

Cumbernauld YMCA- Kildrum Farm (POMP) Day Care of Children

Afton Road
Kildrum
Cumbernauld
Glasgow
G67 2DN

Telephone: 07825173335

Type of inspection:

Unannounced

Completed on:

16 August 2019

Service provided by:

Cumbernauld YMCA-YWCA

Service provider number:

SP2003000977

Service no:

CS2003004688

About the service

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website at www.careinspectorate.com

This service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011.

The service is registered to provide out of school care for a maximum of 94 children who attend primary school and up to the age of 16 years. Twenty of these children will attend the TK2 building and up to a maximum of five young adults with additional needs aged between 16 and 18 years can be included in these numbers if required. The service operates Monday to Friday between 07.30 hours to 09:00 hours and 15:00 hours to 18:00 hours term time and 07:30 hours until 18:00 hours during school holidays.

The service is part of the Peace of Mind for Parents (POMP) childcare service, provided by Cumbernauld YMCA/ YWCA. This service is one of twelve services currently operating across three local authorities. This base is used for a holiday club which includes staff and children from the other services.

This service is provided from Kildrum Farm in Cumbernauld. The service benefits from having the sole use of the several playrooms and a large outdoor play area.

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 (GIRFEC), Scotland's national approach to improving outcomes and wellbeing for children by offering the right help at the right time from the right people. It supports them and their parent(s) to work with services that can help them. There are eight wellbeing indicators at the heart of GIRFEC: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, and Included, also known as the SHANARRI wellbeing indicators.

What people told us

During our inspection visit, approximately, 27 children were present. We could see children had formed relationships with staff and were happy within the service. Some children talked to us about their time at Kildrum Farm Out of School Care and told us what they like to do there. They told us they liked playing in the 'play zone' and the fact they got to make new friends there.

We provided the service with 10 Care Standards Questionnaires (CSQs) to be distributed to parents/carers before the inspection. We received seven completed questionnaires before the inspection visit. From the responses we found that all parents agreed their child could experience and choose from a balanced range of activities and that their child appears happy and confident with staff.

Self assessment

The service has not been asked to complete a self-assessment in advance of the inspection. We looked at the service improvement plan for 2019/20 which demonstrates their priorities for development

From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	not assessed
Quality of staffing	not assessed
Quality of management and leadership	4 - Good

What the service does well

A welcoming environment was created for children because the staff team were happy at work. Staff told us they felt valued and respected by management. They told us they received constructive feedback and found the manager approachable. We viewed staff supervision records and found that constructive conversations took place, identifying staff's strengths and areas for development.

Children were made to feel valued and secure within the service. The service had a nurturing induction system which included visits prior to starting, a buddy system and a welcome pack that gave children important information about what they could expect when they arrived. Children told us that they felt safe at the service because they knew the rules. This meant they knew what was expected of them and what to expect from others.

Children were supported to manage relationships. We observed staff helping them to consider other children's feelings when challenges presented themselves. We also learnt that staff use children's own skills and interest to lead activities. For example, a new child to the setting was asked if he would share his football skills with the other children. This was helping children to feel valued, but also supporting them in developing friendships based on common interest.

Children were better protected from harm, bullying and exploitation because staff were clear about their responsibilities in keeping children safe. This included being alert to the signs of deterioration in child's health and wellbeing and knowing what to do next. Staff were supported by management to participate in annual child protection training and facilitated 'awareness topics' based on the needs of children. These have included sharing the 'Pants Rule' initiative with children.

Children benefited from daily opportunities to be physical and active regardless of the weather. Further to this, they had regular opportunities to go on trips and explore their wider world. This was helping children to develop a sense of natural wonder about the world around them and helping to create lasting memories with their friends.

We could see there was a good understanding of working in partnership with families and systems had been developed to ensure effective communication. For example, daily interactions, questionnaires, newsletters, floor-book planners and regular consultation with parents regarding children's personal plans. We could see feedback from children and their families was valued and that this was helping to shape the service.

What the service could do better

Every child had a personal plan in place that reflected their interests and wishes. To further improve the personal plans, we asked the service to better outline how they planned to meet children's identified needs. For example, if a child managed their own medication a clear plan should still be in place outlining what is to occur and who is responsible.

