

Care service inspection report

Quality themed inspection (day care for children)

Rising Stars Westerhouse Road Day Care of Children

c/o John Wheatley College
1200 Westerhouse Road
Easterhouse
Glasgow

Service provided by: Jobs and Business Glasgow

Service provider number: SP2003001314

Care service number: CS2011285815

Inspection Visit Type: Unannounced

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1 About the service we inspected

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

This service registered with the Care Inspectorate on 19 September 2011.

We carried out a 'themed' inspection. This targeted approach means that we looked at identified aspects focusing on children's experiences under each quality theme.

Rising Stars Westerhouse Road is one of Jobs and Business Glasgow's early learning and childcare services. The service 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 service is registered to provide a care service to a maximum of 34 children across the following age range:

- Sixteen children aged from one to under three years
- Eighteen children aged three years to those not yet attending primary school.

The nursery vision is "to value and respect children, carers and families and recognise that they have a right to have their opinions heard, valued and acted upon. We recognise all children as individuals with differing needs. Provide a relaxed fun learning environment."

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

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 Tuesday

7 June 2016 between 9.10am and 3pm. We gave feedback to the service manager on the same afternoon.

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 10 Care Standards questionnaires to parents/carers who use the service and received two completed questionnaires during the inspection process. We also asked the manager to give out four questionnaires to staff and we received all of these back, completed.

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

We spoke with:

- Manager of the service and members of the team, including the cook.
- Two parents
- Children.

We looked at:

- Quality assurance systems, including the service Care Inspectorate registration certificate, insurance documents and complaints procedures
- Safe recruitment procedures, including sample of staff files
- Parent/Carer information displays, including service provider's website
- Registration and planning information about children
- Organisation of children's environments and resources
- Observations of how staff work with children
- Risk assessments and records kept for accidents and incidents
- Analysis of questionnaires that were returned from parents/carers and staff.

Taking the views of people using the care service into account

During the inspection, there were 18 children present between the two playrooms; 12 under threes and six aged three to five years. All of the children

were happy and relaxed in the company of staff, who listened to their ideas for how they wanted to spend their day at nursery. Children showed us the activities they liked best and explained some of their daily routines at nursery. For example, one little boy aged almost three talked us through his profile folder, explaining from the photographs who his friends were and taking pride in the examples of his artwork.

Taking carers' views into account

Ten Care Standards questionnaires were sent out by the Care Inspectorate and two were returned before the inspection. Both responded positively to most questions related to the quality of care provided by the service and had included the following comments:

"A really great nursery. Staff are amazing."

"I would welcome a parents' evening where individual feedback could be provided regarding my child's development/social skills, etc., within the nursery."

We also spoke to two parents/carers during the inspection process, both of whom spoke highly about the quality of experiences offered to children. Parents' perspectives have been incorporated in this report.

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.

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

The service identified what it thought it did well, some areas for development and any changes it had planned. The service told us how their users had taken part in the self-assessment process.

2 The grades we awarded

We grade the quality of care and support, quality of the environment, quality of staffing and quality of management and leadership. In each case, we award a grade on a scale from 1 to 6, where 1 is unsatisfactory and 6 is excellent.

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

3 Quality of care and support

Findings from the inspection

We focussed on responsive care, including child protection under this quality theme. This had contributed to children being nurtured and safe while at nursery.

The planning records held demonstrated that staff used appropriate curricular guidance to plan resources and activities that took account of children's individual needs and interests. We could see that staff evaluated children's engagement in activities; they made good use of the wellbeing indicators from GIRFEC to support and track outcomes for children. This information was on display for parents/carers so that they could see how staff were supporting children's development and share ideas for extending children's play at home. The parents we spoke to confirmed that they had built trusting relationships with staff. They believed the keyworker approach helped support discussions about their child where they reviewed their child's individual progress and planned the next steps in their learning and development. We spoke to the manager about monitoring children's personal plans to ensure that the next steps recorded were personalized to that child.

There was a noticeboard dedicated to information about child protection, including advising everyone that the service manager was the child protection co-ordinator. This helped everyone understand the arrangements in place to ensure children's wellbeing and to keep them safe. The staff attended child protection training

annually and staff we spoke to were aware of their responsibilities for safeguarding children.

Grade

The quality of care and support is graded 5 - Very Good

Requirements

Number of requirements - 0

Recommendations

Number of recommendations - 0

4 Quality of environment

Findings from the inspection

For this quality theme, we focussed on the way staff had created an environment which allowed children free choice and where their age, stage and preferences were taken into account. This was so that children would actively engage in their learning and have opportunities to achieve.

The service catered for term time as well as full year attendance of children. Staff used the available space flexibly to reflect the needs of each cohort of children. For example, as there were no small babies, the playroom for younger children had been opened up to support children's transition and the development of friendships. Older children were able to influence the layout of the room; we observed staff and children discussing how the stage should be transformed as it was no longer needed for graduations.

Resources were easily accessible for children. In the playroom for under threes, materials were stored in baskets at child height which meant they could be viewed and chosen safely. In the three to five playroom, a combination of pictorial and word labels had been secured to storage boxes to enable children to see what was inside and familiarise them with print. This helped support the early development of literacy skills.

