

Happy Little People Day Care of Children

Westerton Primary School
Crarae Avenue
Bearsden
Glasgow
G61 1HY

Telephone: 07858 200 174

Type of inspection:
Unannounced

Completed on:
17 May 2024

Service provided by:
Happy Little People Ltd

Service provider number:
SP2016012725

Service no:
CS2016347362

About the service

Happy Little People is a daycare of children service registered to provide a care service to a total of 130 primary school-aged children.

Happy Little People operates a breakfast and after-school club, term-time only. A maximum of 90 children will be cared for within Westerton Primary School. The children are accommodated in a classroom and general purpose room/library within the portacabin and the dining/gym hall and general purpose room in the main building of Westerton Primary School. The service has use of the two toilets in the portacabin and the toilets within the main school building. Children have direct access to the school playgrounds.

Happy Little People also uses Westerton Parish Church, which is directly opposite the school. The church accommodation has a secure door entry. Forty children can be accommodated within Westerton Parish Church at any one time. The children have the use of two halls, toilets and kitchen facilities. Children have direct access to the church's outdoor grass area.

The service is based in the Bearsden area of East Dunbartonshire. It is near transport links and local amenities. The service provider is Happy Little People Ltd.

About the inspection

This was an unannounced inspection which took place over four afternoons. Friday 10 May 2024 when 29 children were attending the service. Wednesday 15 May 2024 when 70 children were at the service. Thursday 16 May 2024 when 50 children were attending the service and Friday 17 May when 25 children were at the service. Feedback was given on 17 May 2024. The inspection was carried out by one inspector from the Care Inspectorate.

To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration and variation information, information submitted by the service and intelligence gathered since the last inspection.

To inform our evaluation we:

- spoke with children using the service
- spoke with four parents
- considered the feedback from 37 parents and nine staff who completed our questionnaires
- spoke with childcare staff, the manager and the provider
- observed practice and daily life
- reviewed documents.

Throughout this report, any reference to parents also includes carers and guardians.

Key messages

- The children really liked coming to the service. They were very happy, relaxed and had fun as they took part in a range of activities that challenged and excited them.
- Activities were linked to the children's interests. They particularly enjoyed the freedom to play outdoors and run about playing with their friends. There were very good opportunities for the children to play outdoors.
- Staff were kind and caring towards the children and they had built loving and nurturing relationships with them. They listened to the children and supported and praised them. Staff encouraged the children by taking part in activities with them.
- The children told us they liked the snacks. There was a good range of fruit, vegetables, wraps and rolls for the children to choose from.
- Staff really enjoyed working at the service and felt supported by the management. They had taken part in a range of training which had helped them to develop their skills in their childcare roles.
- Management and staff should review and update the children's personal plan documentation to include information from Getting it right for every child and the SHANARRI indicators - Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.
- Management and staff should review and update the medication procedures to bring them into line with current best practices.
- The provider should ensure that they use the spaces as agreed within the main school building as well as the portacabin to support the children's play, learning and social interactions.
- Staff should develop a system that should help make it easier for the children to know the range of toys and equipment available to them. For example, a picture inventory book.
- The provider should ensure that the boy's toilets within the portacabin are cleaned to a standard that ensures that unpleasant odours are eliminated.

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?	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?

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 positive impact on children's experiences.

Quality indicator 1.1: Nurturing care and support

We found that staff worked very well as a team to meet the children's ongoing needs and choices. We saw that the children were relaxed, happy, and enjoyed being at the after-school care. Staff were caring, warm and kind towards the children. They gave them praise and encouragement, chatted with them, played with them, and responded positively to their ideas and requests. This approach helped the children settle well into the service and build positive relationships with the staff and each other.

Regular feedback between staff and parents helped support effective communication and continuity of care. The parents told us that they and their children really like the out-of-school care. The interaction between staff and parents was very relaxed. This approach helped the children and families settle well into the service. One parent told us: "The staff are really friendly and make the effort to communicate really well with parents. The children love them and feel a close and fun relationship with them."

Throughout our visits, we saw that staff responded sensitively and compassionately to the children. We looked at a range of documentation that made up children's personal plans. These plans helped staff support the children's needs, wishes and choices. We found that the information within the documents was limited and needed to be improved to make it more robust (see area for improvement 1).

Staff were aware of children's dietary needs and this was considered when planning snacks. Staff and children washed their hands before preparing and eating the food. This approach helped support good infection prevention and control procedures. Children's snacks included a good variety of freshly prepared fruit, vegetables, proteins, rolls and wraps. The children sat at tables and waited to be called to choose their snacks. They were able to partially self-select what they wanted to eat. The children enjoyed the food. They were happy as they chatted to each other. Children's comments included: "I like wraps, ham and cheese" and "I like the brioche and buttered toast." We discussed with the manager how they could involve the children more in the snack activities. We saw that the children were more involved when we next visited the service. This approach helped the children to develop their skills, confidence and independence. Water was available throughout the sessions which helped ensure that children were hydrated.

