

Care service inspection report

Quality themed inspection (day care for children)

Victoria Park Kindergarten Day Care of Children

1228 Dumbarton Road
Whiteinch
Glasgow

Service provided by: Victoria Park Kindergarten Ltd

Service provider number: SP2013012046

Care service number: CS2013316501

Inspection Visit Type: Unannounced

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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 registered with the Care Inspectorate on 8 July 2013.

We carried out a 'themed' inspection. This targeted approach means that we looked at identified aspects focusing on children's experiences under each Quality Theme.

The service is provided by Victoria Park Kindergarten Ltd. The kindergarten is accommodated in a renovated building on a main road in the Whiteinch area of Glasgow. The premises are made up of numerous playrooms, auxiliary rooms and safely enclosed outdoor gardens. The service is registered as a care service for a maximum of: 42 children 0 to under 2 years; 38 children 2 to under 3 years; and 60 children aged 3 years to those not yet attending primary school.

The service operates between 7.30am and 6.00pm, Monday to Friday.

The service vision is: "to provide a loving, happy, secure and stimulating environment for all children where inclusion of all learners is a central goal."

A full copy of the aims and objectives can be obtained from the provider.

What we did during the inspection

We wrote this report following an unannounced inspection. This was carried out by two inspectors for the Care Inspectorate. The inspection took place on Wednesday 1 June 2016 between 9.00am and 3.00pm. We gave feedback to the service provider, manager and depute on the same afternoon.

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.

We sent 50 care standard questionnaires to parents/carers who use the service and received 18 completed questionnaires before the inspection visit. We also sent 15 questionnaires to staff and 13 of these were completed and returned to us.

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

We spoke with:

- Management team
- Staff within each playroom
- Children
- One parent.

We looked at:

- Quality assurance systems, including the service Care Inspectorate registration certificate, insurance documents and complaints procedures.
- Service Improvement Plan and Standard Quality Report.
- Observations of how staff work with children.
- Sample of personal planning information about children, including interactive learning diaries.
- Website and closed Facebook page.
- Information displays and service handbook.
- Organisation of children's environments and resources.
- Safe recruitment procedures, including sample of staff files.
- Risk assessments.
- Analysis of questionnaires that were returned from parents/carers and staff.

Taking the views of people using the care service into account

We observed some of the children as they arrived at the service with their parents/carers and received a warm welcome by reception staff. We spent time in each of the playrooms and outdoors observing children and their interactions with staff. Children and staff were relaxed with each other; children were confident in seeking staff assistance when needed and staff supportive in their responses.

Older children chatted to us about how they spent their day at the service and what they enjoyed most, their comments included:

"We're making the jigsaw together, it's round like a doughnut."

"We are packing a box for teddy with suncream and hats."

"We have to tidy up before lunch, can you help us?"

Children's perspectives have been incorporated in the relevant sections of this report.

Taking carers' views into account

Fifty Care Standards questionnaires were sent out by the Care Inspectorate and 18 were returned by parents/carers before the inspection. Seven of the respondents had taken time to add constructive comments, which included:

"I am very happy with my nursery and my child seems happy every time I drop her off. My daughter is only eight months old and attended the nursery since March 2016 so some of the questions don't apply to me."

"Staff are friendly, helpful and approachable. Building/environment spacious and bright."

"The ladies in the Rainbow room work tirelessly to stimulate and engage children. The SHANARRI indicators are displayed and followed. Online learning logs are a new welcome addition to updates of progress. When asking my child what her favourite thing about nursery was she said 'painting, glueing and playing with my friends'."

"As a police officer, the safety and well-being of my child is paramount. The nursery provides high-quality piece of mind care. The best decision for my child is going to this nursery, after being refused a place at a Council nursery."

"My son started at the nursery (Blossom room) six months ago. Every day I am surprised with how much his confidence has grown and how quickly his language is developing. It is clear that he loves his teachers and they have a great relationship with him. Putting him to Victoria Park is the best thing I could have done for him."

"Victoria Park is the best place I've seen, always clean to the eye. The staff are great with all the kids. I feel my child has received the best start in life by attending the nursery."

"A fantastic nursery which my little girl loves. Staff are very approachable and always happy to answer any questions we have anytime we come in. Staff are very engaging with the children, couldn't fault the care and attention they give to my daughter. The nursery has implemented a lot of changes recently in line with new management and the changes have been well communicated and have been very effective. A particular change we have found to make a difference to our knowledge of our daughter's development is the use of the online learning journals and a private room specific Facebook page. Very happy to have our daughter's development and welfare left in the hands of this great nursery."

