Little Stars Glasgow
Day Care of Children

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Type of inspection:
Unannounced

Completed on:
8 August 2024

Service provided by:
Little Stars (Stirling) Limited

Service provider number:
SP2011011652

Service no:
CS2011299452

About the service

Little Stars Glasgow is registered as a daycare of children service. The service is provided by Little Stars Limited. The service is registered to provide a care service to a maximum of 94 children at one time, aged from birth to those not yet attending primary school.

The service is based within a business park in the Govan area of Glasgow within a shared building. Entrance to the nursery was by a front door and a back door. The playrooms are open plan with three main areas divided by partition half walls and gates. Children also have access to an enclosed garden. There is a covered area to offer shelter and the service also makes use of local amenities including parks and the local shops and museums.

About the inspection

This was an unannounced inspection, which took place on 7 and 8 August 2024 between 09:00 and 17:00. Two inspectors carried out the inspection.

To prepare for the inspection, we reviewed information about the service. This included registration information, information submitted by the service and intelligence gathered since the last inspection. To inform our evaluation of the service we:

- observed practice and daily life
- spoke with 20 children using the service
- gathered the views of 15 parents
- reviewed documents
- spoke with the manager, depute manager and staff.

Key messages

Staff were caring and offered lots of cuddles for children, helping them to feel loved, safe and secure.

The nursery was bright, welcoming and well resourced.

The indoor and outdoor environments were sensitively structured and took account of all children's stages of development and learning. Spaces reflected children's current interests and curiosities, with appropriate resources and materials to support learning.

The provider and management team had worked together to ensure the areas of improvements highlighted in last inspection report had been actioned.

Parents and families could be more meaningfully involved in evaluating the service.

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?	4 - Good
How good is our setting?	4 - Good
How good is our leadership?	4 - 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? 4 - Good

Quality Indicator 1.1 Nurturing Care and Support

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

Strong nurturing relationships and effective communication with parents contributed to children's needs being met. Children experienced kind and caring interactions from staff who took time to listen and respond to their needs. Children's care and learning routines were individual to their needs and were delivered with kindness and compassion. All parents who provided feedback agreed with the statement "Overall, I am happy with the care and support my child receives in this service". This meant children were being supported and nurtured throughout their daily experiences well.

Cultural, dietary, medication and allergy needs were well communicated to ensure all relevant staff were aware of children's needs and wishes. Babies were supported with feeding and provided with nurturing interactions, enabling them to enjoy a social and unhurried lunchtime experience. Younger children experienced mealtimes that supported them to eat and drink at a pace that was right for them. Lunch was a relaxed, unhurried and a sociable experience with most children engaging in quality conversations with staff. Further enhancements to the lunch time experience in the 3-5 room would be beneficial, to reduce waiting time and opportunities for a more sociable experience, for those children. Encouraging them to self-select from dishes on the table that they sit at. Most parents who we spoke with strongly agreed or agreed that their child can choose from a healthy range of snacks and meals that reflect their individual cultural and dietary needs.

Sleep time was managed well. Safe sleep checks were in place along with a safe sleep policy, which was shared with parents. Children were able to rest or sleep in line with their sleep routines recorded within their personal plans. Children's dignity and privacy was respected, as staff attended to their personal care needs. Staff discreetly supported children to the toilet, sensitively helped them to wipe their noses and asked permission to change their nappies. This ensured children's comfort and promoted their rights.

Medication was stored and administered in line with best practice guidance. Medication storage and records were audited monthly by the manager. This meant when children needed medication it was stored and administered safely in line with their needs.

The needs of the individual children were identified and support provided, where required. We sampled personal plans and found they reflected the holistic needs of each child. Children's care and learning routines were recorded, and staff cared for children with kindness and compassion.

Communication with families was overall working well, we reviewed evidence and received feedback that demonstrated parents felt their views were respected and they were kept informed of their children's progress and the life of the centre. One Parent told us "Staff are always very pleasant when dropping my child off and letting me know that my child's development is good and if there are any issues at all during the day"

Quality Indicator 1.3 Play and learning

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

The service had recently developed planning approaches that were play-based, child-centred and focused on children's interests and needs. This was helping to ensure that children were engaged in their play and progressing in their learning. Staff told us that they felt the children were gaining new skills and fun in their play, as staff were now able to be flexible and respond to individual children's interests and wishes. One parent told us "Little stars nursery is great cannot fault it in anyway. My little boy has been in there from when he was a baby and he is thriving and meeting all his milestones."

