ACE Playgroup & Busy Bees
Day Care of Children

Annan Community Centre
St. John's Road
Annan
DG12 6AP

Telephone: 01461 205953

Type of inspection:
Unannounced

Completed on:
3 April 2019

Service provided by:
Annan Community Education Project Management Committee

Service provider number:
SP2003002739

Service no:
CS2003011682

About the service

We wrote this report following an unannounced inspection which started at 8.30am until 3.30pm on Tuesday 29 January 2019. We returned on Wednesday 3 April 2019 at 9am to deliver verbal feedback. One Care Inspectorate Officer carried out the inspection.

ACE Playgroup and Busy Bees service provides early education and childcare. The service is provided by a committee, Annan Community Education Project Management Committee, and is staffed by a manager and early years practitioners and support workers.

The current conditions of registration are as follows:
To provide a care service to a maximum of 24 children aged 2 years to primary school age of whom no more than five may be under 3 years or a maximum of 15 children 2 to 3 years.

The service makes use of the main hall, adjoining kitchen and the committee room for lunch or quiet activities. There is a secure outdoor area accessible via the kitchen area. Children use toilets within the foyer where there is also nappy changing facilities. Staff make use of the centre office.

The service was deemed registered with the Care Inspectorate on 2 April 2011.

We are committed to improving the health and wellbeing of all children receiving a care service to ensure they have the best start in life, are ready to succeed and live longer, healthier lives. The Care Inspectorate has an important role to play in supporting this approach in inspecting care services for children.

The Getting it Right for Every Child (GIRFEC) approach is underpinned by the principles of prevention and early intervention. It is a consistent way for people to work with all children and young people. The approach helps practitioners focus on what makes a positive difference for children and young people - and how they can act to deliver these improvements. Getting it Right for Every Child is being threaded through all existing policy, practice, strategy and legislation affecting children, young people and their families.

In Scotland, the Getting it Right for Every Child (GIRFEC) approach puts wellbeing at the very heart of its approach. The eight 'indicators' of wellbeing that form the basis of GIRFEC are - safe, healthy, achieving, nurtured, active, respected, responsible and included - often referred to as 'SHANARRI.' Information relating to this can be found at: http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright

What people told us

Before the inspection, we sent questionnaires to the service to distribute to parents and carers on our behalf. We received 6 completed forms which we used to determine the quality of the service.

Comments from these responses were:

"My child loves the staff and enjoys attending ACE"

"Staff are friendly, welcoming, nurturing and fun. They always informally let me know how he has been and what he played with. He has formed a strong bond with one lady in particular. It makes me happy to know he is happy and that he is being well looked after"

"My child loves attending ACE and has built great relationships with all the staff over the last year. I am very happy with the care she receives and can see the difference in her learning and development since starting. However, I would like to be more included in this aspect as don't feel I am told/made aware of what she is learning-individually and as a whole"

"My son really enjoys his time at ACE playgroup and has positive relationships with all members of staff. Staff are very caring towards my son and have a very good understanding of his needs and who he is as an individual. I do think the playgroup could do with more activities outdoors/around the town with the children as the other nurseries in the town make regular visits to police/fire station/library/park etc"

"I would like to see the outdoor environment developed and to be used more often"

Other matters identified through the questionnaires were:

- One respondent 'disagreed' that 'staff have worked with me to develop a support programme'
- One said they 'disagreed' that staff share information about their child's learning
- Two said they 'didn't know' if staff regularly assess their child's learning
- Two said they 'disagreed' that 'the service has involved me and my child in developing the service'
- One said they 'didn't know' about staff skills and experience
- Four said they 'don't know' if staff ask for children's views
- One 'strongly disagreed' that the service makes good use of resources in the community
- We highlighted these matters to the management.

We spoke with 10 children during our time at the playgroup. We also made observations of children at play and interacting with staff.

Children were generally happy to attend the playgroup and settled quickly into play with their friends.

Children told us:

"I can go my bike but we've got to share"- child playing outside
"I'm eating up all my pizza and then we get cake"- child during lunch
"I'm making a picture for my daddy and I can write my name too"- child creating art.

Self assessment

Services of this type were not asked to submit a self assessment this inspection year. We received a copy of the playgroup improvement plan which detailed the priorities for the year. We have made reference about the service self assessment process in the management and leadership section of this report.

