Quarriers Family Resource Centre
Day Care of Children

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Type of inspection:
Unannounced

Completed on:
6 September 2024

Service provided by:
Quarriers

Service provider number:
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CS2003014363

About the service

Quarriers Family Resource Centre is a charitable organisation. The centre operates a day care of children service from purpose-built accommodation in the east end of Glasgow. The early learning and childcare service is in partnership with Glasgow City Council to provide commissioned places for eligible two year olds.

The service can accommodate 29 children not yet of an age to attending primary school at any one time. Of those 29 no more than nine are aged under two and no more than 20 are aged two to three years. At the time of our inspection there were a total of 8 children present.

The accommodation consists of two playrooms, a soft playroom and outdoor play spaces. There are changing and toilet facilities for children and office, catering and staff facilities. The service is close to schools, transport routes, shops and community services. The centre has a unit to support families wellbeing.

About the inspection

This was an unannounced inspection which took place on 5 and 6 September 2024. The inspection was carried out by two inspectors from the Care Inspectorate.

To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration information, information submitted by the service and intelligence gathered since the last inspection. In making our evaluations of the service we:

- spoke with children using the service
- reviewed feedback from 8 parents and carers whose children attend the service
- reviewed feedback from three staff members employed in the service
- spoke with senior management, manager and staff
- observed practice and staff interactions with children
- reviewed documents.

Key messages

- Staff used kind and nurturing approaches which contributed to children feeling welcome, safe, and secure and contributed to positive relationships.
- Lunch was a relaxed, unhurried, and sociable experience for children.
- Children were settled, happy, having fun and spent most of their time engaged in play in their outdoor environment.
- The provider should make improvements to nappy changing facilities to support children's health and wellbeing.
- The manager was confident and knowledgeable, had a clear improvement vision and was leading with improved changes to the service.
- Quality assurance processes could be further developed to support continuous improvement of the service.
- The manager recognised that self-evaluation was the responsibility of everyone.
- Children benefitted from a skilled staff team who worked well together.

From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

How good is our care, play and learning?	5 - Very Good
How good is our setting?	4 - Good
How good is our leadership?	5 - Very Good
How good is our staff team?	4 - Good

Further details on the particular areas inspected are provided at the end of this report.

How good is our care, play and learning? 5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality Indicator 1.1: Nurturing care and support
Staff had developed a nurturing and inclusive ethos in the service, and this was evidenced through their very warm and caring approach towards children. The interactions were responsive and engaging. This supported children to feel safe, secure, and contributed to the positive relationships they had with staff. Parents commented, "the staff are warm and friendly always very helpful" and "he has such a good bond with his teachers and looks forward to seeing them every morning."

Children were happy, settled, and confident and had developed friendships which enhanced their wellbeing. We observed staff gently approaching children and having discussions about personal care prior to this taking place. This helped children to feel respected and valued.

Staff confidently described children's individual needs and how they were supported. Staff knew the children well which meant they were able to respond to their individual needs and preferences.

Lunch was a relaxed, unhurried, and sociable experience with all children coming together for the experience. Children were engaging in quality conversations with staff. Lunch was served to older children and could be improved with children self-serving for greater levels of independence and responsibility. We saw that management had identified this as part of their monitoring of the mealtime experience and had plans to take this forward. Staff were aware of children's dietary requirements, contributing to children's health, safety, and wellbeing.

Staff understood the importance of sleep for children's overall development. Sleep routines were responsive to children's individual needs. We discussed with management reviewing the procedure for children from the two to three old room being moved into the baby room for sleep. This would minimise transitions for children as part of their day and support with not restricting the use of the space for babies who are awake. We were confident that the management team would review this following our inspection.

The service had fostered strong links and partnerships with local nurseries to support children's transitions as they moved onto establishments providing care, play and learning for children three to five years old. Children were supported well with their transition programme. Planned visits from staff from the new establishment supported children to become familiar with them before attending and an opportunity for information sharing between establishments. This supported children's security and wellbeing throughout the period of transition.

We saw parents were collecting their children from the reception area of the service and not entering the play spaces. We discussed with management the benefits of families entering the service when bringing their children to nursery and collecting them. This has the potential to enhance relationships, belonging and involvement for children and their families. We signposted the service to Care Inspectorate Me, my family and my childcare setting: A practice note for building stronger connections and meaningful relationships and Connecting with your childcare setting - a guide for families. We were satisfied that the management team were considering this to enhance families' experiences.

