

# Smiley Stars Nursery - Crosshill Day Care of Children

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**Type of inspection:**  
Unannounced

**Completed on:**  
24 July 2024

**Service provided by:**  
Crosshill Care Ltd

**Service provider number:**  
SP2022000263

**Service no:**  
CS2022000398

## About the service

Smiley Stars Nursery - Crosshill is registered to provide a care service to a maximum of 41 children aged from birth to those not yet attending primary school. The service operates from a large domestic property in the Crosshill area of south Glasgow.

The service is conveniently located to bus and transport links and is close to other nurseries and schools.

## About the inspection

This was an unannounced inspection which took place on 23 and 24 July 2024. The inspection was carried out by two inspectors from the Care Inspectorate. This was the service's first inspection since registering in December 2022. To prepare for the inspection we reviewed information about this service. This included, registration information, information submitted by the service and intelligence. In making our evaluations of the service we:

- spoke with 15 people using the service
- received electronic feedback from 15 families whose children attended the service
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

## Key messages

- Staff cared for and nurtured children through their interactions.
- Children were happy and having fun at nursery.
- Staff and management engaged positively with the inspection, taking on points for improvement.
- Staff worked well together and were respectful of each other.
- Quality assurance, self-evaluation and improvement planning needed to be improved to have a more positive impact on the outcomes for children and families.
- The provider should support staff to further build on their understanding of child development, theory and practice.

## 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?	3 - Adequate
How good is our setting?	4 - Good
How good is our leadership?	3 - Adequate
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?

## 3 - Adequate

We evaluated this key question as adequate, where strengths only just outweighed weaknesses.

### Quality indicator 1.1: Nurturing care and support

Children and families were warmly welcomed into the service by staff. Children were happy and excited to see staff and their peers. Children settled into their playrooms very quickly upon arrival into the service.

The interactions between staff and children were responsive and engaging. This helped children feel loved, safe and secure. Children were very comfortable and demonstrated nurturing caring actions towards their peers. When children were upset, staff responded to this quickly and sensitively.

Staff knew children very well, they had developed positive caring relationships with children, and cared for their personal needs sensitively. For example, children who were tired were comforted with a cuddle as their beds were set up for them to rest. All parents who provided feedback strongly agreed or 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.

Each child had an electronic personal plan which highlighted their individual needs, likes, dislikes and interests. Parents had the opportunity to review and update their child's personal plan as their routines or needs changed. We saw examples of where plans had been updated to reflect such changes. Ensuring personal plans were accurate and up to date helped staff to meet the health, safety and wellbeing needs of all children. Parents who provided feedback mostly strongly agreed or agreed that they were aware of and involved in the development and review of their child's personal plan. Some of their comments included:

"I'm aware of how my child is developing and the milestones she's meeting. I let the nursery staff know what she enjoys and new skills she's developing - they encourage these skills in her. This also works from the opposite perspective - the nursery notice skills and I encourage these at home." and "The girls send the personal plan each month to check any changes and I get regular updates about my sons observations and I also can have a chat with staff when needed and will be organised via telephone or pick up." One parent disagreed and told us "Don't really get much feedback on development."

Staff were aware of and responsive to children's medical needs, including allergies and dietary requirements. Where children required medication this was stored, recorded and administered safely. This contributed to the health and safety of children.

On the first day of our inspection it was a particularly warm and sunny day, all children were outdoors in the garden. We observed staff as they ensured that each child had sun cream applied. We noted that although children had sun cream applied they did not wear protective sunhats or have drinking water available. We discussed this with the manager and provider and recommended that she review the service's sun protection policy and ensure that children are safely protected and hydrated.

The service employed a catering assistant who prepared nutritious snacks and meals for the children. We observed children over the lunchtime period. We noted that lunchtime was a pleasant sociable experience for children and they enjoyed their food. Overall staff sat with children, engaging them in conversation and supporting them when required. Children were encouraged to be independent throughout snack and mealtimes. They were encouraged to select and serve their own food and tidy up after their meal. We suggested ways in which the service could create a more homely, nurturing lunchtime experience, for example by using tablecloths and napkins. The provider and manager agreed to consider this.

