Smiley Stars Nursery - Ibrox
Day Care of Children

38 Ibrox Terrace
Ibrox
Glasgow
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Telephone: 0141 427 0122

Type of inspection:
Unannounced

Completed on:
13 February 2024

Service provided by:
Nerlana Ltd

Service provider number:
SP2010010892

Service no:
CS2010249059

About the service

Smiley Stars Nursery - Ibrox is registered to provide a care service for a maximum of 44 children from birth to those not yet attending school. The service is provided by Nerlana Ltd. The service operates from a terraced property in the Ibrox area of Glasgow, close to local transport links, shops and schools.

About the inspection

This was an unannounced inspection which took place on 12 and 13 February 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 who attended the service
- spoke with the management and staff team
- spoke to three parents whose children attended the service
- received electronic feedback from 14 families whose children attended the service
- received electronic feedback from seven staff members
- reviewed documents

Key messages

- Children were cared for by kind nurturing staff, who were patient and responsive to their needs and interests.
- The providers, management and staff team were committed to a programme of continuous improvement and self evaluation.
- Children were confident in leading and directing their own learning.
- The management and staff team valued parents and carers as partners. They sought regular feedback in order to assess the quality of service they provided.

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?	5 - Very Good
How good is our leadership?	5 - Very Good
How good is our staff team?	5 - Very 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/people, therefore we evaluated both of these key questions as very good.

Quality indicator 1.1: Nurturing care and support

Children were looked after by staff who knew them well and cared about them. In each of the playrooms we observed warm, welcoming staff who were attune to children and their individual requests. Staff were very nurturing and responsive to children. Parents and carers told us that they felt looked after and cared for by the team. Parents and carers who provided feedback shared positive comments about the care their children received from the staff team. Some of their comments included:

"The staff in the rooms are fabulous, my child talks about them all the time and really enjoys going to nursery to be with them" and "My child genuinely loves the room staff!"

Children were well supported by staff who cared for them, knew them well and recognised their needs. Detailed information was recorded in children's personal plans to assist staff in supporting children. Personal plans were created and developed on the Famly App. This meant that parents and carers could easily update staff with any changes to their care or developmental needs. We noted that plans were regularly reviewed and updated as children's needs changed.

We observed children's lunchtime experience. The service employed a cook to provide a warm lunch for children every day. One parent who provided feedback told us that the menu was at times repetitive. We looked at the service's planned menus which were appropriate to meet children's nutritional and dietary requirements, however, the provider agreed that there had been times in the past where there had been issues with shopping being delivered that menus may have had to be changed and they may have caused repetition.

During our inspection the cook was absent. Staff confidently took over her role , ensuring that children were fed and their routines not interrupted. Children enjoyed sitting together having lunch. Staff supported children who needed help and were encouraging to children who were able to be more independent. We suggested ways in which the service could further develop and improve lunchtime experiences to create a more homely, nurturing environment such as, providing tablecloths and napkins. The provider agreed to do this.

We looked at how children who required medication were protected. We found that robust policies and procedures were in place to ensure the safe storage, recording and administration of medication. The service's policy and medication forms were made easily available to families on the Famly App.

Children were able to sleep or rest whenever they needed to. Sleep time was responsive to children's needs. Safe sleep practice was followed and children were provided a separate cosy space to rest and relax away from play, for example children in the 2-3 room that did not require or want to sleep were able to play upstairs in the 3-5 room and older children in the 3-5 room who needed to sleep were brought downstairs to sleep in a quieter environment. This meant that children who did not require a sleep could continue with their play and those that did experienced a quiet, nurturing sleep environment.

Staff were trained and clear about their roles about safe guarding and protecting children. They understood the policies and procedures that were in place. This contributed to the health, safety and well being of children who attended the service.

Quality indicator 1.3: Play and learning

Children had opportunities to lead their own play during free flow periods. They had access to a wide range of resources that supported and extended their play, this included mark making resources and sensory materials such as sand, water and shaving foam. This encouraged children to develop their skills through play and supported them to explore and be curious. Where children led their own play, staff were skilled at facilitating and adding breadth and balance to children's learning.

We did see times children's play was interrupted, so children could transition to a part of the daily routine, for example to take part in group time, come together for stories, snack time and toothbrushing. We asked the management team to carry out an audit of transitions and review the pace and flow of the day. The management team agreed to do this.

Children's experiences, learning and progress was captured on the service's online Famly App which parents had access to, and to which they could make comment. The Famly App was also used to inform parents and carers of how their children's day was going and how their personal care needs were met. We noted that although this was very relevant information, and parents liked receiving it, staff spent a lot of their time updating the App. This detracted from the time they had to spend and engage with children. We asked the management team to consult with parents and review how often the app was updated. We suggested that appropriate updates might take place twice a day for example at lunchtime and towards the end of the day.

Staff planned experiences and resources to children's interests and stages of development. This was evident through children's learning journals and through learning stories which were displayed in playrooms. The current plan was focusing on subitising. Subitising is when children learn to recognise the number of objects in a small group without counting them. To support children's development in this area counting games were available for children to play with through the day.

Staff told us they reflect with children at the end of the day, and use the information gathered through these conversations to inform the resources and experiences that will be on offer the next day. This highlighted that staff were respectful of children's voices and valued their ideas and opinions, and that experiences were child centred and informed by children's interests and stages of development. One parent who provided feedback told us "I really value the variety of activities they do with the kids - and my impression is that they are always looking for new ideas, ways to improve, get parents involved."