The service had a medication procedure in place which helped staff administer medication to the children in their care. However, we found elements within the procedure that needed to be improved to enable the staff to administer the medication safely and in accordance with current best practice guidance (see area for improvement 2).

Appropriate procedures were in place to record accidents and incidents. These were discussed with and signed off by parents. Most of the staff had undertaken paediatric first aid. These procedures helped keep children safe and supported staff to respond effectively in the event of an accident or incident.

Quality indicator 1.3: Play and learning

Children were involved in deciding their play and activities. Staff listened and responded warmly to the children's ideas and wishes. They provided planned and spontaneous play and experiences, which linked to the children's interests and offered challenge and fun. Staff were on hand to support children and give them individual care and support as needed. This approach showed us that staff had a good understanding of the types of play and activities the children were interested in.

Staff had kept records of their planned activities. However, the information was limited. We discussed the benefits of mind maps, which staff had already used. We shared how this could be extended to help staff and children easily show how the children influenced the activities and other areas of the service. We also shared how this approach could help staff develop and incorporate the children's ideas into their ongoing planning and evaluation of the service.

The children were able to choose what they would like to do. They had lots of opportunities to be active, have fun, develop their skills and confidence and celebrate their successes. This approach helped the children feel included in decision-making.

Children had regular opportunities for fresh air and physical play. The children really enjoyed playing outdoors, running about and playing with their friends. We saw that the children helped each other and liked being together. For example, they enjoyed themselves and had lots of fun and laughter as they made up their own game - taking turns to balance on the toadstools and then jump to the next one. Children helped and encouraged each other, laughing and cheering when they managed to keep their balance. Children enjoyed playing with the skipping ropes, swing ball, football, arts and crafts, blowing and chasing bubbles, walking on stilts or just sitting with their friends, chatting and relaxing in the sun. Staff smiled and encouraged the children as they played. They joined in with the children, for example, skipping, playing swing ball, running around with bubbles and doing arts and crafts. Children could also take part in tennis and football coaching which was arranged by the service.

We asked children what they liked about the service. Their comments included:

"Football, and you get to do cool stuff."

"Playing outside with my friends and having fun."

"The fun things we do and playing with friends."

"I like being able to get outside with my friends, I love all the ladies and men that help me at afterschool and breakfast club. I like the snacks. I love all the different activities. I like the Hamma beads."

"Getting to be outside. Playing football. I like the staff."

"I like spending time with my friends. Lots of space for running around. Staff are friendly."

When asked what could make the service better, children told us:

"Being able to use the gym hall when it's wet."

"If we were allowed to play more at breakfast club, with toys."

"Have raspberries for snack and activities at breakfast club like drawing."

"Some games in the morning e.g. Uno."

"More chances to paint and do crafts. More books to read."

Parents' comments included:

"The staff have a great relationship with all the children. My child feels happy and safe and looks forward to going. The activities that are provided are fun and educational."

The overall approach of staff was to ensure that the children had good opportunities to be active, have fun and develop their skills and confidence.

Areas for improvement

1. Management and staff should review and update the children's personal plan documentation to include information from Getting it right for every child and the SHANARRI indicators - Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "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).

The management and staff should also consider referring to the Care Inspectorate document: Guide for Providers on Personal Planning - Early Learning and Childcare.

2. The management and staff should review and update their medication procedures. This is to support the service to safely administer medication in line with current best practice.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "I experience high quality care and support because people have the necessary information and resources" (HSCS 4.27).

Management and staff should reference the Care Inspectorate document: Management of medication in daycare of children and childminding services.

How good is our setting?

4 - Good

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

Quality indicator 2.2: Children experience high quality facilities

Staff had created an environment in which the children could play and relax. However, we found that the accommodation being used did not offer enough indoor space to accommodate the number of children attending the service.

When the provider applied to increase the number of children who could attend the service to 130, it was agreed that up to 90 children would use two rooms within the portacabin and the gym/dining hall within the school. They would also use the two halls within the church to accommodate 40 children attending the service. The provider needs to ensure that the children have enough indoor space to relax and play in (see area for improvement 1).

The service had a range of equipment and toys available to the children. It would be helpful if the service developed a photo book to help the children choose what they wanted to play with.

We saw that staff communicated and worked well together to keep children safe and secure while attending the service. Staff monitored who was entering and leaving the buildings. Children were accounted for at all times. We saw that the children were very good at moving between the school and church and crossed the road safely with good support from the staff.

Children had the use of the outdoor areas within the school grounds. We saw that the children really enjoyed playing outdoors. There was lots of laughter and it was clear that the staff and children were having fun. This approach enabled the children to be physically active, get fresh air, enhance their wellbeing, stimulate their curiosity and explore the outdoor environment.

Procedures to help reduce the spread of infection and help keep children and staff safe were in place. Staff had undertaken training on infection prevention and control and food hygiene. This meant that staff were confident that the environment was safe for the children and staff. Within the portacabin there were only two toilets. We noticed that the toilet used by the boys had an unpleasant smell (see area for improvement 2).

