

Care service inspection report

Full inspection

Jordanhill Out Of School Service Ltd Day Care of Children

Jordanhill Church
28 Woodend Drive
Glasgow



HAPPY TO TRANSLATE

Service provided by: Jordanhill Out Of School Service Ltd

Service provider number: SP2003001222

Care service number: CS2003005763

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	5	Very Good
Quality of management and leadership	4	Good

What the service does well

Jordanhill Out Of School Service (JOSS) offers children a happy environment where they can play and socialise with their friends. The service was found to be providing very good service in relation to the participation of children and families. The service has a very inclusive ethos which means that everyone feels that their contribution to the life and work of the service is valued.

What the service could do better

We have recommended that the service review their management of children's medication and also the systems for monitoring the attendance of children, staff and visitors. These are measures to ensure the safety of children at all times.

What the service has done since the last inspection

The service had developed children's personal plans and addressed two other recommendations related to infection prevention and control within the environment. This had led to an improvement in the quality of experiences offered to children.

Conclusion

The service are confident about involving children and staff in all decisions related to the quality of the service delivered to families. Parents held a positive view of the staff and the experiences that they provide for their children.

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

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 was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011.

JOSS is a service provided by Jordanhill Out Of School Service Ltd. The service operates from church halls in the west end of Glasgow. The service is registered to provide a care service to a maximum of 85 children up to the age of 16 years.

The service operates during term time between the hours of 7.45am and 6pm on Monday to Friday.

The service aim is that JOSS will be "Where children are treated with respect and have fun within a safe and caring environment." A full copy of the 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 5 - Very Good

Quality of management and leadership - Grade 4 - Good

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

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

2 How we inspected this service

The level of inspection we carried out

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

What we did during the inspection

We wrote this report following an unannounced inspection. This was carried out by an Inspector for the Care Inspectorate. The inspection took place on Tuesday 10 November 2015 between 7.45am and 5.45pm. We returned to give feedback to a representative of the service provider, the service manager and their deputy on Friday 13 November 2015.

As part of the inspection, we took account of the completed annual return and self assessment forms that we had asked the provider to complete and submit to us. The statements that we have chosen to inspect against under each Quality Theme have been guided by an evaluation of this information together with the responses people gave to our questionnaires.

We sent 60 care standard questionnaires to parents/carers who use the service and received 45 completed questionnaires before the inspection visit. We also received six completed questionnaires from staff.

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

We spoke with:

- The manager of the service and members of the staff team
- Groups of children.

We looked at:

- Registration certificate
- Insurance certificate

- Evidence from the provider's self assessment
- Policies and procedures, including quality assurance
- Observations of how staff work with children
- Registration information and personal planning records about children
- Written information on display for parents/carers and available online
- Staff training and supervision records
- Administration and storage of medication
- Record of accidents and incidents
- Risk assessments
- Infection prevention and control measures
- Tools for children's participation, for example in evaluating activities
- Analysis of care standard questionnaires.

Grading the service against quality themes and statements

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

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

Inspection Focus Areas (IFAs)

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

Fire safety issues

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

The annual return

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

Annual Return Received: Yes - Electronic

Comments on Self Assessment

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

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

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

Taking the views of people using the care service into account

We observed caring staff interactions with children where children's ideas were listened to and taken forward. We explained who we were to a group of children aged seven to nine years and asked them if they would mind filling in a questionnaire for us. Five questionnaires were completed by the children and the written responses were mainly enthusiastic, for example:

"At the group I feel comforted and happy because they're (staff) nice and they give us nice snacks and let us play with good toys."

Taking carers' views into account

60 care standards questionnaires were sent out by the Care Inspectorate and 45 were returned by parents/carers before the inspection, 26 of these respondents had taken time to add constructive comments, which included:

"JOSS provides a fantastic service, my children are very happy there and enjoy the range of activities on offer. They are regularly asked for ideas for new activities, and have great fun with their friends."

"JOSS is a very well organised service which provides a good range of activities. The children are safely and effectively shepherded to school which is a credit to the staff."

