

Southside Daycare Day Care of Children

Block 3
Unit 15
Museum Business Park
140 Woodhead Road
Glasgow
G53 7NN

Telephone: 0141 881 4888

Type of inspection: Unannounced
Inspection completed on: 24 July 2017

Service provided by:
Pollok Enterprise Trust

Service provider number:
SP2007009130

Care service number:
CS2007154351

About the service

Southside Childcare has been registered with the Care Inspectorate since 2011. It is registered to provide a care service to a maximum of 92 children across the following age range:

- 15 children 0 up to 2 years
- 21 children 2 up to 3 years
- 36 children 3 years to those not yet attending primary school
- 20 children attending primary school.

The service is provided by Pollok Enterprise Trust and operates from purpose adapted units within a business park in the Darnley area of Glasgow. It has its own safely enclosed outdoor play area where children can enjoy a range of activities in the fresh air.

The service is in partnership with Glasgow City Council to provide early learning and childcare for children.

The service aims are to:

- Make learning fun
- Treat all children as individuals with individual needs
- Offer a broad and balanced curriculum addressing social, emotional, intellectual, physical and creative development
- Encourage children to be independent and responsible
- Respect the views and opinions of all children
- Develop each child's individual skills and knowledge, encouraging them to reach their full potential
- Work in partnership with children, parents/carers, outside agencies and the local authority.

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 25 children present during our inspection. We observed children of all ages happily settled in their playroom and involved in activities of their choosing. Older children chatted about the nursery routines and what they liked best about nursery. Their comments included:

"I'm three, I like playing with play dough best."

"I was Spiderman but there's also Venom."

"I can smell lunch, I think it's pasta and broccoli."

We asked for 20 questionnaires to be distributed to parents/carers whose children used the service; 10 of these were completed and returned before our inspection. Eight respondents strongly agreed and the other two agreed that overall they were happy with the quality of the service. Some had written additional comments to explain their reasons, such as:

"Brilliant nursery, excellent facilities and outdoor garden space. Friendly and approachable staff and manager. My daughter has come on leaps and bounds since starting there"

"My daughter is very happy at the nursery, staff and management are all really nice. New premises are great, bright and much better environment, good variety of meals, snacks and activities. Overall I would highly recommend"

"Since my twins joined the nursery in February 2017. They have thrived, they are very well looked after and they love home cooking, staff and activities. The staff have been amazing and treat them as individuals, with their own personalities and already know their likes and dislikes. When I arrive the staff help me by carrying one of the twins into the nursery while I carry the other one. They also do this when I collect them. This is lovely touch and makes my life a lot easier. The manager is very hands on. A great example to her staff. I am so glad that we picked this nursery".

We spoke with one parent during our visit who confirmed the above sentiments. She was particularly impressed with the efforts of staff to settle her child into the nursery while also reassuring her that they would be safe and happy in her absence.

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their own development plan and quality assurance paperwork. These 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	4 - Good
Quality of environment	5 - Very Good
Quality of staffing	not assessed
Quality of management and leadership	not assessed

What the service does well

During our visit we observed that children were greeted to the playroom with a warm welcome by staff. Throughout the day children's views and preferences were listened to and respected by staff, allowing them to have choice over their own play and learning experiences. We found and parents confirmed that children's transitions were well supported. Staff told us the service had a flexible settling in programme for children joining the nursery. This gave time for families to build relationships with staff and for the child to develop a secure attachment with their keyworker. We could see from children's personal plans that these included plans for when children were ready to move up through the age related playrooms and onward to primary school.

This contributed to children being nurtured, included and achieving.

There were a range of measures in place to ensure children were cared for in a safe and secure environment. For example there was controlled entry to the service premises and fob entry to the playrooms. Visitors were asked for proof of identity and to sign in on arrival to the service so that management knew the purpose of their visit. The service had a child protection policy and the staff we spoke to understood their responsibilities for safeguarding children. Their knowledge and understanding was kept up to date through internal discussion of practice.

The service had moved premises since the previous inspection and we found that the new playrooms were airy and bright. Staff were gradually building stimulating environments indoors and outdoors with the help of families and local businesses. For example using recycled materials. Resources were easily accessible to children and we could see that they were familiar with their playrooms and routines. This made it more likely that children would become independent and achieving. We particularly liked that children of all ages could see out the playroom windows, for example to watch their friends and siblings playing outdoors. However because of the number of windows staff were careful to monitor the temperature of the environment so that children were comfortable and healthy.

Children were able to spend frequent spells outdoors in the fresh air where they could choose from a range of toys including natural resources, such as the mud kitchen. We encouraged staff to include more natural resources indoors as the sensory experiences would help develop children's curiosity and creativity.

What the service could do better

While we were satisfied that staff knew children's individual needs well we found that this knowledge, including findings from their observations, were not always meaningfully recorded in children's personal plans. Within their improvement plan the service had highlighted the need to make better use of the GIRFEC wellbeing indicators as a priority. They should continue with these plans as the wellbeing indicators would help staff to identify children's next steps and how they intend to support these. Staff should be more vigilant about recording dates on all entries within children's personal plans as this will enable them to monitor the pace of progress in children's individual learning and development. (Please see recommendation 1)

The service should continue with their plans to evaluate the potential for free flow play to the outdoors for children of all ages.

Although Southside Childcare is able to provide out of school care this element of the service is currently not operational, due not only to staff shortages but also low demand from the community. The manager agreed to monitor provision and decide whether to ask for this condition of the service to be removed from their registration.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. The service should ensure that children's personal plans meaningfully record how children's care, learning and development is supported.

For example staff should individualise progress reports for children who are making the transition to school

National Care Standard Early Education and Childcare up to the age of 16. Standard 3: Health and Wellbeing and Standard 6: Support and development.

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	
29 Jul 2015	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
13 Dec 2013	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
2 Aug 2012	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
8 Feb 2012	Unannounced	Care and support	3 - Adequate
		Environment	4 - Good
		Staffing	Not assessed
		Management and leadership	Not assessed

Date	Type	Gradings	
26 Aug 2010	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good 3 - Adequate Not assessed 4 - Good
25 Jan 2010	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good 3 - Adequate 4 - Good 4 - Good
27 Aug 2008	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good 3 - Adequate 4 - Good 4 - Good

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