"My son loves to go to nursery. He speaks very fondly of his care workers. The nursery is excellent, staff are fantastic, friendly, helpful and feel more like friends than strangers."

"My daughter has been at this nursery from one year old. She absolutely loves it. The staff are fantastic. My daughter does so many different activities each day and just loves being there. My three nieces and nephews also go there and also love it."

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.

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

The service identified what it thought it did well, some areas for development and any changes it had planned. The service told us how their users had taken part in the self assessment process.

2 The grades we awarded

We grade the quality of care and support, quality of the environment, quality of staffing and quality of management and leadership. In each case, we award a grade on a scale from 1 to 6, where 1 is unsatisfactory and 6 is excellent.

| | |
|--------------------------------------|---------------|
| Quality of care and support | 5 - Very Good |
| Quality of environment | 4 - Good |
| Quality of staffing | 5 - Very Good |
| Quality of management and leadership | 5 - Very Good |

3 Quality of care and support

Findings from the inspection

For this quality theme, we focussed on how planning and assessment was used by staff to support good outcomes for children. We also looked at child protection.

We observed children receiving warmth and affection from staff. Staff knew children well and worked with them to plan activities that took account of their individual needs and interests. Staff had developed the format of children's personal plans to incorporate interactive learning diaries. The sample we looked at online was informed by national curricular guidance as well as the wellbeing indicators from GIRFEC. In this way staff could track children's development and identify their next steps. We could see that parents had also added comments, including information about their child's achievements outside of nursery. Recognising children's wider world contributes to them feeling respected and included.

The service had a Child Protection policy and related information for families had been presented within the context of children's rights to make it more user-friendly. There were picture prompts in the playrooms to signpost staff to related good practice guidance on safeguarding children, including UNCRC and GIRFEC. Staff had annual child protection training to make sure they understood and felt confident about implementing these measures.

A working group on child protection, with staff representing each playroom also met quarterly to discuss any changes to policy and how this could help them safeguard children.

Grade

The quality of care and support is graded 5 - Very Good

Requirements

Number of requirements - 0

Recommendations

Number of recommendations - 0

4 Quality of environment

Findings from the inspection

For this quality theme, we focussed on the organisation of the environment and particularly how this supported children's increasing independence as they made the transitions from home, within the nursery and onward to school.

The service provided a stimulating but safe environment where children could play, learn and develop independence. New resources had been purchased since the last inspection, such as child height furniture and sinks for the baby rooms so that they could participate in daily routines with minimal adult intervention. We observed children's use of the woodwork bench and real tools in the 3-5's playroom and could see that working with wood and real tools was nurturing children's imagination, helping them develop hand eye coordination, grow in confidence and learn about the creative purpose of tools. It also provided an opportunity for staff to talk to children about risk in a meaningful way and to take responsibility for their own safety.

Children could play outdoors in the fresh air on a daily basis and their participation was monitored to ensure all children had participated, whether in one of the nursery outdoor areas or in the local community. The outdoor areas provided open-ended materials to interest and challenge children. We discussed with management how giving children more choice as to when they took their play outdoors would help extend and sustain their learning. This is in addition to the health benefits of regular access to fresh air (please see recommendation 1).

Grade

The quality of environment is graded 4 - Good

Requirements

Number of requirements - 0

Recommendations

Number of recommendations - 1

1. Management and staff should continue to develop the service outdoor spaces to maximise children's opportunities for active learning in the fresh air.

National Care Standards for early education and childcare up to the age of 16
- Standard 3: Health and wellbeing and Standard 5: Quality of experience.

5 Quality of staffing

Findings from the inspection

At this inspection, we considered the service provider's safe recruitment procedures and the support for staff development, including leadership opportunities.

We sampled staff files and found two references were sought prior to offering candidates a post. Staff were required to be members of the Protection of Vulnerable Groups scheme (PVG), registered with the Scottish Social Services Council (SSSC) and hold a relevant qualification. Information about recent staff training was shared with families on the service website and newsletters. This gave parents/carers reassurance that children were being cared for by competent staff and that staff were continually building their capacity to meet children's individual needs. We spoke at feedback about management being vigilant in monitoring their safe recruitment systems in order to safeguard children.

