

Smiley Stars Nursery - Ibrox Day Care of Children

38 Ibrox Terrace
Ibrox
Glasgow
G51 2TB

Telephone: 0141 427 0122

Type of inspection:
Unannounced

Completed on:
25 February 2025

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 operates from a terraced property in the Ibrox area of Glasgow, close to local transport links, shops and schools.

Children have access to multiple play spaces over two levels. Children also have access to two outdoor areas to support their physical development and wellbeing.

About the inspection

This was an unannounced inspection which took place on 24 to 25 February 2025. Two inspectors from the Care Inspectorate carried out the inspection. To prepare for the inspection, we reviewed information about this service. This included previous inspection findings, registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year. This inspection was part of a pilot to test the 'Quality improvement framework for early learning and childcare sectors' developed jointly with Education Scotland. Because this inspection was part of a pilot, no new evaluations (grades) have been awarded.

During the inspection we:

- spoke with children using the service, and their family members
- received 11 completed questionnaires / survey responses
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children were safe, happy and engaged in fun, high-quality play experiences.
- Play spaces had been developed to be curious and enabling.
- Parents and staff provided positive feedback about the service.
- Staff were committed to developing their skills and knowledge in relation to children's play and learning.

Children thrive and develop in quality spaces

Quality indicator: children experience high quality spaces.

The physical environment was well furnished, decorated in natural tones, and had ventilation and natural light through open doors and windows. Entrance areas contained important information to support families. Staff and management had been making improvements to the environment and resources. It offered a wide range of resources that motivated children to be curious, explore and relax. This sent a strong message to children and families that they mattered.

Children's rights were supported by daily access to outdoor play. Although children could not access outdoors independently because of the layout of the building, staff were very responsive to children's requests to play outside. Parents provided positive feedback about children's outdoor play opportunities. One person said, "Great outdoor space in the nursery with lots to do and play with." The regular access to daily outdoor play supported children's wellbeing and overall development.

Staff worked well together to minimise risks to children, both indoors and outdoors. Prompt action was taken by all staff to ensure the safety and security of children, visitors and each other. All staff understood and shared appropriate risk assessment checklists with each other to communicate any new mitigation in place to keep children safe. Staff accounted for children well. Staff were vigilant whether indoors and outdoors, updating the register records as children moved from inside to outside. As a result, children were safe as they experienced exciting and fun play experiences.

Arrangements for monitoring, maintenance and repair of the setting were in place. Staff logged maintenance for repair. Management tracked repairs to ensure they were actioned promptly. All staff who provided feedback strongly agreed with the following statement: "I am confident this setting is safe, secure and well maintained." This supported children to be cared for in well maintained and safe environments.

Staff took part in robust training on infection prevention and control measures. This meant they had a clear understanding and confidence to provide and promote a high-quality, clean, and safe environment. For example, the building was visibly clean, effective handwashing took place, and management of laundry was appropriate. This contributed to keeping children safe and protected from the spread of infection.

Children benefitted from rich, multi-sensory play and learning opportunities. Staff planned changes in the environment to incorporate children's interests, and in response to training on current best practice. The

training supported staff to develop their knowledge of child development, and how to stimulate children in rich and curious play spaces. Play spaces included a wide selection of open ended, real life, and creative materials to support children's play, learning and development. Staff set out resources attractively to stimulate and support children's interests. For example, in the younger age group children enjoyed imaginative play in the home corner with rice, pasta and real crockery. They also had fun exploring smells and colours while making cold fruit tea in the water tray. We concluded children benefitted from well-resourced spaces that were very interesting. Spaces supported opportunities to develop learning in literacy, numeracy and across a wide range of learning outcomes.

The use of closed-circuit television (CCTV) was lawful, fair and proportionate, and protected children's dignity. It was only used for purposes that supports the delivery of safe, effective and compassionate care for children. Policies were in place that shared the purpose of CCTV with staff, families and visitors. Children's information was stored in password protected online apps. Efficient and effective record keeping systems were in place. Information was available to staff to support children's care. Staff understood their roles and responsibilities to keep information safe.

Children play and learn

Quality indicator: Play and learning.

Children were engaged in a range of rich, challenging spontaneous learning opportunities for most of the day. Overall, children could make informed choices about leading their play and learning within enabling, challenging and creative environments. They had time, space and support to make decisions and develop their learning, creativity, resilience and independence. On occasion, we observed times where the daily routines impacted on children's right to play and choice. For example, when staff prepared children for lunch, they closed play spaces and their experiences were paused. Management shared they were looking at this as a staff team as they took part in a training programme to support play and learning and embed new approaches. We acknowledged this was a positive step towards further enhancing children's experiences, right to play and choices.

Staff demonstrated a very good understanding of how children learn and progress during their interactions. They had taken part in training to further develop their approaches to play and learning. They took time to reflect about the training and recorded the impact this had had on outcomes for children. This included supporting children to be curious and embrace their rights. For example, children had been learning about their identity and the right to a name. Their new approaches supported high quality play and learning.

Responsive and caring interactions from staff supported the development of children's communication, language, movement and social development. Staff were kind, took time to listen to children, gave them time to respond, and role-modelled language to support them.

Staff came together as a team to reflect on children's interests and stages of development, then agreed plans in response to this. Staff linked their planning documenting to national curriculums and guidance. Staff also captured children's individual spontaneous interests and observations as they observed children at play. We concluded planning approaches were child centred and developmentally appropriate.

Staff worked together with children's families to inform them about their children's learning and development. Experiences were recorded, along with their achievements and successes in play and learning on an online app. Staff completed tracking and reports on children's progress every six months. Parents were able to comment about the play and learning experiences on the app. This enabled parents

opportunity to continue and consolidate children's learning at home through discussion and further experiences.

Staff planned next steps for children and revisited these as a team to ensure they were followed through. Staff interactions encouraged children's next steps in their learning; however, this was not always documented well. This has potential to lead to missed opportunities to share children's achievements and progress. Some next steps were focussed on group experiences and could have been more individual for children. We acknowledge the staff team were taking part in training to further develop their approach to play and learning. We agreed this was a positive step to further developing their approaches. We concluded staff were making positive steps to supporting children to achieve and make progress.

Complaints

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

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Compass House
11 Riverside Drive
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