Staff encouraged children to tidy up the playroom at the end of free play. The children were taking responsibility for their own safety within the environment. They

had helped set the golden rules for behaviour, such as using walking feet and were praised for their efforts, giving them a sense of achievement.

Grade

The quality of environment is graded 5 - Very Good

Requirements

Number of requirements - 0

Recommendations

Number of recommendations - 0

5 Quality of staffing

Findings from the inspection

At this inspection, we focused on safe recruitment and how systems for supporting staff's continuous development contributed to everyone being felt respected and included within the service.

We found that the service provider had a checklist system in place to ensure staff recruited had been subject to the necessary checks and references and were suited to be working with children in their early years. One of the area managers had responsibility for monitoring staff registration with Scottish Social Services Council (SSSC), including staff compliance with any qualifications conditions. The SSSC is responsible for registering people who work in social services and regulating their education and training.

The service provider had an annual training plan to ensure that all staff kept up-to-date with new legislation and best practice. Staff participated in training with colleagues from the providers of other services, which helped develop a shared identity and to share ideas for practice that would support good outcomes for children. We could see that the manager monitored the environment and staff practice in order to support staff and identify any training needs.

The above approach had helped create a working environment where everyone's contribution was recognised and respected. We observed very good teamwork during our inspection, where respectful relationships were modelled for children.

Grade

The quality of staffing is graded 5 - Very Good

Requirements

Number of requirements - 0

Recommendations

Number of recommendations - 0

6 Quality of management and leadership

Findings from the inspection

For this quality theme, we focussed on quality assurance including the structures that the service provider had in place to support the service to deliver good outcomes for children. This contributed to staff, children, and parents/carers feeling respected and included.

The manager was using the provider's auditing processes to monitor operations within the service. The manager regularly surveyed parents/carers about how the service was provided and displayed user-friendly feedback on how they planned to take forward any suggestions. Staff meetings provided opportunities for staff to self-evaluate the service and they, in turn, used observations of children, mind maps and big books to help ensure children's voices were heard and included.

Staff had the opportunity to attend the provider's resilience groups to help embed policy in a way that was relevant to their service context. For example, one group had reviewed the format of children's personal plans to ensure there was a consistent approach to recording and monitoring children's care development.

The manager had attended training on 'Building the Ambition' - Scottish Government's guidance on early learning and childcare and used this to develop a big book approach to service self-evaluation. We discussed using the quality indicators from the national framework 'How Good is Our Early Learning and Childcare' to provide focus to monitoring the service and agree leadership roles across the team. This would help the service to agree an improvement plan so that everyone was clear about service priorities, allocated responsibility, resources needed and timescales (please see recommendation 1).

Grade

The quality of management and leadership is graded 5 - Very Good

Requirements

Number of requirements - 0

Recommendations

Number of recommendations - 1

1. The service manager and staff team should produce an improvement plan for the service.

The improvement plan should be communicated in a user-friendly format so that

people can see their own contribution to the life and work of their service.

National Care Standards for early education and childcare up to the age of 16
- Standard 13: Improving the service and Standard 14: Well-managed service.

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

Previous requirements

There are no outstanding requirements.

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

Previous 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 for early education and childcare up to the age of 16
- Standard 2: A safe environment.

This recommendation was made on 08 August 2014

This was achieved during the previous inspection visit by shortening strings and tying additional knots to ensure there were no long loops. However, staff should remain vigilant about any new bags brought into the service. The manager agreed to add this point to the risk assessment for the playrooms and cloakroom area.

The recommendation had been met.

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 for early education and childcare up to the age of 16 - Standard 2: A safe environment.

This recommendation was made on 08 August 2014

The manager had agreed with the landlord that one of the mops could be stored in the locked cleaner's cupboard. A system was in place to bring a mop into each playroom at the beginning of the session to mop up immediate spillages such as those created by the children's water tray or sinks in the toilet areas. Mops were aired when not in use.

The recommendation had been met.

3. 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 for early education and childcare up to the age of 16 - Standard 13: Improving the service and Standard 14: Well-managed service.

This recommendation was made on 08 August 2014

The manager had been using processes based around Child at the Centre 2 as well as the service provider's policies and procedures to monitor the service. We could see that they were in the process of introducing a big book approach for letting people see how areas for improvement were identified and progressed. We noted that there was no improvement plan in place to prioritise areas for improvement This is the subject of a new recommendation under quality theme 4.

The recommendation was ongoing.

9 Complaints

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

10 Enforcements

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

11 Additional Information

There is no additional information.

12 Inspection and grading history

Date	Type	Gradings	
8 Aug 2014	Unannounced	Care and support	5 - Very Good
		Environment	5 - Very Good
		Staffing	5 - Very Good
		Management and Leadership	5 - Very Good
2 Oct 2012	Unannounced	Care and support	5 - Very Good
		Environment	5 - Very Good
		Staffing	5 - Very Good
		Management and Leadership	5 - Very Good

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