"Excellent service- we are so lucky to have this. Very reactive my daughter complains if I pick her up too early. The service goes out of its way to allow children to attend clubs and extra curricular activities. Very economical too and real sense of community."

"The service allows some flexibility in days which is of great benefit to shift working parents."

Other views from parents/carers 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. The service was provided by a voluntary parent committee and other parents/carers were encouraged to become involved at the time of the annual general meeting. In this way parents/carers could influence the decisions made about how the service was run and monitored.

We observed that a member of staff was always on door duty to welcome people into the service and there was informal sharing of information between parents/carers and staff as children were dropped off and picked up. There were dedicated noticeboards in two of the main rooms used by children that displayed other information on various aspects of the service, including a copy of their registration certificate as well as details about local and national initiatives that might be of interest to families, such as 'Getting It Right For Every Child' (GIRFEC). GIRFEC is the national approach promoted by Scottish Government for everyone to work together to support children's all round needs. GIRFEC includes wellbeing indicators that are essential for children and young people to flourish, which are: 'Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included' (SHANARRI).

Some of the information displayed was child led so that children understood the relevance of the content to them and how staff hoped to promote good outcomes for children, young people and families. There were various ways that parents could find out more or give their own suggestions for developing the service, these included:

- Service website containing information about the service ethos, policy and staff.
- Newsletter and emails from the manager highlighting issues impacting on the quality of children's care, such as planned improvements to the environment.
- Service invitation to various events such as coffee mornings, fundraising, open days and ceilidhs, feedback forms for these events helped staff improve provision to meet family needs.
- Regular questionnaires and online surveys to consult with parents/carers, for example on resources that would meet children's interests.
- Comments box for people to share their opinions about what the service was doing well or how things could be improved.

Staff were using the following approaches to promote children's active participation:

- Keyworkers, a keyworker is an identified member of staff who takes a special interest in individual children's care and development and monitors their progress. This helped children feeling safe and included while at the service
- Reference to the United Nation Rights of the Child and to play principles on display so that children knew their rights would be respected by staff and their views taken account of in planning the service
- Voting systems so that children could be involved in planning and evaluating activities
- Range of rooms, resources and activities that were easy for children to choose from and promote choice
- Children took the lead in decided fundraising activities and determining charities where older children took responsibility for liaising with the charities. This helped children to learn about citizenship and gave them a sense of achievement.

In this way there was a genuine two way flow of communication between children and staff where the links with children's wider world were acknowledged. This contributed to children feeling safe, respected and included.

Parents and carers had clearly taken time and effort to complete the care standards questionnaires and had included detailed comments. All responses confirmed that they had received clear information about the service before their child started using it.

Of the questionnaires completed, 33 parents strongly agreed and 7 agreed that they continued to be kept informed about what was happening in the service, for example, through newsletters. Five parents didn't give a response to this question. Written comments included:

"I have always found the staff at JOSS very approachable. The manager is organised and keeps me informed of what is going on. Staff feedback on my child's progress when necessary."

"Children are consulted regularly about what is on offer and make a major contribution to events. The manager and staff team are highly committed to the children and families, and many of them (staff) have stayed with the service over a long period, demonstrating contentment with the service. Newsletters are regular and informative."

Areas for improvement

The service should continue to build on their very good practice of promoting service user participation. We noted that only one of the five children who completed our questionnaires said they were able to make decisions at the service. He explained this by saying:

"We get our opinions but they chose...sometimes, since I'm older, I can make decisions."

At feedback we talked to management about how staff could involve children more explicitly in decision making so that children could recognise their own contribution and feel responsible and achieving. For example children could be involved in assessing and recording risks in the service 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

At the inspection we found the performance of the service was very good for this statement. For this statement we observed how staff implemented the policies and procedures that the service had in place to promote children's health, safety, 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 and staff. We also followed up on a previous recommendation about reviewing children's care plans that had now been met. Please refer to information in Section 5 of this report.

