

Rising Stars Nethan Street (After School) Day Care of Children

19 Nethan Street
Govan
Glasgow
G51 3LX

Telephone: 0141 425 1739

Type of inspection: Unannounced
Inspection completed on: 21 December 2017

Service provided by:
Jobs and Business Glasgow

Service provider number:
SP2003001314

Care service number:
CS2005088133

About the service

Rising Stars Nethan Street (After School) has been registered with the Care Inspectorate since 2011. It is registered to provide a care service to a maximum of 88 children of school age.

The service is provided by Jobs and Business Glasgow and operates from stand alone premises in the Govan area of Glasgow. It has a recently refurbished outdoor play area where children can safely enjoy a range of activities in the fresh air.

The service operates between 3pm and 6pm, Monday to Friday during school term. During school holidays and in service days it operates between 8am and 6pm. Also between August and October, the service operates Monday to Friday between 12 midday and 6pm to accommodate children in Primary One.

The overarching mission of the service provider is 'to provide high quality early learning and childcare that is more affordable in a safe, secure and stimulating environment where each child will be nurtured to achieve their full potential. We are committed to continuous improvement using current legislation and research about quality in early learning and childcare to achieve high standards and we strive to be sector leading.'

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure they have the best start in life, are ready to succeed and live longer, healthier lives. We check services are meeting the principles of Getting it right for every child (GIRFEC); Scotland's national approach to improving outcomes and wellbeing for children by offering the right help at the right time from the right people. GIRFEC supports children and their parents to work with the services that can help them. There are eight wellbeing indicators at the heart of GIRFEC: safe, healthy, achieving, nurtured, active, respected, responsible and included.

What people told us

There were 47 children present on the afternoon of our inspection and 27 when we continued the inspection on the morning of an in service day a few days later. On both days, children settled quickly into activities of their choosing and confidently interacted with staff. Some of the children chatted to us about what they liked best about the service and where they thought it could improve. They were clearly accustomed to their views being listened to by staff in the service. Three children agreed to complete our survey about the quality of the service. Their responses included:

"I feel happy because I have friends from other schools."

(I feel very happy)... "because it makes me feel like people really care about me. (Staff are very good) because they help you if you are stuck with something."

"Sometimes the staff can be a bit too protective. The games and activities are fun because they are safe."

We received seven completed questionnaires from parents/carers before the inspection and also spoke with two parents during the inspection process. All responses highlighted that overall parents/carers were very happy with the quality of care their child received from the service.

Their comments included:

"I am very happy with care of my child."

"All the staff are friendly. Always tell you when my child will be going on a trip so we can prepare if needed. Always provide us with a summer holiday plan to keep children entertained."

"The boys love going outside but everything here seems to be decided by children; their choices. They love it. There would be nothing worse if they had something bothering them and I couldn't do anything about it. Anytime I've had a concern it's dealt with straight away."

"Staff are fantastic, very hands on and seem to want to be here."

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their own quality assurance paperwork, which demonstrated the service priorities for development and how they were monitoring the quality of their provision.

From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	not assessed
Quality of staffing	not assessed
Quality of management and leadership	4 - Good

What the service does well

We observed that interactions between staff and children were nurturing, playful and inclusive. There were also respectful relationships between staff and parents/carers at pick up times. This helped everyone feel valued and respected. Staff told us about the training they had participated in to support children's health and wellbeing. They had especially liked training on the play workers toolkit that explained play types thus helping them to observe, reflect and analyse children's playing before intervening or making changes to the planned activities. We saw that through active play indoors and outdoors children were learning social skills such as sharing, turn-taking, self-discipline and tolerance of others. This contributed to children being included and achieving.

The previous manager had built effective links with external organisations to improve outcomes for children. For example, they had accessed funding from a local business to replace children's outdoor play equipment. This meant that children could enjoy direct access to a safely enclosed outdoor space with facilities that motivated them to be physically active and promoted their healthy lifestyle. The new manager had been in post less than a year but was keen to identify new partners, as well as building capacity within the team to make improvements to the quality of the service. We found from the minutes of meetings and conversations with staff that new systems were to be implemented from the beginning of the New Year. For example, staff responsibility for keeping children's personal plans up-to-date and involving children more proactively in the planning and evaluation of activities. This included reconvening the Children's Committee and demonstrated to us that children were included meaningfully in decision making about how the service was delivered to them.

The service subscribed to Scottish Out of School Care Network's (SOSCN) quality assurance scheme, 'Achieving Quality Scotland', and had been awarded a silver star in recognition of the good quality of their practice. The manager showed us how they had begun to use a similar structure to compile a service improvement big book. This was so that staff, children and families were involved in the self evaluation of the service.

What the service could do better

In response to a previous recommendation, the service provider had reviewed the policies and related procedures for the management and storage of children's medication. However, we found that these had not been fully implemented. For example, while children's medication was stored in individual zip lock bags, these were not clearly labelled with the relevant information for children including their name, date of birth and medication expiry date. Full details had not always been recorded for when a child's medication was prescribed 'as required.' By our return visit the manager had improved the medication storage systems and begun to update children's care plans. We have repeated this recommendation to ensure that management is vigilant about monitoring record keeping of children's medication. This will contribute to children's health and safety. (See recommendation 1).

We praised the manager and staff for their work toward gaining a silver award for the Achieving Quality Scotland scheme. This had assisted them in their monitoring and evaluation of the service. During our inspection we identified areas where monitoring of specific areas of service operation could be improved. For example, children's personal plans, recording and storage of children's medication and staff support. We acknowledged that both children's personal plans and paperwork for staff professional reviews had been developed by the provider to incorporate best practice. However, there was potential to include more detail within individual plans for children and staff to ensure a consistent approach to supporting their development. In general the manager and staff needed to be more vigilant about logging dates within their record keeping and ensuring all fields were completed in monitoring templates issued by the service provider. This is to make sure that information is current and relevant to the needs of service users. (See recommendation 2).

The manager planned to delegate more leadership responsibilities to individual members of the staff team to support their professional development. They should continue with these plans as it will give staff ownership of taking forward areas for service improvement. We signposted the manager to Scottish Social Service Council's (SSSC) online 'Step into leadership' programme that would help give individual members of staff confidence in their own leadership potential. <http://www.stepintoleadership.info/> SSSC is the regulator for the social service workforce in Scotland. They help ensure that services are being provided by a trusted, skilled and confident workforce.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 2

1. Management should review the procedures for the storage and administration of children's medication and incorporate best practice.

The manager 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.

2. The manager of the service should continue to implement a robust system for monitoring and evaluating the quality of the service as a whole.

For example: auditing of children's personal plans; monitoring the management of children's medication; embedding approaches to staff supervision.

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

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Inspection and grading history

Date	Type	Gradings
24 Feb 2015	Unannounced	Care and support 4 - Good Environment 4 - Good Staffing 5 - Very good Management and leadership 4 - Good
18 Jun 2012	Unannounced	Care and support 4 - Good Environment 4 - Good Staffing 4 - Good Management and leadership 4 - Good
18 Oct 2011	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing Not assessed Management and leadership Not assessed
17 Mar 2010	Unannounced	Care and support 5 - Very good

Date	Type	Gradings	
		Environment Staffing Management and leadership	Not assessed 5 - Very good Not assessed
5 Nov 2008	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good 4 - Good 2 - Weak 4 - Good

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