Children had fun as they participated in a variety of experiences which were developmentally appropriate and relevant to their interests. They had a sense of purpose as they busily played, developing their learning. Staff were beginning to use a new responsive planning approach, that linked to national curriculums such as Education Scotland Curriculum for Excellence Early level and Realising the Ambition Being Me. This meant staff gathered information that supported them to report on children's progress and achievements.

The materials available to children encouraged them to be curious and creative within their play. Older children built detailed models using cardboard, plant pots and wood. One child told us they had made a spaceship, whilst others discussed how tall and long their models were. The materials available to younger children encouraged them to be curious and creative within their play. Younger children were building strong connections in their brains as they explored using their senses. Staff had a rich understanding of the importance of children in this age group feeling safe and nurtured. This was promoted by effective use of photographs of their families around them. One Parent told us "The amount of activities, sensory and going on trips have really boosted my child's learning."

Staff arranged meetings for parents to come in and discuss any aspect of their child's play and learning. Staff told us that they valued this opportunity to meet with parents on an individual basis. Children embraced their right to play, have fun, experience success, while learning and developing their skills. We saw opportunities to count in each area of the playroom and mark making was available to meet children's interests. We also observed opportunities to extend language and literacy. Staff used effective questioning to take children's learning forward and were responsive to children's interests. Children were engrossed and motivated in their play and were progressing well in all aspects of their development.

Children moved easily around the play areas independently and transporting toys as they wished. Staff took time to listen, talk and communicate with children. Effective use of questioning extended children's thinking, widened their skills, and consolidated their learning through play. This meant staff could respond meaningfully to children's needs, wishes and this supported children's overall wellbeing and sense of belonging.

How good is our setting? 4 - Good

Quality indicator 2.2 Children experience high quality facilities

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

The nursery was a bright, welcoming and nurturing environment for children and families. Attractive displays of art work and photographs of children at play celebrated their achievements. This strengthened children's sense of belonging by making them feel like they mattered.

Due to the location of the nursery, all children had access to a range of exciting local amenities, these included:
Science Centre
Tollcross Park
Local Library
Community Centre
The younger children had recently benefited from a trip to the beach. Staff told us, how they had ensured that there were enough toileting and changing facilities to meet the needs of this age group of children, along with space to shelter from rain or sun.

Cosy spaces and hiding nooks were available across the setting, supporting children's wellbeing. Comfortable couches, dens, rugs cushions and other soft furnishings created homely areas where children could relax, refresh and sleep during a busy nursery day.

Toys and materials were easily accessible to children as they were stored in baskets and low level shelving in playrooms. This meant that children knew what was available to them, supporting them to make choices about their play. Children transported toys to different spaces, developing their ideas, imagination and solving problems. Children said "we've got lots of toy's here" and "some toys are new too, we get to choose new things."

Staff completed daily registers. We observed staff communicating well with each other to ensure they were accounting for all children. Registers and noticeboards were accurate and used to show how many children were in the playroom and how many were outside.

The service had made improvements to nappy changing areas to meet our guidance and support children's health, privacy and dignity. Overall staff were using good infection control procedures. They supported children to wash their hands in 0-2 room. Staff have received appropriate training on infection prevention and control and were confident in ensuring a high quality safe environment for themselves and the children in their care. Children were washing their hands effectively before lunch and we discussed 3-5 children should wash their hands after lunch to support children's health and well-being.

How good is our leadership? 4 - Good

Quality indicator 3.1 Quality assurance and improvement are led well.

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Managers had worked with staff, children and families to develop a clear vision for the service. This involved collecting feedback and involving children in shaping the delivery of the service. Managers should now ensure that all staff understand this vision and demonstrate it as they work with children and families.

Although staff often accessed training, it was not always clear how this had impacted on improved outcomes for children. Management agreed to place a greater focus on evaluating training with staff to build understanding of how this could impact positively on children.