Parents/carers all provided registration details for their child when they first joined the service. Primary one children shared details about their family, likes, dislikes and interests within an 'all about me' booklet. This had recently been developed to incorporate the wellbeing indicators from GIRFEC (Getting It Right For Every Child) and was being rolled out to older children. This information constituted the child's personal plan that services are required to provide for all of its users.

We sampled children's personal plans for evidence to support how children's health, wellbeing and safety needs were being met. There was personal information, emergency contacts, consent forms and where it had been needed, accident/incident and medication forms. The plans ensured staff could share information with families and try to meet children's individual needs as well as supporting their care and development.

In addition to keyworkers, the manager had introduced a system whereby a named person took forward any issues that needed focussed attention, for example, if there were concerns about a child's behaviour.

The named person linked with the keyworker so that any action was timely and proportionate and that any agreed strategies were shared with the child's family to help ensure consistency in the child's care. This contributed to children being safe, healthy and nurtured.

Staff were supporting children's emotional wellbeing throughout our inspection we saw that staff were warm and sensitive in their interactions with children and listened to their ideas about what they would like to do next.

There was a quiet room with soft furnishings where children could relax with their friends or spend a quiet time by themselves. Parents appreciated that this was beneficial to children at the end of their school day, for example one had said in their questionnaire:

"JOSS provides a safe and secure environment. The staff are very approachable and flexible. The children are encouraged to be active but can spend time in a quiet room if they need to rest."

"When my daughter wants quiet time she is able to play by herself too. The staff are great at balancing this."

Staff had participated in training related to this quality theme, such as infection control and food hygiene. Snack foods were stored in a cupboard or fridge and we saw that there was a log to ensure this was maintained at an appropriate temperature. This helped prevent bugs from multiplying in foods that needed to be chilled, thus reducing the likelihood of children contracting food poisoning.

The service had collated information about allergens and made this available to families to reduce the risk of children coming into contact with foods they may be allergic to. These measures kept children safe and healthy.

We observed children enjoying a snack of wholemeal toast and fresh fruit during our inspection and they also had access to fresh drinking water throughout their session, thus contributing to children's healthy diet.

We sent out 60 care standards questionnaires and 45 were returned by parents/carers. All who responded were overall happy with the quality of care and support provided by the service. They confirmed that their child could experience and choose from a balanced range of activities at nursery.

Of the questionnaires returned, 22 respondents strongly agreed and 16 agreed that the staff encouraged their child to form positive relationships with other children, three didn't know whether this happened and one disagreed. Three parents didn't give a response to this question.

Areas for improvement

The service should continue to embed GIRFEC within their planning for children, including children's individual plans. At feedback we spoke about how some of this information could be made more accessible to children to give them more responsibility.

We saw that in the main there were very good processes in place for managing children's medication. However there was some out of date medication that had been recorded as being out of date but not returned to the child's family for disposal.

We observed that there were also four bottles of stock paracetamol which is not considered to be good practice. We referred management to the Care Inspectorate publication - The Management of Medication in Daycare and Childminding Services (2014) which can be found in the HUB section of our website <http://hub.careinspectorate.com> Please refer to Recommendation 1.

Grade

5 - Very Good

Number of requirements - 0

Recommendations

Number of recommendations - 1

1. The service should review the procedures for the storage of medication and incorporate best practice.

Staff should refer to the Care Inspectorate's publication: Management of Medication in Daycare and Childminding Services.

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

Quality Theme 2: Quality of Environment

Grade awarded for this theme: 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 concluded this after we observed practice, analysed parent/ carer questionnaires, spoke with children and staff and looked at relevant documentation.

We also focussed on the service's progress toward meeting two previous recommendations about upgrading children's toilets and putting pedal bins in place. Please refer to information in Section 5 of this report.

The service was based within a church and had access to designated rooms, for example a large hall suitable for children's energetic physical play, a room that was used for crafts and table top activities including homework and a quiet room with soft furnishings where children could relax. There were other rooms shared by church groups although not at the same time as the service. These included kitchen, toilets and office facilities where information about children could be securely stored.