From this inspection we graded this service as:

Quality of care and support	2 - Weak
Quality of environment	3 - Adequate
Quality of staffing	3 - Adequate
Quality of management and leadership	1 - Unsatisfactory

Quality of care and support

Findings from the inspection

During this inspection we considered how well children and their families were included as active participants, were listened to and offered choices.

We also considered whether the children received appropriate support and play activities for their age and stage of development. We looked at the following Health and Social Care Standards 1.15, 1.19, 1.31, 1.33, 1.35, 2.27, and 4.15.

We found the nursery was performing to a weak standard in these areas.

Staff were welcoming and friendly towards children and families. The well-established team of practitioners had developed positive relationships with families. This meant that children were confident in approaching staff when they needed to. This brought familiarity to the service, providing a happy environment. Children were, in the main, happy and busy.

We observed children being supported to make friends and were encouraged by staff to be kind to each other and follow the rules which had been established in partnership with children.

Children were given some opportunities to be independent, through self-registration and by adding their own names to works of art.

The arrangements for managing child protection and safe guarding concerns were weak. Chronologies were poorly completed meaning it was difficult to accurately follow what steps had been taken to protect children. We found that some elements of concerns were not followed up appropriately. The child protection officer had not attended training relevant to her duties in the last three years. (See Requirement 1).

From the children's personal plans we sampled, we saw that some of these plans had not been appropriately updated within a six month period as required by legislation. Where personal plan's had been updated, staff had not recorded how they would meet the identified needs of children. Where children had contact with outside agencies, staff had not clearly recorded the discussions or planned outcomes for their health, safety and welfare. This meant that staff were unclear about how best to support children they were concerned about. (See Requirement 2).

While there were some medication records in place, they did not include clear information from parents about how medication was to be administered, such as 'as required' medicines. We asked the manager to access current medication guidance, from the Care Inspectorate HUB, and update their formats and provide staff training on how to complete these.

Children's personal learning journal's (PLJ) folders we sampled: we found there was very limited input from parents and carers, inadequate observations and inconsistent completion of next steps. They were displayed in a manner which did not encourage children to make good use of them or for parents and carers to contribute to the information within.

We found that not all staff were following the 'Building the Ambition' document and it's principles to improve outcomes for children. This had the potential to limit children's access to high quality learning through a lack of stimulating, interesting and challenging experiences. (See Recommendation 1).

We observed both snack and lunch service. Children had limited opportunities to engage in any food preparation. Some children were drinking flavoured drinks during the day from their own bottles which is not in line with current good practice guidance. As staff did not sit down with children to eat, there was very limited interaction about positive food choices. Children had very limited opportunities to self serve food. Staff had not yet started to explore the Care Inspectorate good practice document, 'Food Matters'. (See Recommendation 2).

Much of the information about the service, such as practices and approaches to how children's care and support is provided, was informally shared. The service should consider developing a handbook for parents, carers and children.

Requirements

Number of requirements: 2

1. In order to ensure that children are safeguarded effectively, the provider must by 10 June 2019 ensure that:

- All staff are appropriately trained in child protection arrangements.
- Records are maintained in a professional and competent manner.

This is in order to ensure that care and support is consistent with the Health and Social Care Standards which state that: 'I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities' (HSCS 3.20)

This is to comply with the Social Care and Social Work Improvement Scotland(Requirements for Care Services) Regulations 2011, Scottish Statutory Instrument 2011/210 Regulation 4.

2. In order to ensure that children's needs are met, the provider must, by the 10 June 2019, ensure that personal plans provide a holistic and current view of each child's needs and demonstrate how they are being assessed and monitored. The personal plan should be reviewed and updated at least once in every six month period or sooner if required or requested in line with current legislation.

This is in order to ensure that care and support is consistent with the Health and Social Care Standards which state that: 'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' 1.15.

This is to comply with the Social Care and Social Work Improvement Scotland(Requirements for Care Services) Regulations 2011, Scottish Statutory Instrument 2011/210 Regulation 5.

Recommendations

Number of recommendations: 2

1. Management and staff should work together to improve their understanding of how to provide high quality learning and implement this learning through careful planning, following children's interests.

This is in order to ensure that care and support is consistent with the Health and Social Care Standards which state that: 'As a child, I have fun as I develop my skills in understanding, thinking, investigation and problem solving, including through imaginative play and storytelling' (HSCS 1.30)

'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11)

2. The service provider, in partnership with staff, should work together to ensure children have access to high quality snack and meal arrangements.