The manager and depute had both completed a BA in Childhood Practice, the management and leadership qualification recognised by SSSC, which provided them with the skills for developing the service including modelling leadership for the rest of the team. Staff were encouraged to share new learning with their colleagues within room meetings and within communities of practice. These 'communities' were used to take forward the service priorities as well as to discuss how national guidance could be implemented. Minutes from meetings were available in each playroom so that everyone was kept up to date with national initiatives that would support good outcomes for children. Empowering staff to take a lead role in cascading learning helped them feel a sense of responsibility and achievement.

Grade

The quality of staffing is graded 5 - Very Good

Requirements

Number of requirements - 0

Recommendations

Number of recommendations - 0

6 Quality of management and leadership

Findings from the inspection

For this quality theme, we focussed on quality assurance systems and how the manager promoted involvement of others in these processes. This made it more likely that staff, children, parents and carers would feel respected and included. Please refer to action taken in response to a previous recommendation about quality assurance under section 8 of this report.

A variety of systems were in place to facilitate ongoing consultation with parents/ carers, enabling them to comment on the service and make suggestions for improvement. For example, both staff and parents spoke highly of the effective use made of a protected Facebook page for sharing information. Management used other user-friendly formats such as visual displays to explain the operation of the service to families and to inspire them to ask questions.

The manager had an open door philosophy and one example of this was the weekly huddle where individual staff could freely choose to participate in an informal discussion about developments within the service. At feedback, we talked about how this approach could be further developed to afford staff more autonomy in taking forward areas for improvement. This could include allocating individual staff areas for responsibility within the forthcoming service improvement plan.

Grade

The quality of management and leadership is graded 5 - Very Good

Requirements

Number of requirements - 0

Recommendations

Number of recommendations - 0

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

Previous requirements

1. The service provider must ensure that all staff comply with the service infection control policy and procedures at all times. Staff should refer to good practice guidelines for hand washing found in the HPS publication - 'Infection Prevention and Control in Childcare Settings' (2014 in press).

This is to comply with The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210), Regulation 4(1)(d).

Timescale: With immediate effect.

This requirement was made on 03 April 2014

The service provider had installed child height sinks in the playrooms. The manager had delivered refresher training for staff on hand hygiene, which had helped staff organise awareness raising activities for children on the importance of good hand washing.

Met - Within Timescales

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

Previous recommendations

1. The manager should ensure that quality assurance processes currently in place capture areas for improvement. This is to ensure consistency across staff practice and to demonstrate accountability.

Findings should be communicated in a user-friendly format so that people can see their own contribution to the life and work of their service.

National Care Standards for early education and childcare up to the age of 16 - Standard 13: Improving the service and Standard 14: Well-managed service.

This recommendation was made on 03 April 2014

The Standard and Quality Report and priorities from the service improvement plan were posted on the service website; this helped everyone see how management monitored the quality of the service and made improvements. People could contribute to improving the service in a range of ways, which included questionnaires for parents/carers and working groups for staff. Responses to our Care Standards questionnaires confirmed that parents/carers felt that they and their children had been involved in developing the service.

2. Management should review the service policy for infection prevention and control. This is so that everyone is aware of the measures that should be in place to protect children from an avoidable situation that could put their health at risk.

National Care Standards for early education and childcare up to the age of 16 - Standard 3: Health and wellbeing, Standard 13: Improving the service and Standard 14: Well-managed service.

This recommendation was made on 03 April 2014

We could see that the Infection Prevention and Control had been revised in line with the Health Protection Scotland good practice guidance - 'Infection Prevention and Control in Childcare Settings' (Sept 2015). The policy had been shared with parents/carers.

9 Complaints

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

10 Enforcements

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

11 Additional Information

There is no additional information.

12 Inspection and grading history

| Date | Type | Gradings | | | | | | | | |
|---------------------------|---------------|---|------------------|----------|-------------|----------|----------|---------------|---------------------------|----------|
| 3 Apr 2014 | Unannounced | <table> <tr> <td>Care and support</td> <td>4 - Good</td> </tr> <tr> <td>Environment</td> <td>4 - Good</td> </tr> <tr> <td>Staffing</td> <td>5 - Very Good</td> </tr> <tr> <td>Management and Leadership</td> <td>4 - Good</td> </tr> </table> | Care and support | 4 - Good | Environment | 4 - Good | Staffing | 5 - Very Good | Management and Leadership | 4 - Good |
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| Staffing | 5 - Very Good | | | | | | | | | |
| Management and Leadership | 4 - Good | | | | | | | | | |

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