Children told us they did not always get to use the 'craft area' and we noted only organised opportunities to be creative. We asked the service to ensure that children have daily opportunities to access creative experiences and to improve access to creative play outdoors.

Children experience a whole group snack which resulted in lengthy waiting times. We suggest the service review this to allow children more choice about when they have snack and consider involving children in the preparation and tidy up. Further to this, we encouraged the service to promote healthy options in children's pre-packed lunches.

The service had developed a training calendar for staff which included essential core training and reflected the needs of the wider organisation. We discussed the need to ensure that each separate service's training needs are considered, as these may differ across the wider organisation. Further to this, we suggested the service develop a system to ensure that staffs learning is translated into practice.

The service had in place an improvement plan, however; we found that self-evaluation was not yet routinely taking place, previous improvement recommendation had not been addressed (see recommendation 1) and although there were audit systems these had not effectively supported management to identify staff's strengths or gaps in skills and knowledge. The service should review and further develop its current quality assurance system to ensure that self-evaluation supports improvement planning and is done in line with best practice guidance. See recommendation 2. We encouraged the service to use the Care Inspectorate HUB and provided an example of quality assurance guidance for Out of School Care Settings. Links for both are provided below.

https://soscn.org/downloads/aqs/Achieving_Quality_Scotland_and_New_National_Standards.pdf

<https://hub.careinspectorate.com/>

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 2

1. This recommendation was made at the previous inspection, however, remained unmet at this inspection.

Although attendance records were in place, these did not reflect the time a child arrived at or left the service. This meant that if this information was needed in the future, the service could not report when a child was at their service. For children attending after school only, the time would be roughly the same as all children and the need to record the time of arrival would not be crucial. However, for children attending the holiday club and leaving after school the times should be recorded.

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

2. The service should improve their current quality assurance processes to ensure the recording systems in place are used effectively to support the work of the service. These should include, but not be exclusive to, areas such as;

- A clear and manageable monitoring calendar to look at the quality of provision,
- Clearer links and next step planning between children's care and support needs, staffs identified needs, the service improvement plan and the result of any self-assessments/evaluations,
- Increased self-evaluation,
- Direct observations of children's experiences, including interactions with staff,
- Record audits,
- Proactive systems to source and research recent guidance and legislation.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that: I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes. (HSCS 4.19)

Complaints

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

What the service has done to meet any requirements we made at or since the last inspection

Previous requirements

There are no outstanding requirements.

What the service has done to meet any recommendations we made at or since the last inspection

Previous recommendations

Recommendation 1

Although attendance records were in place, these did not reflect the time a child arrived at or left the service. This meant that if this information was needed in the future, the service could not report when a child was at their service. For children attending after school only, the time would be roughly the same as all children and the need to record the time of arrival would not be crucial. However, for children attending the holiday club and leaving after school the times should be recorded.

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

This recommendation was made on 11 November 2016.

Action taken on previous recommendation

This recommendation is: not met and therefore repeated.

Recommendation 2

All staff should be more familiar with current thinking around the benefits of play for children. This would include, for example, regularly accessing the Care Inspectorate HUB, and taking account of the Playwork Principles and Loose Parts Play, and the theory of how these could influence how a child perceives their world and interacts with it.

National Care Standards Early Education and Childcare up to the age of 16 - Standard 12: Confidence in staff.

This recommendation was made on 11 November 2016.

Action taken on previous recommendation

Staff have completed several play theme training. Through discussions with staff and observation of resources we could see that staff did have some knowledge of the benefits of risky play and we could see some loose part resources had been added outdoors. We have asked the service to continue to develop this further and for management to take a systematic approach to increase staff's knowledge and understanding of the value of play by including this within a more robust quality assurance system. See recommendation 1

This recommendation is: met.

Inspection and grading history

Date	Type	Gradings	
31 Oct 2016	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	4 - Good
		Management and leadership	4 - Good
10 Dec 2015	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	3 - Adequate
21 Jan 2015	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	5 - Very good
		Management and leadership	2 - Weak
18 Mar 2013	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
2 Sep 2009	Unannounced	Care and support	5 - Very good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	5 - Very good

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