We observed management monitoring staff deployment over different periods of our inspection and being responsive to situations where additional staff in certain areas would benefit children. Entrance to the service accommodation was via a main door that was locked at all times and had a bell for entry. This meant staff could check who was entering the building and make sure unknown adults did not have any contact with children.

We saw that comprehensive registers were kept for children and accompanied the escorts who were collecting children from school. These measures ensured that management could monitor who was in the service at any given time and who they needed to account for in an emergency, thus keeping children safe and secure.

The service had a child protection policy so that everyone was aware of staff responsibilities in safeguarding children. The staff we spoke to said that they regularly updated their training on child protection and were confident that they would follow the appropriate procedures, including whistleblowing if they had any concerns about any of their colleague's practice.

The service accommodation was clean and well maintained by the church (the landlord). For example a daily cleaner was employed but service staff made sure all areas and resources used by children were safe and hygienic. Children were encouraged to take responsibility by clearing up when they were finished with materials.

The manager carried out regular risk assessments of all areas accessed by children including for their walk between the school and the service, which was escorted. We were able to see an appropriate accident and incident policy was in place and accident records were logged.

There was a well-stocked first aid box and staff were trained in first aid, which helped make sure there was always a qualified person on duty to respond to any accidents involving children or staff. These measures gave parents reassurance that staff were vigilant about the continued health and safety of their child.

Most parents/carers who returned questionnaires to the Care Inspectorate confirmed that the service was safe, secure, hygienic, smoke free, pleasant and stimulating. One disagreed with this statement.

Areas for improvement

The service should continue to build on their good practice of providing a safe environment for children. We acknowledged the good practice of staff listening to the purpose of our visit and checking our identity badge when we arrived at the service. However there was not a facility for us to sign in, such as a visitors' book.

The morning club offered a flexible service to families, where an annual booking system was used for those who required the same days for their children throughout the year plus a drop-in approach for parents who required more flexibility due to work shift patterns or last minute appointments. At feedback we acknowledged this good practice of being responsive to the needs of families however on the morning of our visit we observed that one child who was using the service on a flexible basis had been added to the attendance register at the last minute. Staff did not take the attendance register with them when children were accompanied to school in the morning so that they could account for the children present. The manager explained that staff left the register at the service because they would not be returning to the service but that they had a record of children's emergency contact numbers on the service mobile that they took with them on escort duty. The manager agreed to review the practice so that it was more in keeping with afternoon protocols.

Similarly morning club staff knew who the core staff on duty should be at different times of the day but rotas were not on display and there was no signing in procedures for them in the morning to ensure that staff: child ratios were being adhered to. One parent had commented in their questionnaire that:

"As an after school service, I don't expect to have the same relationship with the staff as I did at nursery level. But I do have to admit, I don't always recognise the staff by name, and neither does my son, although they certainly know him."

Keeping accurate records of who should be and is in the service accommodation demonstrates management accountability and helps ensure children's safety and security. Please see Recommendation 1.

The space had been organised for children to move around safely. On the day of inspection two fire doors had been propped open. The manager confirmed that one of these had been discussed with the fire safety officer who had agreed that this provided a safe exit route for children down a stairwell.

The other door was open to allow staff to supervise children using a room when staff were in an adjacent room. The manager agreed that this was not good practice as doors were in place not only to provide a safe exit but also to prevent the spread of fire and keep service users safe. Please see Recommendation 2.

Grade

4 - Good

Number of requirements - 0

Recommendations

Number of recommendations - 2

1. The manager should ensure that systems are in place to log who is in the service at all times of operation. This includes children, staff and visitors and is to ensure the safety and security of children, inside and outside.

National Care Standards for Early Education and Childcare up to the age of 16:
Standard 2 - A Safe Environment and Standard 14 - Well Managed Service.

2. The manager should ensure that proper use of fire doors is made. Staff and children should be reminded of the importance of this measure for keeping everyone safe.

