

Darnley OSC - Darnley Community Education Centre Day Care of Children

Darnley Community Education Centre
10 Glenlivet Place
Darnley
Glasgow
G53 7LA

Telephone: 0141 620 1120

Type of inspection: Unannounced
Inspection completed on: 17 February 2017

Service provided by:
Darnley After School Service Board of
Directors

Service provider number:
SP2004004151

Care service number:
CS2003006201

About the service

Darnley OSC - Darnley Community Education Centre is situated in the Darnley area of Glasgow.

The service is provided by Darnley After School Service Board of Directors and they employ a manager and a team of staff to plan and deliver the service. They also provide Darnley OSC - Darnley Primary School which has a separate Care Inspectorate registration and inspection.

Darnley OSC - Darnley Community Education Centre is able to offer before and after school places in school term time for up to 49 children aged 4 years 6 months to 14 years. In school holidays up to 62 children in this age range may attend during each session as they have exclusive use of the games hall as additional accommodation .

In term time the service is permitted to open to children every weekday from 07:00 to 09:00 and from 15:00 to 19:00. During school holidays the service may open from 07:00 to 19:00.

The service states that it aims to :

- Improve the daily experiences for the children in our care.
- Encourage the children to be independent and take responsibility for their own activities.
- Introduce new procedures and undertake further training towards fulfilling the prime responsibility of promoting children's health and well being.
- Continue to develop policies and practices in line with care inspectorate requirements.

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure they have the best start in life, are ready to succeed and live longer, healthier lives.

We check services are meeting the principles of Getting it right for every child (also known as GIRFEC). Set up by Scottish Government, GIRFEC is a national approach to working in a consistent way with all children and young people. It is underpinned by the principles of prevention and early intervention. The approach helps services focus on what makes a positive difference for children and young people - and what they can do to improve. Getting it right for every child is being woven into all policy, practice, strategy and legislation that affect children, young people and their families.

There are eight wellbeing indicators at the heart of Getting it right for every child. They are: safe; healthy; achieving; nurtured; active; respected; responsible; and included. They are often referred to as the SHANARRI indicators, We use these indicators at inspection, to assess how services are making a positive difference for children.

At this inspection we focussed on two aspects of Care and Support. These were Promoting Healthy eating and Challenge and Risk in Children's Play and Learning. We also looked at two aspects of Staffing. These were Support for staff and Impact of Staff Learning and Development on children's care and experiences.

We also carried out a quality audit, to gather information relating to 'How Good Is Our School Aged Childcare'. The audit focussed on the quality of children and young people's play experiences and how their rights to play and have fun are promoted and protected. The Getting it Right for Every Child (GIRFEC) framework - SHANARRI, Playwork Principles and Article 31 underpin a list of outcome-focused questions developed for inspectors to work from when inspecting. The information gathered will form the basis of an end of year report in 2017, along with information on service demand for school aged childcare throughout Scotland. Further information can be found at The Hub at www.careinspectorate.com

What people told us

We spoke with several children during the inspection and three in particular at length.

They were all happy attending the service and they were keen to tell us all about the fun things they did and how the representatives on the children's council regularly asked their views and suggestions about holiday activities and the snack menu among other things.

Their comments were complimentary and included things like:

"Staff are nice".

"There are lots of board games and we like running around and playing games in the games hall".

"We like going out to play at the skate park and in the school playground".

Ten parents and carers gave us feedback through our questionnaires and we spoke with two people during the inspection.

They were all happy with the service and particularly praised staff, the range of activities and communication.

"Both of my children enjoy attending as they are treated extremely well by staff and they enjoy a wide range of outdoor and indoor activities. The staff have a wealth of experience, treat all children, parents and colleagues with respect, are fully engaged in activities and encourage and support them well".

"My children really enjoy coming. The staff are friendly and welcoming. The service provides great opportunities for children both indoors and outdoors. I am always kept informed about my child's day".

"Brilliant service with a great range of days out, activities and ways to entertain the children".

"My days off, my child still asks to go to the afterschool demonstrating how enjoyable they find it".

"Staff are great and excellent with communication. I feel that my child is safe and, most of all, happy when they are at the service".

Self assessment

We received a completed self assessment document from the provider before this inspection.

This provided relevant information for each quality theme that we inspect.