### Quality indicator 1.3: Play and learning

Throughout our two day visits children were having fun at nursery. Children particularly enjoyed playing outdoors. Outdoors older children enjoyed leading their own learning and moving about the outdoor space freely and confidently. We observed them as they created and used their own obstacle course. Children were very excited about this and celebrated and congratulated one another on their physical achievements on the course. Staff observed this and supported children sensitively when they needed support.

Children of all age groups had dedicated playrooms and outdoor areas. Resources and planned experiences within playrooms and outdoors were age appropriate and of interest to children. The increasing use of natural and open ended resources encouraged children to explore and be curious in their learning.

Staff were developing opportunities for children to learn about literacy and numeracy through play based approaches. Some staff used questioning techniques effectively to help children to think about what to do next to extend their play. For example, children enjoyed using wooden blocks to build a bear house and staff supported them to think about how many more blocks they would need and how tall they would make it. Staff recognised when children had a particular interest, for example in bubbles, and provided various opportunities for children to explore these. Children's curiosity and creativity were supported, for example their interest in bugs and spiders was reflected in creative and experimental experiences. As a result of these approaches, children were having fun in their learning.

Families who provided feedback all agreed that their child's development was supported through interesting and fun play experiences. Some of their comments included:

"Lots of imaginative and sensory play - the staff even recreated "I'm going on a bear hunt" for the kids!"

"My child is involved in different experiences throughout the day this can range from messy, sensory, counting."

"Exploring the local community on walks, spending lots of time outdoors in the garden, a variety of sensory experiences. Opportunities to spend time and play with older children - role playing language, play."

The service was developing 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. Staff described the processes in place for supporting planning for children's play and learning. These included daily responsive planning. We found staff still needed support to fully understand and embed the planning cycle linked to children's stages of development. (See area for improvement 1)

Although staff could confidently describe children's progress we found that recorded observations did not always show progression in learning. Learning journal entries were often generic and descriptive rather than a record of children's progress and planned next steps.

## Areas for improvement

1. The provider should support staff to further build on their understanding of child development, theory and practice. This will help to ensure that children are supported to achieve the best possible outcomes. Further learning and development on quality observations, assessing progress and using this knowledge to inform their planning, will further enhance this area.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS), which state that: "I experience high quality care and support based on relevant evidence, guidance and best practice". (HSCS 4.11)

## How good is our setting?

**4 - Good**

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

### Quality indicator 2.2: Children experience high quality facilities

The service was safe, secure and welcoming. Staff, children, families and visitors gained access to the service via a secure buzzer entry system. They were all required to sign in and out of the service electronically. Electronic registers of children's arrival and departure meant that staff know exactly who was in the building at any given time.

The provider had identified areas for improvement within the building and had carried out some refurbishment to improve the quality of the setting. We could see that investment in resources and redecoration had supported positive outcomes for children. The provider shared with us the service's plans for continued refurbishment and investment. The plans for continuous improvement and investment will continue to improve outcomes for children.

Overall, satisfactory arrangements were in place for monitoring, maintenance, and repair for the building. Staff completed daily risk assessments, to ensure that the play spaces were safe. They highlighted a range of potential risks, and detailed clear mitigations and measures that were in place to support the environment to be safe. This meant children benefitted from being in a safe, secure and well-maintained environment.

Overall we found the setting to be clean, bright and well maintained. We highlighted areas, particularly in one of the nappy changing areas, where a build up of dust on the extractor fan had led to inadequate ventilation. We pointed this out to the manager and provider. This was rectified on the second day of our inspection. We asked the manager to ensure that extractor fans were clean. The manager agreed to do this.