This is in order to ensure that care and support is consistent with the Health and Social Care Standards which state that: 'If I need help with eating and drinking, this is carried out in a dignified way and my personal preferences are respected' (HSCS 1.34)

'If appropriate, I can choose to make my own meals, snacks and drinks, with support if I need it, and can choose to grow, cook and eat my own food where possible' (HSCS 1.38)

Grade: 2 - weak

Quality of environment

Findings from the inspection

During this inspection we considered how well children and their families were included as active participants, were listened to and offered choices. We also considered whether children experienced a high level of positive stimulation and how well children were encouraged to be curious and explore the world around them. We looked at the following Heath and Social Care Standards 1.23, 1.25, 1.30, 1.32, 2.17 and 3.19.

We found that the service was performing at an adequate standard in these areas.

The premises provided a safe place for children to play, with a secure entry system and fully enclosed outdoor play space. There had been some informal risk assessment of the premises which we asked staff to improve. Children were encouraged to think about risk and to manage these during play. Some staff presented as more risk averse in their interactions with children, which had the potential to limit children's play opportunities and learning. (See Recommendation 1).

As the service did not have the benefit of sole use of the hall, staff set up resources and activities on a daily basis. Staff told us they considered children's interests when choosing resources and activities. However, there was limited evidence of this level of child participation in floor books that staff used to explore children's interests and views.

We spoke with staff about the library area could provide a more inviting, interesting and stimulating place for children to enjoy books and story-telling. We directed staff to the 'Ready to Read' document to help them see the potential of improving children's literacy skills.

There was a general shortage of interesting and stimulating resources. Many of the resources that were available were tired and worn, such as baby dolls and their clothing. The dressing up area lacked a good range of materials and resources. The small world area had many plastic toys which we asked staff to change for more natural resources. We were pleased to note that on our second visit, staff had made improvements to some of the resources available to children. We directed staff to 'Our Creative Journey' which is a best practice document offering interesting ways of engaging with children in a creative way.

We found that the outdoor area had been revamped. Staff had worked with the local community to provide a 'mud kitchen'. However, there was limited space for children to dig, explore, create or use their imagination. Children did not have free access to play in the outdoors as staff determined when the door to the outside was to be opened. Staff had no clear records of children's interests and preferences for play in the outdoors. There were early plans to extend the space and we urged the provider and staff to explore this potentially useful space as soon as possible. This would mean that staff could use the range of best practice documents about outdoor play. All documents are available in the Care Inspectorate online library, The HUB;
- 'My World Outdoors'
- 'Loose Parts Play-A Toolkit'
- 'Out to Play'
- 'Space to Grow'

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. Management and staff should develop a robust policy which clearly sets out how outdoor play will be offered, using current best practice guidance. The policy should be fully implemented.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state that: 'As a child, I have fun as I develop my skills in understanding, thinking, investigation and problem solving, including through imaginative play and storytelling' (HSCS 1.30)

'As a child, I play outdoors every day and regularly explore a natural environment' (HSCS 1.32)

Grade: 3 - adequate

Quality of staffing

Findings from the inspection

During this inspection we considered how well children and their families were supported by staff who understand the importance of high quality play. We also considered whether children experienced a high level of positive stimulation and how well staff were skilled and trained to support children.

We looked at the following Health and Social Care Standards 1.9, 1.13, 1.29, 2.8, 2.17, 3.7, 3.10, 3.13. 3.14, 3.20 and 4.19.

We found that the service was performing at an adequate standard in these areas.

Staff were welcoming and friendly, meeting children and families at the door to chat about informal matters. Children were happy to approach staff for help and comfort. A 'key worker' system was in place which meant that parents and carers had a clear link to information about their child.

Although parents and carers were mainly positive about the service and staff, communication was highlighted as an issue within the questionnaires parents and carers returned to us. Staff should find ways of improving the sharing of information from the service to home and seeking feedback about their service. (See Recommendation 1).

Most staff had attended some training. However, we could not see the impact of this training to improve children's play and learning experiences. We asked that management and staff work together to seek training to improve their understanding of the impact of ' Building the Ambition', 'How Good is Our Early Learning and Childcare' and 'Getting it Right for Every Child' (GIRFEC) when enhancing children's play and learning experiences. (See Recommendation 2).

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 2

1. Management and staff should develop a written method of sharing information about the service with families.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state that: 'I am supported to give regular feedback on how I experience my care and support and the organisation uses learning from this to improve' (HSCS 4.8)

2. Management and staff should develop a clear plan of training, consistent with the service self evaluation and improvement plan findings.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state that: 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes' (HSCS 3.14)

Grade: 3 - adequate

Quality of management and leadership

Findings from the inspection

During this inspection we considered how well the service managed the service, updated their training and made on-going improvements through self assessment processes.