Managers were keen to support staff development and did this through observations of practice, regular supervision meetings and induction processes. These helped to identify key areas of strength as well as identifying training that was needed.

Children and families previously were meaningfully involved in the development of service and their views were sought through questionnaires. Suggestions were acted upon and "you said we did" responses were shared. This supported parents and carers to feel that their opinions mattered. The service should now establish this approach to collect information more regularly on relevant aspects of nursery life.

Quality assurance processes were in place including improvement plans with realistic targets. These were reviewed with progress being evaluated and recorded. One priority for the coming year included strengthening all children's access to the garden area that lead from the nursery building. The managers discussed with us, how this will be progressed and which key members of staff will lead this.

The manager understood the importance of consulting with families when making changes or planning for improvement in the nursery. This was done in a range of ways, including using social media and questionnaires. For example, parent ideas were sought about what lunches they would like to see. Children's ideas were also sought at this time and they said they would like more fish fingers. The managers and staff now need to add depth to the way in which children and parents are consulted to show how their ideas influence improvement and sustain any changes implemented. (see area for improvement 1).

Areas for improvement

1. 1. To improve upon outcomes for children, quality assurance systems should be developed further to assess and improve the quality of the provision in line with best practice. The whole staff team should take responsibility for positively contributing to improvement and be accountable for the quality of their work.

This is to ensure that care and support is consistent with the Health and Social Care Standards which states:

'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

How good is our staff team? 4 - Good

Quality indicator 4.3 Staff deployment

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Staff engaged very well in the inspection process and were open and honest during discussions. Staff felt supported by the management team and were able to approach them with any concerns. All staff were observed to work well together. This helped to contribute to a happy and welcoming atmosphere. One parent told us "Staff are always open and helpful. They help me with any questions and my child seems to really enjoy being with them and trusts them." Staff felt valued and listened to. They told us that that the managers worked hard to ensure staff get time to discuss and reflect the overall developments of the children's environment along with time to reflect on Children's Individual targets.

The manager and staff recognised that continuity of care was important for children. Staff breaks were planned well to minimise disruption and to ensure appropriate levels of staffing, such as during children's lunch time. Almost all parents we spoke with agreed that there was always enough staff to look after their child's needs. One parent told us "The manager always makes sure there is enough staff on in each room ensuring the safety and wellbeing of children." Good use was made of the differing experience, knowledge and skills of the staff group to ensure children's experience across the whole day were positive and safe. Staff told us that they worked well together and felt valued by the manager. They told us that they were proud of the nursery and were enthusiastic to provide the best outcomes possible for the children and their families. One parent told us "The staff are so lovely and caring it makes it easier as a first time mum to drop my little boy off knowing he is being taking well care of."

Regular staff meetings enabled staff to plan play, learning and care, which supported children's wellbeing, learning and development. Continuity of care was promoted by management and staff through effective key worker arrangements.

Staff caring for children were courteous and respectful in this service, and registered with the Scottish Social Services Council. They are the regulatory body responsible for registering the social services workforce. They provide public protection by promoting high standards of conduct and practice and support the professional development of those registered with them.

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

AFI / Rec 1

The provider should review mealtimes to ensure that children have access to enough well-balanced meals across the day to meet their individual needs. This is in line with best practice guidance. This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "I can enjoy unhurried snack and meal times in as relaxed an atmosphere as possible" (HSCS 1.35).

This area for improvement was made on 28 September 2023.

Action taken since then

Children now benefit from enhanced snacks throughout the day, in order to meet their needs.

Previous area for improvement 2

AF2 / Rec 2

The provider should ensure that they have a clear risk assessment for the entrances to the building to ensure the safety and wellbeing of children. Doors should be safe and secure and in a good state of repair. This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "My environment is secure and safe" (HSCS 5.19).

This area for improvement was made on 28 September 2023.

Action taken since then

There have been additional locks and keypad added in the service to ensure, the safety and wellbeing of children. Staff were vigilant on safety at pick up and drop off times in the service. Rigorous risk assessments were in place twice a day, ensuring that locks and the key pad were in good working order.

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?	4 - Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	4 - Good

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

How good is our leadership?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good

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

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