

Cadder Out Of School Service Day Care of Children

Cadder Primary School
60 Herma Street
Glasgow
G23 5AR

Telephone: 0141 946 6569

Type of inspection: Unannounced
Inspection completed on: 22 February 2018

Service provided by:
The Committee Cadder Out Of School
Service

Service provider number:
SP2003001280

Care service number:
CS2003005921

About the service

Cadder Out of School Service is registered to provide care to a maximum of 50 children attending primary school and secondary 1 and 2. The service is provided by The Committee Cadder Out Of School Service.

The service is based in premises within Cadder Primary School in Glasgow. It operates between 3pm to 6pm during term time and 12pm to 6pm from August to September to accommodate children starting school. During school holidays, the service is open from 8am to 6pm.

The service had sole use of a playroom, office and cloak room. It also had use of the school dining hall, gym and playground where children could access more active play.

What people told us

There were 25 children present during both of our visits. Overall, they were busy throughout the session either involved in activities, outings or chatting with one another.

We asked for their views on the service and they gave the following comments:

'Brilliant.'

'Lots of activities.'

'The ladies are nice.'

'We go outside mostly in the afternoons.'

'Snacks are very good.'

'We like the gloop and slime.'

Fourteen parents returned care standards questionnaires to us. Twelve said they were very happy with the overall quality of care their child received in the service and two were happy.

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their improvement plan and quality assurance paperwork. These demonstrated their priorities for development and how they were monitoring the quality of the provision within the service.

From this inspection we graded this service as:

Quality of care and support	4 – Good
Quality of environment	4 – Good
Quality of staffing	not assessed
Quality of management and leadership	not assessed

What the service does well

Cadder Out of School Service is a community based service where staff and children have developed very positive relationships with one another. We noted that, overall, children were happy and confident in the service. On the day of our visit, children were attending for the full day and some younger children were being reassured by staff.

Some adults involved in the service knew children from outwith the service which gave them some additional understating of children's personalities and interests. Children benefited from these relationships.

The service was in the process of recruiting a new manager, in the meantime the senior staff member and management committee were working together to ensure the day-to-day running of the service. We saw that this was working well at the time of our inspection.

Staff encouraged children to share their ideas and valued their views. Throughout the session, staff continually consulted with the children and children, in turn, were keen to make suggestions. We asked some of the younger children if staff asked for their ideas. A child responded by saying: 'Do you want to see what I had in mind?' then showing us children's planning sheets and explaining what ideas they had contributed.

We noted that each child had a personal plan. Plans contained contact details, medical information and All About Me booklets. The booklets were completed by children and provided more detailed information about their individual interests, families and friendships. Additional support plans were informative and showed joint working between the service and parents to ensure children's further support needs were met.

Children confirmed that they would be able to confide in staff if they had any worries and staff would help them.

Children were given nutritious snacks, freshly prepared by a member of staff. They were encouraged to try new foods and children told us about 'magic soup' they'd enjoyed.

We observed children engaged in different activities both initiated by them and planned in advance. These included group baking and craft activities. Children had requested a 'rave' for Valentine's Day which staff had organised and children were looking forward to.

During our inspection, we accompanied the group on a visit to a local park and a wooded area. Some children played on the large equipment, some played football and others went to look for items for a miniature garden they were creating.

A member of staff carried out a risk assessment of both areas prior to taking children out. She chose an area of the woods that children could walk to easily from the main path. The staff member identified possible hazards which she then highlighted to the children. She also asked them to spot any other areas they thought would present a risk.

Since the last inspection, the school had asked the service to vacate one of the playrooms and their office as they had need of them. Staff had reviewed how they used their accommodation, creating a joint office / playroom. The service normally had access to the school gym and dining hall during school term. During the holidays, staff took children on outings to places in the local and extended community.

What the service could do better

We saw that group activities were mainly adult led. Some children became bored waiting for their turn, for example in the baking activity they waited to add ingredients or stir the mixture. We discussed this with the senior worker and asked that as a team they look at how activities are presented to children and how they promote their independence. We suggested that staff may benefit from training on the Playwork Principles. The principles offer guidance on the role of staff in facilitating and supporting children's play.

During our visit, the service did not have access to the school dining room as the local authority was carrying out repairs. We found the playroom in use didn't offer children sufficient space. We appreciate that the service extended children's experiences to outdoors and the community, however, the service should review its indoor environment with a view to improving the space for children.

We found that staff were not confident in carrying out more detailed risk assessments and that existing procedures for visits to the woods need to be developed further. (See recommendation 1)

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. The provider and manager should review and improve current risk assessment procedures to ensure they are effective in identifying and addressing risk to children. Staff should be given training to ensure they are confident in undertaking risk assessments.

National Care Standards Early Education and Childcare up to the age of 16: Standard 2 - A Safe Environment.

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
23 Mar 2017	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 4 - Good Management and leadership 4 - Good
24 Mar 2016	Unannounced	Care and support 5 - Very good Environment 4 - Good Staffing 4 - Good Management and leadership 3 - Adequate
24 Mar 2015	Unannounced	Care and support 4 - Good Environment 3 - Adequate Staffing 4 - Good Management and leadership 3 - Adequate
24 Jan 2013	Unannounced	Care and support 5 - Very good Environment 4 - Good Staffing 4 - Good Management and leadership 4 - Good
15 Apr 2011	Unannounced	Care and support 5 - Very good Environment 4 - Good Staffing 4 - Good Management and leadership 4 - Good
26 Oct 2010	Unannounced	Care and support 5 - Very good Environment Not assessed Staffing Not assessed Management and leadership Not assessed
		Care and support 4 - Good Environment 4 - Good Staffing 4 - Good Management and leadership 4 - Good

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