessments had been carried out. The manager told us about how they liaised with the college (the landlord) to ensure that maintenance issues were addressed. Staff told us that any necessary repairs or actions were dealt with swiftly.

The staff that we spoke to were familiar with Health Protection Scotland's guidance on the prevention and control of infection in their type of service. For example they modelled good hand hygiene for children and ensured that they used colour coded clothes to prevent cross contamination between different areas of the playroom such as the kitchen and toilets. These measures helped protect children from the risk of infection to children and to keep them healthy.

The Child Protection Policy was on display so that parents/carers could identify who the Child Protection Co-ordinator was and how any concerns would be handled. The policy and procedures were also 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.

Areas for improvement

We could see that staff regularly carried out risk assessments of all areas to ensure there were no hazards that could get in the way of children's safety or potentially cause an accident. During our inspection we observed that there were long, cord handled shoe bags hanging on children's coat pegs. We discussed the safety implications with the manager and staff during the inspection but observed that by the time we returned for feedback staff had already shortened most of the cords. This helped reduce the likelihood of children choking if they put the strings round their neck. Please see Recommendation 1.

The rooms had been reorganised since the last inspection and storage issues in the 3-5 playrooms had been addressed. The manager told us that there was still limited space for some types of storage that they hoped to address with the college (landlord). For example on the day of inspection we saw that there were mops hanging up in the baby change area and also in the staffroom beside the sink where staff prepared their own food. At feedback we advised management that the storage of mops in these areas was an avoidable situation that could put the health of children and adults risk. Please see Recommendation 2.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 2

Recommendations

1. The manager should ensure that all long cord-handled bags are made safe or removed to ensure the safety of the children.

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

2. The manager should address the infection prevention and control issues regarding storage of mops. This is to ensure a clean and safe environment for children.

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

Quality Theme 3: Quality of Staffing

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 staffing in the service.

Service strengths

Please refer to Quality Theme 1, Quality Statement 1 Service Strengths for approaches used by the service to promote participation.

The staff photo board in the reception included a little personal information about staff such as things that they liked or recent achievements. Some of the staff training certificates and a list of current First Aiders were also on display, which reassured people that children were receiving care and support from staff who were competent and appropriately qualified.

We issued 12 care standard questionnaires to parents/carers and five were completed and returned. Four respondents strongly agreed and the other agreed that they were confident staff had the skills and experience to care for their child. They confirmed that there was always enough staff to provide a good quality of care.

The parents we spoke to during the inspection all commented on how approachable staff were and that they shared information on a daily basis, one said:

"They know he (my child) loves trains, they give him choices. I chat to the girls (staff) before and after his time here."

Areas for improvement

Please refer to Quality Theme 1 Quality Statement 1 Areas for Improvement.

Grade awarded for this statement: 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 looked at the following range of evidence on the quality of staffing and the support systems that the provider had in place for staff:

- * Provider's staff development programme and training policy.
- * Audit of when staff were due to attend core training, such as child protection and what qualifications they required to meet conditions set by SSSC.
- * Induction procedure.
- * Electronic database that recorded individual staff personal details and tracked their continued professional development needs.
- * Provider's annual staff survey to help identify areas for improvement and how staff could be supported better to deliver positive outcomes for children.
- * Regular staff meetings and informal management monitoring of practice kept staff up-to-date with current developments within the service, from the provider's perspective and at a national level.

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.

Four members of staff had completed Care Inspectorate questionnaires and these highlighted that staff felt informed about the policies and procedures that supported their work within the service. Staff confirmed that they were involved in planning and had been provided with access to appropriate training. We saw from the staff training file that recent examples of training included: First Aid; Child Protection; Suicide; GIRFEC. All respondents to our questionnaire felt involved in planning experiences for children and that management had provided access to appropriate training and qualifications. For example one respondent had specified:

"I was given the opportunity to undertake my SVQ4 which I found very interesting and improved my knowledge and understanding on certain areas of my job. I was supported doing so by my line manager."

The staff we spoke to during the inspection also believed that they had opportunities to talk about their day-to-day work and that their opinions were valued. They could give specific examples where resources and plans had been adapted to meet individual children's individual needs and interests.

One member of staff told us about the strengths of the service recording systems that made sure the views of children and parents were taken account of, for example information shared by parents in the child's 'all about me form' was then transferred to the child's care card.

Staff had been motivated by their work around GIRFEC and were beginning to use the principles of the approach in their planning. Staff were also using wall displays and a folder on GIRFEC to help parents understand how everyone was contributing to the all-round wellbeing of children. From looking at samples of children's folders/care cards, room plans and wall displays we could see that staff used children's ideas together with observations to plan the next steps to support children's learning and development.

Areas for improvement

In their self-assessment management had stated that they would improve the service by continuing to retain quality staff. They should continue with these plans. We talked to management about how formalising their system of one to one supervision of staff and room monitoring would help staff feel supported and valued. Please refer to Areas for Improvement under Quality Theme 4, Quality Statement 4.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 5 - Very Good

Statement 1

We ensure that service users and carers participate in assessing and improving the quality of the management and leadership of the service.