National Care Standards for 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 good for this statement. We concluded this following observation of staff practice and how children spent their time at the service, discussion with children and staff and analysing parent care standard questionnaires. Please refer to service strengths under Quality Theme 1, Statement 1 and Statement 3 for additional evidence of how staff had worked with children to ensure the environment was relevant to their individual needs and interests.

Children were welcomed into the service by staff that made sure they asked children how their day had been and showed an interest. This helped children feel respected and included.

During the inspection, children could participate in free play and organised activities as well as doing their homework if they chose. Activities were led by members of staff which children could choose to join whether or not it was their keyworker. In this way children built relationships with different members of the staff team.

Throughout the visit we were impressed by the relaxed nurturing environment staff had created for children despite the high numbers of children attending.

Staff were in the process of updating their playwork skills through bespoke training for the team. This was to ensure that the team implemented a consistent approach to promoting good outcomes for children based on play principles. Play principles recognise that children and young people's capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities. We observed that children had ownership of their environment for play and for personal routines.

All of the children were independent and self caring however staff modelled good practice, for example reminding children to wash their hands properly using soap before snack and after using the toilet. This contributed to children's health and wellbeing.

Half of the parents/carers who responded to our questionnaires strongly agreed and the other half agreed that there was enough space for children to play and get involved in a range of activities. Respondents confirmed the service provided a suitable range of equipment, toys and materials, one didn't know whether this was the case. Only one of the children who completed a questionnaire would change something about the service and that was to have more activities. Parents had written enthusiastic comments about the quality of experience offered to their children, such as:

"I am happy with the service as my child settled very quickly. They actively encourage mixing with all age groups and allow children to choose which activity they wish to participate in. The staff recognise when the children are tired and need support while still encouraging some independence. My child has only been there since August, helps encourage friendships across school classes and years."

"It is a play based service and the children are encouraged to play in groups (large and small) or in pairs. When my daughter wants quiet time she is able to play by herself too. The staff are great at balancing this. My daughter loves JOSS and has asked for extra days this week!"

Areas for improvement

We observed that there were only enough coat pegs for approximately half the children's personal belongings. The day of inspection was very wet and there was a large heap of tangled clothes and bags in the hallway presenting a trip hazard as well as the potential for cross infection. When it was time for one child to be collected there had been a mix of jackets and theirs had been taken by mistake by another child. Allocating children personal space can help them take responsibility for their belongings and contribute to children feeling included and valued.

Communication from the service had asked parents not to reprimand children for leaving coats on the floor as it was unavoidable. However management should continue to pursue a solution with the landlord to ensure the health, safety and wellbeing of children and staff. Please see Recommendation 1.

Outdoor experiences were very limited for children as the service accommodation had no dedicated outdoor space. We acknowledged that the service made use of a local park however this was weather permitting. Five respondents to our questionnaires disagreed that children had regular fresh air and energetic physical play. Parents comments highlighted that there were little opportunities for outdoor play but were supportive of management's efforts to address this and to make sure children could access physical play indoors. For example they said:

"Both the staff and parents would value a location with more outdoor area to play in. The staff make good use of local park in the summer but this is more difficult in the winter months."

"There are constraints on the service due to the availability of suitable buildings in the area but I know they are working hard to resolve this. The children are taken outside whenever possible."

"The building used by Jordanhill after school service does not have a dedicated outdoor space for the children to play, however they do use a local park in good weather to allow children to play outdoors."

"In the spring/summer there is access to a nearby park for fresh air. The spacious large hall is used every day and gives the children the opportunity to exercise."

"JOSS is an excellent childcare (after school) service in my opinion. Although outdoor space is limited, the service uses a local park (with permission from residents) when weather permits, and the hall allows for physical activity."

The provider should continue to try to identify new premises for the services that have dedicated outdoor space where children can play in the fresh air. The manager and staff should consider interim measures that can be put in place so that children have opportunities to play outdoors, regardless of the weather.