Risk assessment procedures were in place. Staff undertook daily checks of the building and outdoor areas. This approach helped support staff to show how they had identified and removed or reduced risks to children while attending the service. We noted that the information within the sheet was limited. We spoke to the manager who had begun to address this at our second visit. Due to the limited toilets within the portacabin, the older children used the school toilets in the main building. The management of this should be recorded in the risk assessments. Risk assessments should be developed and included in the service's quality assurance processes.

Staff and management had undertaken training relating to the safe storage and management of information. This helped to ensure that information held by the service was managed in line with general data protection requirements. The service was registered with the Information Commissioner's Office (ICO). However, we noted that the certificate displayed was out-of-date. The manager agreed to display the up-to-date certificate.

Areas for improvement

1. The provider should ensure that the indoor space meets the space standards as detailed in the document: Space to Grow and Thrive. We would request that the provider sends the print out of the room lets being used for the school and church to the inspector.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "I have enough physical space to meet my needs and wishes" (HSCS 5.22).

The provider should read the Care Inspectorate document: Space To Grow and Thrive.

2. The manager and staff should ensure that the boys' toilet within the portacabin is checked prior to the children arriving at the service. Cleaning procedures should be put in place to ensure that the toilet does not have an unpleasant smell.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishings and equipment" (HSCS 5.24).

How good is our leadership?

4 - Good

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

Quality indicator 3.1: Quality assurance and improvement are led well

We found that the aims and objectives of the service were shared on the service website and in the Happy Little People handbook. Management sought feedback from children, families and staff. This approach helped to ensure that they were all involved in influencing the changes within the setting. Quality assurance processes were in place. Viewing the service's improvement plan for 2023-2025, available on the service's website, showed us that they had recognised the areas that needed to be improved and what needed to be done to help enhance the children's experience. The provider and manager shared with us their previous awards and achievements for example, Aiming High Scotland Quality Assurance Scheme when they were given a gold award. They intended to continue to build on their achievements by undertaking the updated quality assurance programme through Scottish Out of School Care Network. (SOSCN)

The provider and manager wanted to encourage an ethos where staff felt empowered to share responsibility for the development and improvement of the service. We saw that staff worked well together to support the ongoing needs of the children and parents. Their plans, discussions and team meetings helped to ensure an inclusive approach to service improvement.

Good communication between management, staff and parents helped keep parents and children up-to-date with what was happening within the service. This helped children to settle and enjoy their time and have fun while attending the out-of-school care service.

A parent told us: "All of the staff are amazing, I feel completely at ease knowing they are providing the best possible care they can for my children. Nothing is too much trouble and they are always on hand to answer any questions or provide help."

Staff used various methods to find out what the children's interests were. They praised, supported and encouraged the children as they played and took part in activities. Staff acknowledged and built upon the children's successes. This approach helped children to reach their full potential. Staff and management used feedback from children and parents to plan future activities. As discussed, the management and staff should look at how they record the ideas the children have and what the outcomes were for children as a direct result of their input to ongoing service plans.

Parents felt management and staff were very supportive of them and their children. We saw that staff were kind and caring towards the children. They listened to them and provided nurturing care and support. It was important to management and staff that the children had fun. This helped children feel secure and enjoy their time at the service.

How good is our staff team?

5 - Very Good

We made an evaluation of very good for this key question. We found significant strengths in aspects of the care provided and how these supported positive outcomes for the children attending the service.

Quality indicator 4.3: Staff deployment

We found there was sufficient staff to meet the wellbeing needs of the children and to keep them safe. The deployment of staff ensured that children had continuity of care over the daily sessions/week.

Staff were respectful of each other and enjoyed being with the children. They worked well together to provide interesting and fun play experiences and activities. This ensured that there was a positive team ethos which benefited the children and helped them settle and enjoy their time at the service. Parents' comments included:

"The staff are very caring and children love going."

"The staff are friendly and helpful and genuinely care about the wellbeing of the children."

We saw that staff enjoyed working with the children and had built very good relationships with the families. Staff were committed to their roles within the service. We observed how well they worked together to support the individual needs of the children as well as working with groups of children. This approach helped staff support the children's wellbeing needs, have fun and enjoy their time. Parents we talked to spoke positively of the staff and management.

Staff were skilled in their roles and worked well together to support play and learning for children in their care. Staff were keen to continue to develop their practice and told us about the recent training they had attended and how this had improved their practice and enhanced the children's play experiences. Children's comments included:

"I like all of my teachers and they make afterschool fun."

"I like all the games we get to play and playing football. The snacks are good too and we have fun with the teachers."

"I like the staff and the things we do."

Overall, we found that parents were very happy or happy with the staff team and the care their children received. A parent told us: "The staff at HLP [Happy Little People] really make the service. They are fantastic and really care about the children. Our children love them and we are very grateful for the great service they provide!"

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	4 - 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?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good
How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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