Cherrie Children Daycare
Day Care of Children

Cherrie Centre
3/5 Birch Place
Moorpark
Renfrew
PA4 8FD

Telephone: 01418 866 388

Type of inspection:
Unannounced

Completed on:
20 September 2021

Service provided by:
Moorpark Community Association
Cherrie Children's Day-care

Service provider number:
SP2003001049

Service no:
CS2003004978

About the service

Cherrie Children Daycare has been registered with the Care Inspectorate since 2011 to provide a care service to a maximum of 58 children:

- 18 children aged 1 to 3 years,
- 40 children of primary school age.

The care service operates Monday to Friday, 50 weeks a year, between the times of:

Daycare -
09:30 to 12:00 hours and 13:00 to 15:30 hours.

Out of School Care -
15:00 to 18:00 hours - Term Time.
08:30 to 18:00 hours - School Holidays.

The aims of the service include the following:

'To stimulate and develop the physical, intellectual, social and emotional interests of the child in a safe and caring environment. The out of school service aims to 'provide good quality childcare at affordable prices, where parents can be confident that their child will be cared for in a safe and secure environment.'

We started the inspection of Cherrie Children Daycare with an unannounced visit on Wednesday 15 September 2021. We continued the inspection on Thursday 16 September onsite, then virtually using telephone discussions and email exchange, then concluded by giving feedback on Monday 20 September 2021.

This was a themed inspection where we evaluated the Quality of Care and Support and the Quality of Staffing. As part of this inspection, we considered Key Question 5 - Operating an early learning and childcare setting (including out of school care and childminders) during Covid-19 with a specific focus on Quality indicator 5.2: Infection prevention and control practices support a safe environment for children and staff. We will report on the overall performance of this indicator within Quality Care and Support.

We check services are meeting the principles of Getting It Right For Every Child (also known as GIRFEC). Set up by the Scottish Government, GIRFEC is a national approach to working in a consistent way with all children and young people. It is underpinned by the principles of prevention and early intervention. 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.

What people told us

There were 27 children present over the days of our inspection visit. Children were happy, confident, and settled in the care of the staff. Some older children were keen to share their play and learning experiences with us. They told us that the service was fun, they liked playing outdoors, the staff were friendly and had a sense of humour.

We spoke to one parent during our visit and five parents by telephone, where they shared their views about their children attending the service.

All six responses were very positive about the care and support offered to their children and family throughout the Covid-19 pandemic. This had informed, included, and reassured parents that the health, safety, and wellbeing of their children was a priority within the service.

Self assessment

A self assessment was not required prior to this inspection.

From this inspection we graded this service as:

Quality of care and support	4 - Good
Quality of environment	not assessed
Quality of staffing	4 - Good
Quality of management and leadership	not assessed

What the service does well

We observed positive interactions between staff and children over all age groups. Staff were kind, caring and responsive towards children, which met their individual needs, interests, and requests.

Children directed their play and learning, with staff facilitating and scaffolding their skill levels as appropriate. An example of this was children in the afterschool care who wanted to make sock puppets following an interest learned in school. The staff supported their interest by providing them with the materials needed. In addition, we observed staff supporting younger children with their schematic play styles, where staff extended the learning by introducing some challenges to their play. Staff used open-ended questioning when engaging with children and were skilful in knowing when to intervene and when to stand back and observe.

Staff supported the younger children that were learning to share by helping them with turn-taking. In addition, one parent we spoke to told us that the staff were very supportive in providing strategies for them to use at home, supporting continuity for their child.

Children's personal care plans included the Getting It Right for Every Child (GIRFEC) SHANARRI wellbeing indicators and detailed information to include each child's current care and support needs, 'all about me', routines and preferences. These were reviewed and updated during the pandemic, supporting children's return. In addition, school-aged children had completed their own 'all about me' and sharing sheet with their parents with some of their preferences and suggestions taken forward. This included and respected children's views and comments.

Parents told us that they liked having the learning story folders sent home. These included photographs and descriptions of their child playing, staff observations of children learning, and wow moments highlighting their play and learning progress.

The deployment of staff was good. The consistency of care supported children's play, learning and development. As part of the induction programme, a newly appointed staff member was present, enabling them to become familiar with the service and children, understand their role and responsibilities.

We checked the safe recruitment procedures for the service and found that measures were in place to support children's safety and wellbeing. For example, the service ensured disclosure checks and references were in place before staff were left alone with children.