At feedback we also discussed children's snack time experience. We acknowledged that a healthy snack was provided and that children had been involved in devising menus. However no plates or napkins were provided for children's toast and independence was not encouraged in the preparation of snack. Snacks were served in the same room as physical activity and we observed some children sitting on their own to quickly eat their snack then leave the room. Staff missed the opportunity to sit with children to model social skills and promote interaction that could support children's health and wellbeing. Please see Recommendation 2.

Grade

4 - Good

Number of requirements - 0

Recommendations

Number of recommendations - 2

1. The service provider should ensure that there is sufficient storage space for children's belongings. This is to ensure the health and safety of people using the service.

National Care Standards for Early Education and Childcare up to the age of 16:
Standard 2 - A Safe Environment.

2. The service should review their current arrangements for children being offered snack. For example seating arrangements and the provision of tableware that contribute to children feeling valued and included.

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

Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 5 - Very Good

Statement 2

“We are confident that our staff have been recruited, and inducted, in a safe and robust manner to protect service users and staff.”

Service Strengths

At the inspection we found that the service provider had developed very good recruitment processes which outlined the steps taken to ensure that staff would be suited to working with children. We concluded this following discussion with the service manager and staff, sampling staff individual files and looking at the recruitment and retention procedures.

We sampled files for the three most recently recruited staff and these were found to be in very good order. Files were kept in a locked cupboard in office within the service accommodation or in separate offices that the provider had rented to respect employees' confidentiality.

The selection procedure for staff included two references and application for the Protection of Vulnerable Groups scheme (PVG). The PVG scheme replaces and improves upon the previous disclosure arrangements for people who work with vulnerable groups and ensures that children are safeguarded. A checklist system was in place to ensure staff recruited had been subject to the necessary checks and references. No staff commenced employment until all checks were in place.

Employment of new recruits was subject to them being eligible to register with the Scottish Social Services Council (SSSC). SSSC is responsible for registering people who work in social services and regulating their education and training. All staff must undertake training to maintain and improve their knowledge and skills on a regular basis.

We looked at the induction procedures and saw that these provided the opportunity for new staff to familiarise themselves with their assigned role and responsibilities in supporting good outcomes for children. There were detailed checklists for the different areas and tasks that new staff would be expected to work in and they shadowed permanent staff for nine weeks to enable this process to be completed under supervision. Post applicants were invited to spend time at the service as part of the interview process. This gave staff and children to assess whether they agreed that the applicant had the appropriate skills, qualities and disposition to work with school age children.

The safe recruitment procedures above gave parents/carers reassurance that children were receiving care from staff that had been carefully selected and found to be competent.

We issued 60 Care Standard questionnaires to parents/carers and 45 were completed and returned, 24 respondents strongly agreed that they were confident staff had the skills and experience to care for their child, 19 agreed and one disagreed. Two parents didn't give a response to this question. Parents/carers confirmed that there was always enough staff to provide a good quality of care and that staff treated their child with respect.

Five children completed questionnaires for us, three thought that staff were good and two thought they were very good. Additional comments about staff were:

"They do different activities every day." (aged 9)

"They're a bit bossy." (aged 8)

Areas for improvement

The service provider should continue with their very good safe recruitment processes. The service were employing 5th and 6th year school pupils as 'walkers' to help with escorting children between the service and school.

We acknowledged that safe recruitment processes had been followed including the manager checking with Disclosure Scotland that the walkers were not eligible to enrol on the PVG scheme. However the walkers should not be listed under the SSSC category of 'Support Workers in Day Care Services for Children' as this is not their role within the service. All employees in this category were required to register with SSSC from June 2014 and all eligible employees who join a service are required to register with SSSC within six months of taking up employment. The manager agreed to ensure that records about employees contained the correct information.

We advised the manager that they could update staff details within e-forms at any time. We require all services to provide us with information about staff details as part of their annual return to us. However the staffing section sits separately and can be updated at any time.