Service strengths

Please refer to Quality Theme 1 Quality Statement 1 Service Strengths for approaches used by the service to promote participation.

All of the parents who returned questionnaires to the Care Inspectorate agreed or strongly agreed that they and their child had been involved in developing the service through being asked for ideas and feedback. Overall they were very happy with the quality of care that their child received from the service.

Areas for improvement

Please refer to Quality Theme 1 Quality Statement 1 Areas for Improvement.

We acknowledged that the provider had a Complaints Policy in place, which included contact details for the Care Inspectorate. However we advised the manager that the service complaints policy should reflect the timescale (20 days) for responding to any concerns raised. It would be beneficial to include the complaints policy and procedures within the service induction pack for new parents. The manager agreed to add this information.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Statement 4

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

Service strengths

At the inspection we found the performance of the service was very good for this statement. We considered the service provider's childcare strategy to meet the childcare needs of families in Glasgow as well as supporting parents/carers training and employability. The vision, aims and objectives of the service were clearly on display so that everyone could understand the purpose of the way staff worked with children and families and how they planned to improve the service. For example, the service manager told us that they were liaising with the college student admissions office to help smooth the placement procedures for children of students, which helped ease children's transition from home to childcare.

We looked at the monthly audits that management tracked and found that these were in line with the records that all registered services must keep. There was an on-going review of policies to support the work of the service. For example, parents/carers and staff had been consulted on the development of the new mission statement for the organisation. The service manager was in the process of introducing the provider's new systems for monitoring and evaluating the work of the service, which would help in the formulation of the next improvement plan. This new system was underpinned by 'Child at the Centre 2', a national self-evaluation tool which tells us how the service thinks they are performing over the four quality themes: quality of care and support, the quality of the environment, the quality of staffing and the quality of management and leadership.

We looked at evidence of how management and staff were already involved in assessing the quality of the service that they provided within the following activities:

- * Minutes of staff meetings
- * Monitoring checklists
- * Attendance register of children and of staff which demonstrated that staff: child ratios were in keeping with national care standards
- * Staff professional development reviews (PDR)
- * Support systems for managing staff absences

The manager was supported by peers at the provider's area manager meetings. The manager told us about the resilience sub groups that were used by the provider to ensure that good practice was being shared across its services and that national policy was being appropriately implemented by staff. This meant that children could benefit from activities that had been planned and evaluated by staff who understood the importance of high quality interaction. We saw that children had opportunities to influence their activities and planning, for example through the use of big books.

Areas for improvement

Management should continue with their plans to implement the new quality assurance systems. As part of this the service manager needs to ensure that all records, plans and policies are monitored and that information for people reflects the most current guidance. For example the Care Inspectorate registration certificate and service insurance documents were not displayed where everyone could see them. The Complaints Procedures and Child Protection Policy that were made available to parents/carers had not been updated to reflect the provider's policies.

Management and staff should be more vigilant in dating children's plans so that everyone can see that they are relevant to individual children's current needs. This would help ensure that children's needs were being met and planning continued to support their learning and development.

The manager should continue to support the very good ethos within the staff team, providing staff with opportunities to continue to develop individually as well as a team. During the inspection we had identified through staff training records, PDRs and discussions that one member of staff had an identified gap in their training needs, which was ongoing. We acknowledged that the service provider had Professional Development and Review processes in place however this could be strengthened by formalising the regular one to one supervision of staff. At feedback we also talked to management about the importance of linking training plans to the service improvement plan and including realistic timescales, for example short, medium and long term targets. This would demonstrate the commitment of the service provider to supporting staff access the necessary training for their job. Please see Recommendation 1.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 1

Recommendations

1. The manager of the service should continue to implement a robust system for monitoring and evaluating the quality of the work of each member of staff and the service as a whole.

For example: regularly updating policies in line with best practice; auditing of children's personal plans; formalising staff support and supervision; demonstrating links between planned staff training and the service improvement plan.

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 Other information

Complaints

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

Enforcements

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

Additional Information

n/a

Action Plan

Failure to submit an appropriate action plan within the required timescale, including any agreed extension, where requirements and recommendations have been made, will result in the Care Inspectorate re-grading a Quality Statement within the Quality of Management and Leadership Theme (or for childminders, Quality of Staffing Theme) as unsatisfactory (1). This will result in the Quality Theme being re-graded as unsatisfactory (1).

5 Summary of grades

Quality of Care and Support - 5 - Very Good	
Statement 1	5 - Very Good
Statement 3	5 - Very Good
Quality of Environment - 5 - Very Good	
Statement 1	5 - Very Good
Statement 2	5 - Very Good
Quality of Staffing - 5 - Very Good	
Statement 1	5 - Very Good
Statement 3	5 - Very Good
Quality of Management and Leadership - 5 - Very Good	
Statement 1	5 - Very Good
Statement 4	5 - Very Good

6 Inspection and grading history

Date	Type	Gradings
2 Oct 2012	Unannounced	Care and support 5 - Very Good Environment 5 - Very Good Staffing 5 - Very Good Management and Leadership 5 - Very Good

All inspections and grades before 1 April 2011 are those reported by the former regulator of care services, the Care Commission.

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