Children, families, staff, and management had created their own characters linked to SHANARRI wellbeing indicators (safe, healthy, achieving, nurtured, active, respected, and responsible). We could see links to the characters in children's personal plans and planning for children's play and learning. This supported everyone to become familiar with the indicators and to meaningfully relate to these.

Quality Indicator 1.3: Play and learning
Children were having fun and engaged in a variety of experiences. They had very good opportunities to lead their own play and learning, which impacted positively on their development and wellbeing. One parent commented, "My child has learned so much and is very sociable."

We saw children engaged in play experiences showing excitement, wonder and joy. Children were using a range of resources that supported their problem-solving skills, creativity, and imagination, which impacted positively on their development. Older children were joining in imaginative play using toys from the playroom to support their play and curiosity. Babies were exploring their senses when playing in the sand tray and exploring the feeling of the sand on various parts of their body. We saw children transporting items to other areas of playrooms and staff supported this, showing their understanding of child development and schematic play. Schematic play is repeated actions or behaviours that children display as they explore the world around them.

Children chose to spend a lot of time playing outdoors which was facilitated well by staff. Children were joining in risky and challenging play when using climbing apparatus and was an opportunity to develop their physical skills and movement. Opportunities were available for children to be creative in their play when mark making and exploring their senses in water play activities.

Staff joined in with play and were responsive to children's interests. They were skilful in knowing when to step back from play and join in again to spark children's interest and curiosity. Staff recognised where further challenge would be beneficial and equally, where support was required. This meant staff could respond meaningfully to children's needs and wishes and supported children's overall wellbeing and sense of belonging.

The service had made changes to their planning processes to include being more responsive to children's interests. Staff were planning for children's individual interests and next steps were created to support children's individual learning and progression. Floor books were being used and captured skills, learning and progression. These were linked to best practice guidance and legislation. Plans could be improved by recording evaluations. This has the potential to extend children's play and learning opportunities.

Online learning journals shared information with parents and carers of children's learning and skills. This supported learning to continue at home. Parents commented, "I'm always on his learning journal and get constant updates on it I love it, it settles all my nerves knowing he's doing amazing and in a safe environment that he loves." Some observations would benefit from more depth of learning and specific next steps to extend opportunities for children's progression and learning.

How good is our setting? 4 - Good

We evaluated this key question as good as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

Quality Indicator 2.2: Children experience high quality facilities
Children were cared for in an environment that was bright, welcoming, clean, and well ventilated. It was furnished with natural resources which helped create calm and relaxing environments. Indoor and outdoor environments were safe and secure for children and the service was well maintained to support children's safety and wellbeing.

Children's health and wellbeing was supported as they had free flow access to the outdoors for fresh air and exercise. Staff used a risk benefit approach. Staff told us older children joined staff in undertaking daily checks of the outdoor space. This contributes to developing children's confidence in identifying risks and using their environment safely. Children had opportunities to be part of and become familiar with the local community on visits to the local play park and through planned visits from the emergency services. All parents who provided feedback told us their child had the opportunity to play outdoors. Parents commented, "my daughter plays outside in the garden and also goes to the park to feed the ducks with her teachers" and "he absolutely loves going out to the garden he's very adventurous, so he loves to climb things then jump off, he also loves jumping in puddles."

The service had plans for further development of outdoor play spaces, to incorporate more loose parts materials. This has the potential for children to use the materials in their play to provide opportunities to extend their creativity, curiosity, and imagination skills. There were sheltered areas outdoors to support children's play and protect them from most weathers contributing to their health and wellbeing. The service had an outdoor classroom which was being used as a storage area and we discussed the potential for this to be used as a play environment or a cosy and comforting space for children's play and learning.

Toys and resources including natural materials were organised to support children's choices and curiosity and were accessible to children. Children were able to join in experiences which were of interest to them. Children had access to a soft playroom providing an opportunity to participate in active play and support their physical development and movement.

The service had two nappy changing areas. All children were using the same nappy changing area and the baby changing area contained a toilet. This did not follow best practice in relation to infection prevention and control. As these have the potential to compromise children's health, we have made an area for improvement (see area for improvement 1). During discussion, the leadership team agreed that in order to improve infection control for changing children, the configuration of the baby changing area would be looked at and children under two years old and over two years old would be changed in separate spaces to support this improvement. We signposted the provider to 'Care Inspectorate guidance on Nappy changing for early learning and childcare settings (excluding childminders).'

