

# Rising Stars Blairtummock House Day Care of Children

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**Type of inspection:**  
Unannounced

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**Service provided by:**  
Jobs and Business Glasgow

**Service provider number:**  
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## About the service

Rising Stars Blairtummock House is registered to provide a care service to a maximum of 54 children. No more than 12 are aged under two years; no more than 12 are aged two years to under three years and; no more than 30 are aged three to those not yet attending primary school; or no more than 12 are aged under three years and; no more than 42 are aged three to those not yet attending primary school. Part of the service is provided wholly outdoors (eight children aged three years to those not yet attending primary school).

The provider is Jobs and Business Glasgow. The service registered with the Care Inspectorate in 2017. The service is in partnership with Glasgow City Council to provide early learning and childcare for children.

Care is provided from refurbished accommodation within a community building in the Easterhouse area of Glasgow. The service has its own secure door entry system. Children attending the nursery have direct access to an imaginatively developed outdoor area where they can enjoy energetic play in the fresh air. The service provider has also leased two areas of forest in Todds Well and Cardowan Moss for the part of the service that is wholly provided outdoors for children.

Aim of the service:

"To create a positive ethos, provide a safe, secure environment that is full of opportunities for children to explore, create and follow their own particular interests. Make learning fun, offer inclusive learning opportunities for all through a responsive curriculum which embraces outdoor learning".

During the pandemic, one of the provider's other early learning and childcare services was integrated with Rising Stars Blairtummock House but the above conditions of registration were maintained. The focus was on establishing new patterns of work, building positive relationships and embedding children and staff wellbeing needs into daily routines.

We are testing our new ELC quality framework for daycare of children, childminding and school aged childcare. This inspection was included as part of the test. We have evaluated the service based on key questions and quality indicators linked to the framework. As this was a test, we will not be publishing the evaluations. More information about the quality framework and methodology can be found on our website [www.careinspectorate.com](http://www.careinspectorate.com)

## What people told us

For this inspection, we received views from six parents of children who attend the service. All parents were very happy with the quality of care their children received. They shared examples of staff professionalism and compassion, particularly during the challenges of the pandemic:

"I cannot fault any of the staff they were fantastic and really put the effort in to ensuring the children settled well. I see my children growing and developing on a daily basis. I am very grateful that the staff at Blairtummock House were able to continue with my children's learning throughout the pandemic. They enabled them to not only continue learning but to maintain and develop friendships and have that wee bit of normality during a very difficult and worrying time."

"My little girl loves it (at nursery) and the staff were amazing helping her to settle in after Covid. We have no family around and I was shielding so she was not used to being looked after by anybody. It was a difficult

transition for her but they did a great job. They seem to do loads of activities with the children and are outside a lot which my little girl loves."

There were 21 children present at the time of our inspection visit. We observed children engaged happily in their play, mainly outdoors. They were settled in the nursery environment and familiar with the routines. Children were excited to show us around the nursery garden, demonstrating how they used some of the equipment and proudly showing off the pumpkins they were growing.

## How good is our care and learning?

### 1.1 Nurturing Care and support

Children were happy and settled during their time at nursery. Staff were gentle and nurturing in their approach, giving children lots of praise to build their self-esteem.

Parents told us that children were supported to settle into nursery. When the nursery reopened after lockdown, staff took time for discussion with parents and children to ascertain any wellbeing concerns during time away from nursery. Staff revisited familiar routines to enable children to regain their confidence within the nursery and planned experiences that reflected children's individual preferences. From sampling children's personal plans, we could see that observations of children's learning were personal to them. This made it more likely that children would get the support they needed to reach their full potential.

We considered how children were nurtured through responsive routines. At mealtimes, staff sat with babies and younger children to model expected behaviours and create an unhurried and positive social experience. We encouraged staff in the three to five playroom to follow this good practice. In this playroom we particularly liked that staff asked children to vote on their lunchtime experience. This meant children's views would be taken account of in future menu planning.

We were satisfied that effective infection prevention and control measures were in place to support the health and safety of children as well as staff. For example, regular handwashing, enhanced cleaning, physical distancing, and good ventilation.

### 1.2 Children are safe and protected

The service had a robust child protection procedures in place, which included the safe recruitment of staff. Staff had a clear understanding of their safeguarding responsibilities. They had participated in child protection training and were alert and responsive to signs of abuse. Staff knew who to report any concerns to and who their designated Child Protection officer was.

### 1.3 Play and learning

Children were able to freely choose a wide range of experiences suitable to their age and stage, which stimulated their natural curiosity, learning and creativity. All children enjoyed active play in the natural outdoor area where there was plenty of loose parts for them to experiment with. We observed children negotiating space and risk taking as they learned to use their body in different ways. For example, one four-year-old built a tower of tyres and had fun balancing on the top and climbing inside. Children followed their

own play ideas with staff knowing when to step in and use skilled questioning to scaffold their learning. This helped children develop their problem-solving skills, awarding them a sense of achievement.

## Areas for improvement

### How good is our staff team?

#### 4.1 Staff skills, knowledge, and values

Staff recognised the importance of developing strong and secure attachments with children and with supporting parents. We observed that staff were providing compassionate and responsive care to children. During our visit a parent called the baby room to find out how their child had settled that day. A member of staff spoke to them with respect and empathy, and we considered the feedback to be authentic as we had observed the child happy in the nursery environment and relaxed in their interactions with staff.

Effective team working fostered a warm atmosphere for everyone. Staff had been offered training during the pandemic, which enabled the further development of their core skills, for example paediatric first aid as well topics of individual interest such as forest schools.

Staff were registered with Scottish Social Services Council (SSSC) and were engaging with their resources, including the badges for online professional development. Playroom meetings enabled staff to have professional discussions, share good practice and reflect on their learning and what they were trying to achieve for children. Ultimately this will improve outcomes for children.

The service provider was committed to involving staff in self-evaluation and making improvements to the service. Although formal staff support and supervision sessions had been less frequent during the pandemic, staff had appreciated an open door to support from the managers and from the provider to provide reassurance and alleviate any anxiety. We sampled supervision notes and found staff performance was constructively reviewed, with effective support planned and evaluated. This approach empowered staff and enabled them to improve through reflective practice.

#### 4.3 Staff deployment

The management team were sensitive to how staffing levels and skills mix could impact on the quality of outcomes for children. Furlough and staff shift rotas were organised to ensure minimum disruption to children's routines and offer continuity in their care. We particularly liked the communication diaries which meant staff had access to information about any changes to children's needs or family circumstances. The management team recognised the importance of good adult to child ratios to support children's individual needs. They organised staff breaks to minimise disruption on children's day whilst also enabling staff to rest before returning refreshed to engage with children. This promoted everyone's wellbeing and safety.

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com).

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