

## Tarbert After School Care Day Care of Children

Tarbert Village Hall  
Campbeltown Road  
Tarbert  
PA29 6SX

Telephone: 01880 820359

**Type of inspection:**

Announced (short notice)

**Completed on:**

5 August 2019

**Service provided by:**

Tarbert After School Care Committee, an  
Association

**Service provider number:**

SP2011011746

**Service no:**

CS2011305196

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

The service was registered with the Care Inspectorate on 21 May 2012.

Tarbert After School Care is a daycare of children service registered for up to 16 primary school aged children of whom 5 children can be between 3 to under school age.

The provider is Tarbert After School Care Committee, an association.

The service operates from a designated space within the local village hall, located in Tarbert.

The service's aims include:

"To offer a high quality childcare service for children that emerges from real partnership between parents, staff and other professionals. To provide and maintain a safe and healthy environment and stimulate all round development to ensure progression of skills. To establish and maintain a real partnership with parent/carers based on an understanding of how club life can compliment home for the children".

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), 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 the services that can help them. There are eight wellbeing indicators at the heart of Getting it Right for Every Child: safe, healthy, achieving, nurtured, active, respected, responsible and included (also known as SHANARRI).

## What people told us

There were 16 children present on the day of the inspection, 11 children were of school age and five children were aged 3-4 years. They had great fun sharing their experiences with us.

We were able to see the good friendships children had developed and how much they enjoyed free flowing outside into their enclosed outdoor space, going to the astro turf a short walk away to play with frisbees, hoops, bats and balls, as well as making puppets, decorating their unicorn banks and relaxing together on comfy couches. The older children were kind and thoughtful towards the younger children helping them and including them in their play.

Staff were warm, caring and friendly. Children were happy, relaxed, and having fun. They were confident about approaching staff should they need any help.

We received 12 Care Standard questionnaires from the 25 we distributed before the inspection. Everyone was happy or very happy overall with the quality of care their child received and agreed or strongly agreed the service had involved them and their child in developing the service and asking for their ideas and feedback.

Comments we got back included:

"Staff are friendly, approachable and very good with all the children. The after school club is a great space for indoor and outdoor learning/play. My [child] loves it".

"The [staff] at Tarbert After School Care do a fantastic job. They are amazing with the kids and always keep parents well informed with what they have/will be doing. Couldn't ask for a better group of people to look after our kids".

"My [children] love afterschool club. They ask for extra sessions. Always informed on what they are doing. Brilliant childcare facility".

"Staff are welcoming and keep me informed of any developments with my [child] during his/her time there. Overall very happy with the service".

"My children love TASC especially the activities and getting out and about after school with their friends".

"Fantastic service. Nothing to fault at all".

"My child absolutely loves attending. The whole set up of activities, staffing, friendships is so beneficial to him/her".

## Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their own 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	5 - Very Good
Quality of environment	not assessed
Quality of staffing	4 - Good
Quality of management and leadership	not assessed

## What the service does well

Staff's interaction was sensitive and well judged. It was evident through their practice children's rights, the playwork principles and SHANARRI wellbeing indicators were at the heart of everything they did. They understood the importance of developing trusted and loving relationships with children to nurture and help them feel valued, safe and secure. We were able to see the children present absorbed in their play, happy and confident about expressing their thoughts, views and feelings, and making choices and decisions about what they wanted to do and play with throughout the day. They were able to freely access and enjoy playing outdoors everyday. Staff were giving children the time and space to develop their ideas, flourish and be creative,

supporting them to plan, develop and create their own activities, spaces and experiences. For example, everyone had been involved in planning and developing the outdoor space at the village hall creating a wildlife garden, sailing ship, water station, mud kitchen, and dinosaur and digger land !

They were managing risk positively to promote children's independence and empower them to make safe decisions, implementing the balanced approach of a risk benefit model across the age ranges to develop children's knowledge and self-awareness, build their resilience, self confidence and enjoyment of risky play, enhancing opportunities for them to grow and flourish, practise and learn new skills, and have fun.

In discussion with staff it was clear they knew children and their families well. They valued and were taking account of parents' knowledge and views of their child's development needs, interests, preferences and personality when gathering the information they needed to develop and review each child's personal plan and support their transitions. They spoke sensitively about children's individual care, learning and development needs. Comments we received from parental questionnaires confirmed they were very happy with the arrangements that had been put in place to support their child's wellbeing and development. We discussed and staff were aware of the long term impact that adverse childhood experiences (ACEs) can have on outcomes for children and their families and the importance of supporting the resilience of children and their families to reduce and overcome adversity.

Floorbooks were being used as a planning and evaluation tool with all the children contributing their ideas, views and reviews ! Children also had their own learning journey folders where they could keep pieces of work if they wished. They could use their new scrapbooks to create their own record, enabling them to capture and research their ideas as well as investigate and explore what they would like to do next.

We sampled three staff files as part of our safer recruitment audit. We were satisfied procedures were in place to recruit new staff safely and fairly. They were in the process of streamlining and adding a recruitment checklist to all their staff files. Procedures were also going to be put in place to track new staff's registration with the Scottish Social Services Council (SSSC).

They were building strong working relationships and an atmosphere of mutual trust and respect within the new staff team. Staff were registered with the SSSC and taking responsibility for their own continued professional development. It was evident they were committed to further developing their knowledge, skills and expertise, and gaining the qualifications necessary to meet their SSSC requirements to further support and achieve positive outcomes for children and their families.

For further reference, we signposted the service to the Scottish Government's recently published 'Early Learning and Childcare - National Induction Resource'.

## What the service could do better

In discussion with management and staff it was clear they were committed to embedding the new Health and Social Care Standards My support, my life into their practice to achieve the best outcomes they could for children and their families.

To support their continuous improvement agenda, the manager had started to carry out formal observations of staff's practice, as part of their support, supervision and development programme. Each member of staff's training plan would be linked to their strengths and personal development areas as well as the service's wider improvement planning goals to build further capacity within the team. Team meetings would also be taking place twice a week and be recorded.

They would continue to assess and review their staffing levels linked to children's individual learning and development needs, enabling them to respond appropriately to any emerging or changing needs of the children.

## 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](http://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

There are no outstanding recommendations.

## Inspection and grading history

Date	Type	Gradings	
22 Aug 2016	Unannounced	Care and support	5 - Very good
		Environment	Not assessed
		Staffing	Not assessed
		Management and leadership	5 - Very good
24 Jun 2013	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good

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