They included information about the areas of work they consider they do well, what they have improved and work they plan to further develop.

They also told us how they gather the views of parents, children and staff to help them make improvements.

They should continue to develop use of the self assessment to show what they provide and how this benefits children.

From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	not assessed
Quality of staffing	5 - Very Good
Quality of management and leadership	not assessed

What the service does well

Children had very good opportunity to learn about healthy eating.

They were involved in the process of developing the service's healthy eating policy which potentially promoted them also having closer interest in following it themselves.

Based on advice from a dietician, staff had reviewed the food they provided meaning children were now offered healthier breakfast and snack menus with fruit one of the regular nourishing options.

Children got insight into foods which were good for their health as they helped staff prepare snack using healthy ingredients and they helped tend the primary school's vegetable beds during holidays and got to sample some of the produce.

Children were learning ways to reduce their sugar intake. Staff were strongly discouraging children bringing sweets in their packed lunches, eating any sweets they did bring while at the service and spending money on sweets when on outings. Water was the drink most commonly available at and outwith mealtimes.

Children had very good opportunity for active and challenging play in a variety of environments ranging from their indoor premises to country parks and beaches. These different experiences added to what they understood about solving problems and responsibly managing risk.

Staff still used risk assessment to help them put in place essential safeguards against severe risks to children. However, staff had also long recognised that children learned strategies for keeping safe through exposure to reasonable risk and responsibility to manage it themselves.

So, while on the one hand children had free choice of activities and resources and how to use them in the playroom, they also had responsibility to keep their play low risk by playing considerately and tidily so that they caused no harm to themselves and others.

While climbing high on large play equipment or trees in parks, the children had to work out for themselves "how high was too high". This arose because the staff rule was that they did not assist children climb which meant the children had to find their own level to which they felt safe to climb and from which they could safely get back down again unaided.

Staff had very good support to do their work and to keep improving what they did.

The newest staff found the manager and their team members gave them the information and support they needed to start working.

The manager effectively practiced and promoted open communication. Consequently individuals were confident to routinely have their say and safely raise issues for discussion or guidance. Everyone felt strongly valued and supported as a result.

Staff developed their work in a variety of ways. The manager and senior staff coached team members as they worked alongside them in the playroom. Everyone had opportunities to study for relevant qualifications or attend training to build on their knowledge and skills.

The manager attended the local Out of School forum. She brought news of practice developments which often led to the team adjusting their approach accordingly.

We found the team made very good use of what they had learned to bring their approach in line with current practice guidance. For example we saw they were giving children very good opportunities for risky play, outdoor play and loose parts play (play giving children a range of resources which they can use and experiment with as they wish).

Staff had also undertaken training about the SHANARRI health and well being outcomes. Some had focussed on physical benefits of activities and from this they had introduced some of the new games they had learned at the children's sessions in the games hall.

Staff were enthused by this and felt the training had heightened their awareness of how they could help children be more active.

Other staff felt their training had helped them recognise children's achievements more and encouraged them to question and improve on how children were included.

Staff also kept essential training updated such as Child Protection, Food Hygiene and Infection Control.

We saw this meant they delivered these aspects of their day to day work to current standards which helped safeguard children and keep them well.

What the service could do better

Chronologies are a dated ordered record of significant events in a child's life with actual or potential impact for their health and well being. The manager had a system in place ready to use. We discussed that staff training on maintaining chronologies might be useful to promote them following current guidance in completing the records.

Medicine Records had been updated to current guidance with the exception of space to note a child refusing medicine. They will now add this in.

In accident records we discussed adding in space to record additional treatment after a child is at home such as a visit to their doctor or to a pharmacy. They will consider this.

The service's Improvement Plan notes when and how it will be evaluated for progress on the action taken. A note of the action achieved and the next steps would be helpful additions

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Complaints

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

Inspection and grading history

Date	Type	Gradings
5 Mar 2014	Unannounced	Care and support
		4 - Good
		Environment
		4 - Good
		Staffing
		4 - Good
		Management and leadership
		4 - Good

Date	Type	Gradings	
4 May 2011	Unannounced	Care and support	5 - Very good
		Environment	Not assessed
		Staffing	5 - Very good
		Management and leadership	Not assessed
26 May 2009	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	4 - Good

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