We looked at the following Health and Social Care Standards 4.6, 4.8, 4.11, 4.19 and 4.27.

We found that the service performed at an unsatisfactory standard in these areas.

As the playgroup is provided by a voluntary management committee, we spent time with the chairperson of the committee to discuss the progress of the service. We found that, although there was a commitment to improving

the quality of the service provided and the experiences for children and families, there were significant failings in the areas we examined.

The manager and management committee had not developed a clear structure of responsibility to ensure the smooth running of the service. Whilst some work had been done in this area, there remained significant concerns. The provider and manager did not have a clear understanding of their roles and responsibilities. (See Requirement 1).

As there had been difficulties in securing the numbers of committee members required to provide a fully functioning committee,we found that the service was operating out with the level of governance required to run the service. (See Requirement 2).

Effective quality assurance was not in place. There were no systems in place to effectively plan for improvements across the service. The service was working in partnership with the local authority to provide funded places for children, we found that support and advice from the local authority early years team and local development staff was not used effectively by the service to improve play and learning experiences for children. (See Requirement 3).

Requirements

Number of requirements: 3

1. By 10 June 2019 you must demonstrate to the Care Inspectorate that the individual employed to manage the care service has the skills, knowledge and expertise necessary for managing the care service.

This is in order to ensure that the service organisation is consistent with the Health and Social Care Standard 4.23 which states: 'I use a service that is well led and well managed'.

It is also necessary to comply with Regulation 7(1)(c) of the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

2. By June 10 2019 ,to ensure that children and parents experience a service which is effectively managed and led, you must put into place robust and effective governance arrangement by way of a competent committee.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state that:'use a service and organisation that are well led and managed' (HSCS 4.23)

This is to comply with the Social Care and Social Work Improvement Scotland(Requirements for Care Services) Regulations 2011, Scottish Statutory Instrument 2011/210 Regulation 4(1)(a).

3. In order to ensure that children and parents experience a service which has a culture of continuous improvement, you must, by 10 June 2019 ensure that there are robust and effective quality assurance procedures in place.

This should include, but not restricted to, the manager:

- monitoring and quality assuring children's personal plans
- ensuring staff supervision and appraisals take place regularly
- having an overview of staff skills, knowledge and ability to provide a quality service for children

- developing systematic and rigorous procedures for self evaluation, auditing and monitoring all areas of the service using local and national guidance which lead to clear plans for improving the service.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state that: 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19)

This is to comply with the Social Care and Social Work Improvement Scotland(Requirements for Care Services) Regulations 2011, Scottish Statutory Instrument 2011/210 Regulation 3 and 4(1)(a).

Recommendations

Number of recommendations: 0

Grade: 1 - unsatisfactory

What the service has done to meet any requirements we made at or since the last inspection

Previous requirements

There are no outstanding requirements.

What the service has done to meet any recommendations we made at or since the last inspection

Previous recommendations

There are no outstanding recommendations.

Complaints

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

Enforcement

No enforcement action has been taken against this care service since the last inspection.

Inspection and grading history

Date	Type	Gradings	
23 Mar 2017	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good 4 - Good 4 - Good 4 - Good
12 Feb 2015	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good 4 - Good 4 - Good 4 - Good
13 Feb 2014	Unannounced	Care and support Environment Staffing Management and leadership	3 - Adequate 4 - Good 4 - Good 3 - Adequate
26 Jun 2013	Re-grade	Care and support Environment Staffing Management and leadership	Not assessed Not assessed Not assessed 1 - Unsatisfactory
16 May 2013	Unannounced	Care and support Environment Staffing Management and leadership	3 - Adequate 4 - Good 2 - Weak 1 - Unsatisfactory
24 May 2012	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good 4 - Good 3 - Adequate 3 - Adequate
9 May 2011	Unannounced	Care and support Environment	3 - Adequate 4 - Good

Date	Type	Gradings	
		Staffing Management and leadership	2 - Weak 3 - Adequate
3 Sep 2010	Unannounced	Care and support Environment Staffing Management and leadership	3 - Adequate 3 - Adequate 2 - Weak 3 - Adequate
5 May 2009	Unannounced	Care and support Environment Staffing Management and leadership	3 - Adequate 3 - Adequate 2 - Weak 2 - Weak

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