Grade

5 - Very Good

Number of requirements - 0

Number of recommendations - 0

Statement 3

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

Service Strengths

At this inspection we found that the performance of this service was very good for this statement. We spoke to staff, analysed the responses to their questionnaires, observed staff practice, sampled individual staff files and looked at the support systems that the service provider had in place for staff.

We distributed seven questionnaires to staff and six of these were returned which demonstrated to us that staff were willing to participate in the self evaluation process and to contribute to service improvement. Their responses highlighted that they were familiar with the policies and procedures that were in place to ensure the quality of the provision for children and families. All of the respondents strongly agreed that they were confident that they had the skills to support people using the service.

The service had a low staff turnover and staff had therefore established effective team relationships. We observed respectful interactions between staff, children and their families. Staff clearly felt supported by the management team and this was confirmed by the staff that we spoke to during our inspection. The systems that supported them to carry out their job included:

- Weekly staff meetings that were used to keep staff updated about any changes to legislation and guidance as well as involving them in the self evaluation of the service. Staff were encouraged to suggest topics for discussion and to cascade their learning from any training they had attended

- Annual appraisals with their line manager where staff were supported to identify any practice issues and training that they felt would support their work with children. For example one member of staff told us about training around christmas crafts training and around GIRFEC. We saw from staff files that all training was evaluated so that staff could reflect on how learning would impact on positive outcomes for children
- Regular training from a range of training providers that included bespoke training to address the service priorities as well as to support staff in meeting specific needs of individual children. For example the school nurse had trained staff in the use of emergency medication. The whole staff team were currently attending a programme of training on Play Principles, which they had found very motivational
- The manager told us that she encouraged staff to keep their post registration training and learning (PRTL) records up to date with SSSC to help meet their registration conditions as well as demonstrating the commitment to their own professional development. One of the ways to keep staff motivated was to award time off for every six hours of training attended.

Parents/carers could see details of staff qualifications next to their photographs on the display board and read about other attributes on the service website or handbook. Families were kept also kept informed about staff changes, training attended and any other issues related to staffing in the service newsletters.

This was confirmed by a comment from one of the parents in their questionnaire who said:

"The service is currently talking about more play leader training for each staff member. This seems a great idea. Also the service manager seems very proactive in developing her team for the benefit of young people."

28 of the parents/carers that responded to our questionnaires strongly agreed and 16 agreed that their child appeared happy and confident with service staff. One parent didn't give a response to this question. Respondents were also confident that staff would protect their child from harm, abuse, bullying and neglect.

Areas for improvement

The service provider and manager should continue with their very good practice of supporting staff continued professional development.

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 3

“To encourage good quality care, we promote leadership values throughout the workforce.”

Service Strengths

At this inspection we found that the performance of this service was good for this statement. We concluded this after discussions with the service manager and staff as well as reviewing documentation, including the service self assessment. Please refer to the service strengths within Quality Theme 3, Statement 3 for additional evidence of how staff views were being listened to and taken account of by management.

The organisational structure was explained to everyone within the service website and handbook. The overall management of the service was led by the voluntary parent committee who made strategic decisions about developing the service. The manager was responsible for the day to day running of the service and leading staff. We found the manager had the skills and experience to take her staff team forward. The manager was a good role model for her team as she was registered on, and soon to complete, the BA Childhood Practice. The BA Childhood Practice is the leadership and management qualification recognised by SSSC and the service provider had supported the manager to participate in this course.

There were some defined leadership roles within the service. For example there were two depute managers, a supervisor and a financial assistant to ensure the smooth running of the service at different times of the day. Each member of staff was the keyworker for a group of children and took a lead on working with individual children and their families to support the child's wellbeing while at the service, using the SHANARRI indicators.

Staff moved around the nine areas of the service on a rotational basis and had responsibility for developing and leading all planning for children within their area. Staff worked with children to plan and evaluate the area and resources, reflecting on how things could be improved. This supported children to feel included, responsible and achieving.