We observed children and staff were washing their hands, and this was carried out well to support children's health and wellbeing. Drinking water was available for children to access during the day to keep refreshed and hydrated.

Areas for improvement

1. To ensure the health and wellbeing of children, the provider should improve nappy changing facilities.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state, 'If I require intimate personal care, this is carried out in a dignified way, with my privacy and personal

preferences respected' (HSCS 1.4), and 'I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishings and equipment' (HSCS 5.24).

This is to ensure changing facilities are consistent with the Care Inspectorate Document: 'Nappy changing for early learning and Childcare settings (excluding childminders)'.

How good is our leadership? 5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality Indicator 3.1: Quality assurance and improvement are led well
Strong leadership within the service promoted a culture of continuous improvement. The manager was passionate, visible, friendly, and approachable to children, families, and staff. Management of the service was very committed to initiate change by involving and recognising the contributions of parents, carers, and staff. Parents were consulted on various aspects of the service. We could see suggestions were taken forward to support with improving outcomes for children and their families. All parents who provided feedback shared they are involved in a meaningful way to help develop the service. One parent commented, "The nursery are open to and embrace our ideas for change."

Self-evaluation was used to identify strengths and where improvements could be made to improve outcomes for children and their families. All staff who provided feedback shared they are fully involved in self-evaluation of the service. We could see that identified areas of improvement were taken forward. One parent commented, "I love to see the learning journal updates and think this has been a positive change since my first child attended the nursery." We discussed with management the value of recording the impact and outcome of the changes made.

Staff told us the manager was supportive and spent time in playrooms. The manager was confident and knowledgeable. She had a good understanding of where the service was and what needs to be done for continued improvement. Management and staff were clear about improvement priorities, and staff were supported and actively involved in engaging in the settings improvement journey. They had made progress to support improving language through play experiences for children and improving their induction procedures for new staff to the service.

Quality assurance tasks were taking place to include audits of personal plans, children's observations, and medication. We discussed with management improving the auditing of personal plans. Personal plans contained the information staff needed to support children and meet their needs for most children. We discussed with management where children would benefit from additional information within their plans.

Quality assurance could be further improved with creating and following a quality assurance calendar. This will provide opportunities for reflection and enhance self-evaluation processes for continued improvements.

The manager carried out monitoring of playrooms and staff practice. This had led to strengths and areas for improvement being identified and shared with staff. These areas were re-visited and had led to progress to improve outcomes for children and families.

Staff were delegated champion roles, encouraging them to be responsible and accountable based on their skills and interests in children's rights and parent participation. The roles supported the sharing of information and contributed to improvements within the service. When the staff team grows the manager

plans to distribute additional responsibilities and tasks to staff, continuing to recognise and value staff members knowledge and expertise.

How good is our staff team? 4 - Good

We evaluated this key question as good as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

Quality Indicator: 4.3 Staff Deployment
There was a small core staff team who were present to care for the children. On the morning of our visit, babies and children aged two to three years old were being cared for together in the two to three year old playroom. One parent commented, "I am aware they sometimes have to group the baby room and toddler room together due to staffing. This does not bother me." Management and staff shared with us vacant posts and absences had resulted in management spending time on the playroom floor, using agency staff to support and the joining of age groups at times to meet children's needs. We acknowledged current recruitment challenges and management told us the ongoing challenges they had faced in recruiting staff. Almost all parents who provided feedback shared with us, there are always enough staff in this service to meet their child's needs.

The staff team provided a range of skills and experience to the service within and across playrooms. Key working arrangements ensured there was consistency in individual children's care across the day. One parent commented, "The staff appear to really care for my child and her development."

Procedures were in place to account for all children. Staff were deployed indoors and outdoors and supervised children in their play. We observed examples of communication and team working taking place. Staff supported each other and communicated when leaving a space or attending to a child's needs. Staff worked well to plan breaks that had minimal impact on children but gave time for staff to rest and refresh.

Staff were supported to develop their skills and knowledge through attending professional learning and development. Some staff shared with us how their training had supported them to reflect, and as a result they had made changes to their practice. Staff showed their commitment to continue to learn and develop their skills, knowledge, and practice by undertaking their Batchelor of Arts qualification. This ensured that children received good care, support, and learning.

Complaints

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

Detailed evaluations

How good is our care, play and learning?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very Good

How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good

How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good

How good is our staff team?	4 - Good
4.3 Staff deployment	4 - Good

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