Snack was a relaxed, pleasant, and unhurried experience for children. Healthy options for eating and drinking was promoted. Staff sat alongside the children chatting to them while they ate. In addition, school-age children sat in their school groups, further limiting the transmission of Covid-19.

We reviewed the services Covid-19 infection prevention and control measures and found them to be effective in ensuring the health, safety and welfare of children and families attending the service.

What the service could do better

Children were protected from harm by staff who had a basic understanding of their roles and responsibilities in relation to child protection. However, it has been a while since the staff had participated in child protection training. As a result, the service should review its child protection policy and procedures to support staff in their knowledge of wider child protection issues. This will ensure further safeguarding of the children and families in their care. (See recommendation 1)

During our visit, we reviewed the settings promoting positive behaviour policy. After speaking with staff and the manager, we advised that the policy be updated to reflect current best practices and procedures.

Staff were keen to learn and develop and, for some, had completed training that supported them to learn new skills. They were aware of some best practice guidance and had used this to make changes to their practice. An example of this was the benefits of risky play. Children in the nursery were encouraged to manage their own risk in a safe and secure environment supported directly and indirectly by staff. However, training was on hold for most staff due to the pandemic and staff's own personal circumstances. The manager and staff should now plan appropriate and identified training to extend staff learning to support positive outcomes for children.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. The service should update its child protection policy and procedures. This will ensure further safeguarding of children and families in their care.

This is to ensure that the quality of care and support is consistent with the Health and Social Care Standards, which state: "I have confidence in people because they are trained, competent and skilled, can reflect on their practice and follow their professional and organisational codes". (HSCS 3.14) and "I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities". (HSCS 3.20)

Complaints

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

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

Recommendation 1

Transitions plans, personal plans and learning profiles should be further developed to ensure staff effectively plan, assess and review the health, wellbeing and safety needs and outcomes for individual children. Staff should consider the GIRFEC health and wellbeing indicators, Playwork Principals and Building the Ambition guidance.

National Care Standards Early Education and Childcare up to the age of 16: Standard 3 - Health and Wellbeing

This recommendation was made on 30 August 2017.

Action taken on previous recommendation

The service submitted an action plan to the Care Inspectorate on 1 November 2017. The service had not been asked to complete a self-assessment in advance of the inspection. We looked at the service's own improvement plan and quality assurance paperwork. They wrote and told us:

To ensure we further develop the children's personal plans and learning profiles as a staff team, we have and will continue to use advised guidelines and literature to ensure all staff have the knowledge and resources to do so.

Staff will also access suitable and appropriate training to further develop skills and to ensure the are confident in their role and responsibilities. This training will both be in-house and with outside agencies.

Parents, carers and children's views and experiences will be used to support personal plans and through observations and interactions with staff and peers, we can gather further information to support and personalise individual children's profiles and personal plans.

During our inspection on 18 July 2019 we found that this recommendation is: not met.

Recommendation 2

Personal plans for children should be further developed to ensure that purposeful individual observations and clearly identified next steps are recorded for each child.

Staff should ensure that spontaneous observations are carried out, where appropriate. This will give clear information on children's individual learning and support each child's keyworker to identify individual next steps in learning for each child in their group. Children's personal plans should be reviewed every six months, or when appropriate, with parents.

This is to ensure care and support is consistent with the Health and Social Care Standards which state: "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" (HSCS 1.15), and in order to comply with Regulation 5 of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210)

This recommendation was made on 18 July 2019.

Action taken on previous recommendation
This recommendation is met.

Inspection and grading history

Date	Type	Gradings	
18 Jul 2019	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good Not assessed Not assessed 4 - Good
30 Aug 2017	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good Not assessed 4 - Good Not assessed
17 Aug 2015	Unannounced	Care and support Environment Staffing	4 - Good 5 - Very good 4 - Good

Date	Type	Gradings	
		Management and leadership	4 - Good
23 Aug 2013	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good 5 - Very good 4 - Good 4 - Good
6 Sep 2012	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good 4 - Good 3 - Adequate 3 - Adequate
19 Aug 2010	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good Not assessed 4 - Good Not assessed
1 Sep 2009	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 4 - Good 4 - Good 4 - Good
14 Jul 2008	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good 4 - Good 4 - Good 4 - Good

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