When we spoke to the manager about promoting leadership values they were familiar with the SSSC online leadership pathways programme 'Step into Leadership' and had considered promoting its wider use across the team. This online programme provides access to tools and resources to help workers, managers, strategic leaders and people who use services explore the concept of leadership at all levels and develop their own leadership capability, whatever their role in the service.

Areas for improvement

At feedback the representative of the service provider could tell us that allocating more leadership roles across the staff team had been discussed at their committee meetings. They should continue with those plans.

Grade

4 - Good

Number of requirements - 0

Number of recommendations - 0

Statement 4

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

Service Strengths

At the inspection we found the performance of the service was very good for this statement. We concluded this after looking at the service monitoring systems, sampling documentation and observation of outcomes for children. We spoke with the manager and staff all of whom felt involved in the self evaluation of the service.

Please refer to service strengths under Quality Theme 1, Statement 1, and Quality Theme 4, Statement 3, for additional evidence of how the service had promoted participation in assessing the quality of the service.

The policies we looked at had been devised in accordance with national and local guidance and a summary of these were made available in the service website and handbook. For example there was a complaints policy so that parents/carers knew how to raise any concerns they had about the service. This made it more likely that people would voice their views knowing that they would be taken seriously.

The Care Inspectorate registration certificate and report were also easily accessible to help everyone understand the systems in place to regulate and monitor the quality of the service.

The manager sat on the committee of Scottish Out Of School Network (SOSCN). SOSCN is a national umbrella organisation that supports the development of high quality school aged childcare. This helped the service keep abreast of developments in their sector.

The service had enrolled on SOSCN's quality assurance scheme 'Achieving Quality Scotland'. Achieving Quality Scotland provides services with a framework for quality improvement and requires services to build a portfolio of evidence against nationally benchmarked criteria. The tool takes account of the care standards and helps services demonstrate how they are implementing UNCRC, GIRFEC and the Playwork Principles.

The manager and staff were further supported in their work with families through membership of a local sector network - Glasgow West Childcare Forum. This network had helped staff find out about local training and share ideas for best practice in supporting good outcomes for children.

Areas for improvement

Management should continue to build on their very good practice of involving everyone in the quality assurance of the service as a whole. At feedback we talked about how Achieving Quality Scotland would help the manager evidence how families, staff and other stakeholders had been involved in assessing and improving the service.

During the inspection process we noted that there was information for people who used the service that needed to be refreshed. For example references to our predecessor organisation, the Care Commission. We acknowledged that a Complaints policy was in place for the service however this should include a maximum response time of 20 days to any concerns raised by a complainant.

We referred management to The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210), Regulation 18(4).

Grade

5 - Very Good

Number of requirements - 0

Number of recommendations - 0

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

Previous requirements

There are no outstanding requirements.

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

Previous recommendations

1. Develop a system to evidence the frequency that care plans are updated.

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

This recommendation was made on 17 December 2012

Each child had a personal plan that reflected their individual needs and patterns of attendance. A system was in place whereby they content was reviewed twice per year.

This recommendation had been met.

2. Children's toilets should be upgraded.

National Care Standards for Early Education and Childcare up to Age 16.
Standard 2: A Safe Environment.

This recommendation was made on 17 December 2012

We observed that work had been carried out to a high specification and the new toilets met the personal hygiene needs of service users.

This recommendation had been met.

3. Pedal bins should be in place within the children's toilets.

National Care Standards for Early Education and Childcare up to Age 16. Standard 2: A Safe Environment.

This recommendation was made on 17 December 2012

At the time of inspection pedal bins were in site in the children's toilets.

This recommendation had been met.

6 Complaints

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

7 Enforcements

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

8 Additional Information

There is no additional information.

9 Inspection and grading history

Date	Type	Gradings	
17 Dec 2012	Unannounced	Care and support	5 - Very Good
		Environment	4 - Good
		Staffing	5 - Very Good
		Management and Leadership	5 - Very Good
19 Nov 2009	Unannounced	Care and support	5 - Very Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and Leadership	5 - Very Good

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