The service had a clear infection prevention and control policy and implemented several procedures to reduce the spread of infection. Handwashing procedures were carried out routinely. Children were very confident in practicing effective hand washing procedures. Supporting children to be aware of infection, prevention and control and ensuring they washed their hands effectively contributed to their health and wellbeing.

Overall playrooms were well furnished which helped create calm and relaxing environments. They were welcoming and inviting spaces which provided children with ample space to play. We saw children made good use of the space available and played happily independently or cooperatively in groups which helped them to build positive relationships with their peers and develop their social skills. Resources were well maintained, safe and accessible to children.

Children were able to rest and relax as each playroom had cosy and nurturing areas which were easily accessed by children. As a result children could seek out a quiet space where they could have some individual time when needed and contributed to them feeling safe.

## How good is our leadership?

**3 - Adequate**

We evaluated this key question as adequate, where strengths only just outweighed weaknesses.

### Quality indicator 3.1: Quality assurance and improvement are led well

The service was led by a motivated manager. At the time of our inspection the manager had just returned from a period of absence. During the managers absence the service and staff had been supported by a motivated and capable depute manager.

The manager had good working relationships and support from other managers within the company and the provider. Management meetings allowed for the managers to come together and look at new guidance and plan.

The vision values and aims of the service had been reviewed in January 2024. We saw evidence through electronic surveys that staff and parents had been consulted and invited to provide suggestions of what they would like incorporated into the vision value and aims of the service. The vision value and aims of the service reflected its ethos and pedagogy.

The manager had begun to involve staff in the self evaluation and improvement of the service. The manager had shared best practice guidance with staff, which they were using to audit and reflect on the quality of the service they provided. Some monitoring of practice and staff supervision had taken place. We discussed with the manager how a more focused approach to room monitoring and staff practice would clearly highlight where support was required.

Although the manager had a clear monitoring and auditing calendar we found that auditing and monitoring did not always have a positive impact. For example we noted that the manager had been auditing the numbers of observations staff had carried out rather than the quality and evaluation of the observations. A more focused approach would support staff in their observation skills and improve outcomes for children. (See area for improvement 1)

The service recognised the importance of involving and including parents and carers in the service and its development. Most families who provided feedback told us that they felt involved in the service. They told us that they were invited to respond to surveys about the quality of the service. Involving families in the service helped to develop relationships of mutual trust.

## Areas for improvement

1. To support the service to identify their strengths and areas for further improvements, the provider should further develop their quality assurance processes. This should include but is not limited to:

(a) developing robust processes for auditing and monitoring children's individual needs, progress and development

(b) further development of the self-evaluation framework to support the service identify strengths and areas for improvement

(c) undertake monitoring of service procedures and staff practice.

This is to ensure management and leadership is consistent with the Health and Social Care Standards which state: "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

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

### Quality indicator 4.3: Staff deployment

Staff were kind, caring and respectful of children and families. They were happy at their work and told us that they supported one another well and had good working relationships with each other. Staff were motivated to continue to develop their own skills and knowledge through a programme of continuous training.

Parents and carers who provided feedback spoke very positively about the staff team, and how they cared for their children. Some of their comments included:

"The staff are tremendous, and happy with how my child is developing."

"The staff are all really kind and my little boy seems to have a great time."

"The staff are so nurturing and set up experiences linked to realising the ambition."

Staff we spoke with told us that they had good working relationships with each other. Throughout our inspection we could see staff communicating effectively and respectfully with one another. Staff shared when they had to leave the room to carry out tasks. The use of portable walkie talkies aided the communication between staff.

We looked at how new staff were recruited to ensure children's safety. We noted that appropriate safety checks had been carried out such as ensuring staff were PVG members (protection of vulnerable groups) and that appropriate references had been obtained.



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](http://www.careinspectorate.com).

## Detailed evaluations

How good is our care, play and learning?	3 - Adequate
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	3 - Adequate
How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good
How good is our leadership?	3 - Adequate
3.1 Quality assurance and improvement are led well	3 - Adequate
How good is our staff team?	4 - Good
4.3 Staff deployment	4 - Good

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