

Rising Stars Academy Street Day Care of Children

22 Academy Street
Glasgow
G32 9AA

Telephone: 0141 274 3773

Type of inspection:

Unannounced

Completed on:

30 May 2018

Service provided by:

Jobs and Business Glasgow

Service provider number:

SP2003001314

Service no:

CS2011285810

About the service

Rising Stars Academy Street has been registered with the Care Inspectorate since 2011. It is registered to provide a care service to a maximum of 32 children across the following age groups:

- 5 aged from birth to under 2 years.
- 7 aged 2 to under 3 years.
- 20 aged 3 to 5 years.

The service is provided by Jobs and Business Glasgow and is located within the ground floor of the East End Health Promotions building in the Shettleston area of Glasgow. The service has its own secure door entry system. Children have access to an open plan play room split by permanent dividers into areas for the three age groups. There is a separate box room used for small group activities or one-to-one time with individual children when needed. Children also have access to a fully enclosed outdoor garden where they can enjoy energetic play in the fresh air.

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

The aims of the service are:

- Provide a safe, secure environment to allow children to learn through play .
- Encourage independence and self confidence in children.
- Work together to continually improve the learning we provide through self-evaluation.
- Ensure all children's needs are met and they are supported in reaching their full potential, working alongside parents/carers and outside agencies.
- Encourage equal opportunities, self respect and respect for others.
- To develop children's learning using their interests and existing knowledge to help them become confident individuals.

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 27 children present during our inspection and we observed that the majority were happy and settled in the nursery environment. Children in the 2-3 and 3-5 playrooms chatted confidently to us, sharing the things they enjoyed at nursery. Their comments included:

"I'm painting a picture but what are you doing here? See me mixing purple?"

"Only girls are my friends."

"I'm going to make some cakes and salad; I need to find cups." (In the home corner of the 3-5 playroom).

"I'm playing in the sand over there, digging."

"This is when we were at the dentist, they tell you how to clean your teeth. My dad doesn't look after his teeth." (Child explaining a photograph display of a recent nursery trip to a local dentist).

"Suncream! I've got a hat." (children in the 2-3 playroom excited about going out to the garden).

We received seven completed questionnaires from parents/carers prior to the inspection. This was almost half those distributed and respondents reported a high level of satisfaction with the service. We observed the positive and respectful interactions between staff and parents/carers as they brought their child to nursery or picked them up. Staff used these times to share information about children that ensured continuity in their care. Parents' written comments within their questionnaires included:

"I feel the nursery is a well run establishment and they have always been more than willing to assist with any requests I have had regards to my child's assessment of additional needs."

"We are more than happy with the progress of our kids since they came to Rising Stars. They absolutely love coming here every day and I wouldn't send my kids anywhere else. Staff are approachable and friendly, meals are home cooked and the kids love them."

"My child has been at the nursery since he was 10 months old. We are given feedback about his learning and development. My child is now three years old and is loving nursery, especially being outdoors. He has a great relationship with staff and children and is very comfortable in the nursery. He comes home and confidently shares with us what he has been doing all day."

Parents' views have been taken account of within this report.

Self assessment

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

From this inspection we graded this service as:

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

What the service does well

We found that the compact nature of the nursery created a cosy nurturing environment where children felt included and respected. Staff were responsive to children's individual needs. They gave sensitive support and reassurance to babies and children that were being settled into nursery so that they felt safe and secure.

Staff participated in regular training on child protection and demonstrated a good understanding of the nursery's child protection policy. This made it more likely that they would act swiftly and appropriately if they had concerns about a child's welfare and safety.

Staff knew children's personalities and interests well and listened to their wishes and choices. We could see from the big books, for example a recent entry on volcanoes, that there had been skilled interventions by staff to capture children's interests and promote their creativity thus helping to extend their thinking. This contributed to children's sense of achievement.

There were displays around the nursery, incorporating annotated photos of children and some of their artwork. Giving children a sense of ownership of their environment and building their self-esteem. One of the displays was about the United Nations Rights of the Child (UNCRC 1989) to make sure children's rights were respected at nursery and that staff were supporting good outcomes for them. For example, that children have the right to play and to be listened to.

Throughout our inspection, children were able to access a wide range of experiences and resources suited to their age, stage and ability. There was a very good balance of manufactured resources and natural materials. Some staff had participated in training on Loose Parts and had been very motivated to incorporate this approach into the playrooms and nursery garden. Loose parts are open ended or scrap materials that children can experiment with to construct and extend their own play ideas. Families had been given information about loose parts so that they understood the value of this approach for children's learning.

Staff were aware of the environment and were using Building the Ambition to reflect on the impact of this on the quality of children's experiences and learning. They spoke positively about the recent staff rotation and how this had enabled the sharing of good practice between playrooms. Building the Ambition is Scottish Government's national practice guidance on Early Learning and Childcare linked to the Children and Young People (Scotland) Act 2014.

What the service could do better

Information within the children's personal plans could be better organised, for example to ensure the most recent entries about children's care, learning and development were at the front. This would be enhanced if staff were more vigilant about dating their entries. The manager told us that they planned to monitor children's learning and care profiles, including by random sampling. They should continue with these plans as it will help staff to more effectively track children's progress and support their next steps. We advised that the Care Inspectorate were in the process of producing guidelines about personal plans that will assist them with this task.

We acknowledged that staff were already evaluating the environment to support children to reach their full potential but discussed how the 3-5 playroom could be improved. For example, less tables would create more space for children to link their own play ideas across different areas. Flexible opportunities for play challenges children to plan and evaluate their own ideas as they apply their skills across learning.

We could see that the nursery carried out risk benefit assessments of children's outdoor environment that were in keeping with our good practice guidance My World Outdoors. They should continue with plans to involve children more in making decisions about risky play. Giving children this responsibility will help them learn about positive risks in a safe and supportive environment, thus building their resilience.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

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	
16 Aug 2016	Unannounced	Care and support	5 - Very good
		Environment	Not assessed
		Staffing	Not assessed
		Management and leadership	5 - Very good
22 Aug 2014	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
26 Sep 2012	Unannounced	Care and support	5 - Very good
		Environment	4 - Good
		Staffing	5 - Very good
		Management and leadership	5 - Very good

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