How good is our setting? 5 - Very Good

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

Quality indicator 2.2: Children experience high quality facilities

The providers were committed to continually investing and improving the environment. We could see where improvements had been made to increase and improve play spaces for children. As a result, children had more space to play and learn.

The installation of an outside toilet and changing area meant that when children needed the toilet or required changing staff could support them with this in a comfortable, warm space without having to bring them indoors and disrupting other children's play.

The indoor and outdoor environments were well structured and developmentally appropriate for children. Spaces were well resourced and set out attractively, they reflected children's interests and supported them to explore and be curious about their play and learning. Children were cared for in rooms according to their age and stages of development.

During our inspection we noted that all children had the opportunity to play and learn outdoors, whilst benefitting from fresh air and exercise. The outdoor areas had been carefully planned to capture children's interests and spark their imagination. Children enjoyed playing outdoors. One parent who provided feedback told us that she had raised concerns with the service that her child had not accessed outdoors for some time, however she told us that the service had responded appropriately to her concern and the situation had been rectified. We reminded the service of the importance of all children having access to outdoors daily.

Children, families and visitors entered the nursery through a secure entry buzzer system. A register was used to account for children, staff and visitors in the building. Staff communicated well with each other as children left the nursery with their adult and updated the electronic register accordingly. This meant children were being accounted for and kept safe within the service.

Robust infection, prevention, and control policies and procedures were in place. We observed staff and children practice effective hand washing, the building was visibly clean, and resources were cleaned regularly throughout the session. This kept children and adults safe, protecting them from the potential risk of the spread of infection.

Staff reported maintenance issues to the management through an online app. This was then passed onto the provider to arrange swift repair. The building was in a good state of repair. This meant children benefited from a well-maintained safe environment.

CCTV cameras were installed in all playrooms and corridors and monitored in the manager's office. The use of CCTV was lawful, fair, and proportionate. A CCTV policy was in place and shared with all staff and families. This meant CCTV was used to support safe, effective, and compassionate care for children.

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/people, therefore we evaluated this key question as very good.

Quality indicator 3.1: Quality assurance and improvement are led well

The management team were clear about their individual roles and areas of responsibilities. We received some feedback from parents and carers about the management and leadership of the service. Some of their comments included:

"I have always had clear communication from management. They seem knowledgeable and seem to know my children well - so they can answer questions I may have."

The service had recently involved parents in reviewing and updating their vision, value and aims. Their reviewed values were clearly displayed and promoted within the service and on the service's website and App. Involving people who used the service highlighted how the service valued and respected people's ideas and opinions.

The management and staff team recognised the importance of parental engagement. We saw some evidence of how the service encouraged and supported families to be involved in the life and work of the setting through consultation and home link programmes such as Stay and Play sessions. On one of the days of our inspection the service were providing a Stay and Play session in the 2-3 room. We spoke to two of the parents who had attended, they told us that they valued the opportunity to come into the nursery, observe and play with their child in their nursery playroom. We suggested that the management team enhance this experience by gathering feedback from parents about the session. The manager agreed to do this.

Staff used good practice guidance, room meetings, one to one meetings with the manager and training opportunities to facilitate discussions. The provider used in service days to bring all of the company's nursery staff together to participate in relevant training and discussion. This gave staff the opportunity to network with colleagues and share ideas and opinions.

Quality assurance systems in place included regular monitoring of different aspects of practice, such as children's personal plans, learning journals, staff performance, medication and accidents. Where areas for improvement were identified, this was shared with staff and plans put in place for improvement. These processes highlighted the service's commitment to self evaluation and improvement.

How good is our staff team? 5 - Very Good

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

Quality indicator 4.3: Staff deployment

During our inspection there were enough staff to support and meet the needs of children. The management team recognised and valued the importance of ensuring that the service was appropriately staffed throughout the full day to enable this to happen. Staff shifts were carefully planned to ensure that there were enough staff at the beginning and end of each day.

Staff breaks were planned in a way that minimised the impact on children, while allowing staff to rest and be refreshed. Effective staff deployment meant staff were supporting nurturing experiences and were able to meet all children's individual needs well.

Staff communicated and worked well together to ensure children were safe and engaged in quality experiences throughout the nursery session. They were proactive when anticipating where and when support might be needed. This created a respectful atmosphere which ensured children's experiences were high quality, positive, and appropriately supported throughout the day.

Staff knew children very well and secure relationships between them had been established. We witnessed children being supported by staff in ways which were appropriate to meet their needs. This meant that children felt safe, secure, and happy in a service where a caring staff team nurtured and supported them. Parents commented positively about the staff team and their skills. Some of their comments included:

"I am very happy with the staff.", "My child genuinely loves the room staff!" and "I have always found staff members very friendly and very professional both in person and when reading their feedback about my children."

Staff absence was managed well. The manager met with staff to support and manage absence. The management team used an evidence-based data collection tool to support and manage absence. When staff were absent, whether planned or unplanned, the manager had the option of requesting staff cover from the company's other nurseries. Arrangements and agreements were in place amongst managers that; providing pressure was not added to their own service, staff could be released to support where required. This meant that the service did not need to use agency staff for cover , and that staff who were covering were familiar with the company's operational procedures and expectations.

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?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very 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?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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