

TASC - St Ninian's Primary Day Care of Children

St. Ninians Primary School
2150 Great Western Road
Glasgow
G13 2AB

Telephone: 0141 950 2497

Type of inspection:
Unannounced

Completed on:
19 February 2020

Service provided by:
Temple / St Ninians After School care

Service provider number:
SP2007008818

Service no:
CS2003005809

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

TASC - St. Ninian's Primary is registered to provide a daycare of children service to a maximum of 32 children aged from primary one to fourteen years. The service operates during term time and also during holiday periods and in-service days.

TASC - St. Ninian's Primary has sole use of the base room, dining hall, gym hall, staff and children's toilets within St. Ninian's Primary School in Glasgow. There are also outdoor play areas within the school grounds.

The service aims "to provide quality childcare in a safe, stimulating environment, offering new opportunities to children in our care".

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. GIRFEC supports children and their parents to work with the services that can help them. There are eight wellbeing indicators at the heart of GIRFEC: safe, healthy, achieving, nurtured, active, respected, responsible and included.

What people told us

We issued 20 care standards questionnaires to the service to distribute to parents prior to the inspection taking place. We received 13 completed questionnaires. Responses from parents were positive. Written comments included:

"My daughter really enjoys her time at after care. I am confident the staff would raise any concerns with me as they arise and she is well cared for at the OSC service".

"My child seemed happy and the staff have supported her in all activities".

"The service is well co ordinated and run efficiently. My son always has continuity via staff members. He likes familiarity of the same workers, even if staff change, my son is always introduced to them prior to him meeting/working with them".

"I cannot thank everyone at the service enough for everything they do for my son".

"TASC after school care is a fantastic service for working families. It also has helped develop my child in many ways and has helped improve her confidence".

"The ladies provide a great service and have been very helpful with any of my queries. My son absolutely loves going to after school care".

"Excellent staff. I always see a positive and nice atmosphere with lots of activities. My daughter loves it".

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 management were monitoring the quality of provision within the service.

From this inspection we graded this service as:

Quality of care and support	6 - Excellent
Quality of environment	not assessed
Quality of staffing	6 - Excellent
Quality of management and leadership	not assessed

What the service does well

We observed staff to be friendly, welcoming and caring towards the children. Staff were enthusiastic, bright and vibrant. They interacted well and promoted a child centred, inclusive environment where children were valued and respected.

There was a focus on child led play and promotion of children's rights, with staff supporting children to lead their play, learn at their own pace and make choices and decisions. Children were observed to be happy, settled and confident. On the day of inspection children thoroughly enjoyed working with a visiting specialist from 'The Wicked Productions' to create their own production of 'Shrek'. Children were encouraged to take part, learn new skills, build confidence and celebrate their achievements. This activity reflected their current focus on the Getting it right for every child (GIRFEC) wellbeing indicator, 'Achievement'.

Through organisational shared practice staff and children were implementing the emoji behaviour chart developed by one of the organisation's other services. This involved children enacting one of the key principles of GIRFEC, for example, an act of kindness, being respectful, showing good manners or including others within play. Children were enjoying designing and creating their own emoji character to use and manoeuvre around the board.

Staff had a sound understanding of how to protect and safeguard children. A robust child protection policy and procedure was in place which informed and supported staff in their roles. Staff attended regular child protection training which kept them up-to-date with current best practice and refreshed their knowledge and understanding of child protection.

The service manager, unit manager and staff were highly motivated, professional and informed. They regularly reflected on practice and shared this with their peers. They created a warm, nurturing, comforting environment and were very respectful of children and their families. There was very good exchange of information with parents about children's learning and development. Information was regularly shared in the service newsletter; 'What we're doing, why we're doing it', and highlighting children's achievements.

Personal plans for children demonstrated that staff had very good knowledge of children and their families. Six monthly reviews of children's personal plans was completed with parents. Information about the service was shared using the parent information board, regular newsletters, emails, twitter feed, service website and face book page.

There were obvious strong relationships between children, staff and families and very good interactions and engagement. There were well founded community links with local people and organisations and the local primary school. The TASC Holiday Food Club involved staff from all TASC services in 'Feeding Glasgow's Families'. This project provided food for 40 families 4 times per week and free activities for children who attended during the holiday club. The service also provided support to families in need by purchasing much needed resources such as shoes and children's nappies and donating these to families.

Transitions into the service were very well managed. Children and their families were fully involved and staff supported children very well, implementing strategies to enable children to transition smoothly.

The staff team was lead by a conscientious service manager who promoted a very strong culture of reflection and self improvement. There were robust quality assurance processes that took account of all areas of practice and used national guidance to measure and evaluate quality, for example, The United Nations Convention on the Rights of the Child, Getting it right for every child (GIRFEC) and The Playwork Principles. There were numerous opportunities for staff to come together to share and discuss policy and practice. This resulted in a cohesive staff team who worked very well together to support children and their families.

We sampled staff files and saw that staff were safely recruited. They participated in effective systems of induction and appraisal. They had various leadership roles and were supported to engage in personal research and learning and keep up to date with best practice guidance. Staff demonstrated a strong 'can do' approach to their work and were very enthusiastic about training and professional development. Staff we spoke with told us that they enjoyed working in the service and were respected and listened to.

Service leaders were involved in wider leadership roles in the community and early years sector, for example, local networks and forums, national policy and practice forums.

Since the last inspection in 2016 the service had achieved many accolades in recognition of their practice;

- The service was runner up in the Scottish Social Services Council (SSSC), Living the Codes Award in 2017.
- Investors In Young People Accreditation (2018).
- LGBT Gold Award (LGBT Youth Scotland 2018).
- Scottish Out of School Care Network (SOSCN) Quality Assurance Gold Award (2019).
- SSSC Living the Codes Award Finalist (2019).

The service's innovative practice also featured in The Care Inspectorate's Improvement Resource, Gender Equal Play, in 2019 and SOSCN newsletter in 2018.

Staff were proud of their achievements and this was obvious in their approach and commitment to improving lifestyles for children and their families.

What the service could do better

The manager and staff should continue to drive forward the priorities identified in the service improvement plan.

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.

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	
7 Dec 2016	Unannounced	Care and support	6 - Excellent
		Environment	5 - Very good

Date	Type	Gradings	
		Staffing Management and leadership	Not assessed Not assessed
3 Feb 2014	Announced (short notice)	Care and support Environment Staffing Management and leadership	5 - Very good 4 - Good 5 - Very good 5 - Very good
3 Feb 2011	Unannounced	Care and support Environment Staffing Management and leadership	6 - Excellent Not assessed Not assessed Not assessed
25 Mar 2009	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good

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