

Campsie View Playscheme Day Care of Children

Boghead Road
Lenzie
Glasgow
G66 4DR

Telephone: 01419 552 339

Type of inspection:
Unannounced

Completed on:
4 August 2022

Service provided by:
East Dunbartonshire Council

Service provider number:
SP2003003380

Service no:
CS2004063759

About the service

Campsie View playscheme is based within Campsie View School which is located in the Lenzie area of East Dunbartonshire. The playscheme is registered to provide care for a maximum of 35 children and young people aged 5 to 18 years with additional support for learning needs.

The children and young people have the use of the school facilities including splash pool, soft play area and sensory room. There is a safe and secure outdoor playground and sensory garden.

The playscheme aims are:

- Children and young people will have access to the highest standard of care and supervision allowing them to enjoy the benefits of the summer playscheme.
- Provide a secure and happy environment.
- Enable children and young people to achieve success and feel valued.
- Foster partnerships with parents and others.
- Provide a range of resources to meet the needs of the children attending the playscheme.
- To support and advise staff in appropriate strategies for working with children and young people with additional support needs.
- Provide effective leadership and demonstrate commitment to quality.

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure that 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.

About the inspection

This was a full inspection which took place on 12 July 2022. The inspection was carried out by one inspector from the Care Inspectorate. To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with 5 people using the service and 5 of their family
- spoke with 12 staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children and young people were happy and settled at the playscheme; they had developed positive relationships with staff and their peers.
- Children and young people were supported to make progress through planning systems and support from staff.
- Children benefited from regular access to outdoor play spaces.
- Staff were committed to their roles and the delivery of child centred, responsive care.
- The provider, manager and staff should continue with plans to further develop quality assurance processes.
- The provider should continue with plans to engage with parents in the provision of service.
- The provider should ensure that relevant notifications are made to the care inspectorate.

From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

How good is our care, play and learning?	5 - Very Good
How good is our setting?	5 - Very Good
How good is our leadership?	4 - Good
How good is our staff team?	5 - Very Good

Further details on the particular areas inspected are provided at the end of this report.

How good is our care, play and learning?

5 - Very Good

We found major strengths in aspects of the care provided and how these supported positive outcomes for children and young people, therefore we evaluated this key question as very good.

1.1 Nurturing Care and Support

There were major strengths in supporting positive outcomes for children and young people. We observed lots of warm, caring interactions between children and staff and positive relationships. This supported children in their learning and wellbeing.

Children and young people experienced child centred, responsive care on a 1:1 adult/child ratio. There were individual support plans for children and flexible, responsive planning. Information was drawn from children's school care plans and additional information was recorded about children's likes, dislikes and interests. Staff told us about having time each day to plan and reflect on the child they were supporting. Completing a daily evaluation sheet enabled staff to plan for care and learning the next day. This meant that children and young people enjoyed activities and experiences that were meaningful and tailored to their needs. A communication sheet was provided to parents each day to share information about their child's day at playscheme. Staff demonstrated a very good understanding of children's interests and abilities and offered appropriate choices for play. Staff engaged very well with children demonstrating kindness and compassion.

Children's health and wellbeing was carefully considered. Staff were aware of how to keep children safe and secure. They had a very good 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 were very respectful towards children taking time to communicate and ensure children understood. Additional training on behaviour management and Makaton level 1 during playscheme training helped staff to develop competence in caring for children and young people.

Children enjoyed healthy snacks and lunch as well as having the option to bring a packed lunch. Staff supported children to eat well, giving lots of praise and encouragement.

We spoke with the nurse practitioner on duty and discussed children's individual health needs and how she provided appropriate individualised care. We saw that children's health needs were very well met.

1.3 Play and Learning

Children and young people were having lots of fun during our visit. Some children enjoyed joining in with the visiting music specialist who used musical instruments and singing to provide multi-sensory stimulation and promote non verbal and verbal communication.

We saw children playing outdoors on tricycles and scooters. Children were playing electronic games, using smart boards and creating pictures with a range of art and craft materials. All children benefited from 1:1 support from staff in their play. Children had also enjoyed play activities from a range of external organisations for example, independence, music and drama workshops.

Children were leading their play with support from staff. We observed staff positively responding to children using skilled interactions that helped children to develop and extend their play, be creative and curious and make their own decisions. There were lots of play experiences and stimulating and challenging resources across all areas to develop children's skills. Play areas and resources were attractively presented. We could see that staff had thoughtfully considered this to enable them to meet children's individual needs. Positive interventions and creative approaches helped children to engage in play and learning and the enriched experiences available to them.

Staff had completed training that helped them to understand child development. All staff were carrying out observations for all children and sharing information with each other for example, when staff went on lunch and breaks and other staff took over.

How good is our setting?

5 - Very Good

We found major strengths in aspects of the care provided and how these supported outcomes for children and young people, therefore we evaluated this key question as very good.

The setting was well planned, comfortable and welcoming. There was lots of space for children to engage in play indoors and outdoors. Staff had created homely environments with spaces for children to relax and self regulate. There was lots of natural light and ventilation in the playrooms. Play areas used by children reflected their interests, providing a range of opportunities for active play and learning. This helped children to feel settled and calm.

Play resources were of very good quality. We observed staff helping children to use resources in their own way to develop their play and match their own interests and intentions. Children were supported by staff to do what they wanted to do and choose how they wanted to use resources. This enabling approach helped children to develop independence and feel emotionally secure.

Staff had created safe and secure spaces with challenge for children and fun experiences. Children enjoyed using the soft play area and were excited when staff offered this opportunity. Playroom quality assurance checklists and risk assessments were in place to monitor areas and ensure safety and security for children.

Children's personal information was safely stored to maintain confidentiality and protection for children.

The premises were maintained but were tired and in need of redecoration and refurbishment. A new build school which would accommodate the playscheme in future was in the process of being provided by the local authority.

There were infection prevention and control practices in place which ensured that children were kept safe. We observed good hygiene practices for example, staff and children regularly handwashing and cleaning of toys and equipment.

How good is our leadership?

4 - Good

We found important strengths in aspects of the care provided and how these supported positive outcomes for children and young people, therefore we evaluated this key question as good.

Staff we spoke with during the inspection told us that they felt valued and were well supported by management and senior staff who were accessible and helpful. Management was approachable and staff were consulted on a daily basis. Staff also told us they enjoyed the playscheme training they received and working in the service.

The service was well led by a strong, approachable management team who delegated responsibility appropriately to senior staff and involved them in development of the service. Good direction was provided to the staff team. Staff were supported to have confidence in their capacity to support children to reach their full potential. The whole team was committed to providing children and families with positive experiences. Staff morale was high and there was a strong sense of teamwork. Staff worked well together to ensure effective supervision and quality engagement with children across the day. This impacted very strongly on children's experiences on a daily basis.

We examined quality assurance processes in the service and consulted with parents to gain their views on the service. We shared these comments with the local authority at inspection feedback. The majority of parents who provided responses were very dissatisfied with communication in advance of the playscheme and the availability and lack of flexibility of days offered to children and families.

Parents commented:

"The information we received was satisfactory, fairly informative."

"In previous years we were asked to provide our own availability/preference for dates but this information was not requested this year, and dates were allocated to each child. I am aware that many families were unable to use the dates allocated to them. I am also aware that it was not possible for dates to be swapped with other families. I understand that this was a staffing issue. I also understand that getting the correct staffing ratios for children with additional needs is crucial in being able to meet the needs of the children. However, I feel generally disappointed and dissatisfied that EDC are unable to provide adequate childcare provision that meets the needs of children with ASN and their families. Even three days out of a 6-7 week summer holiday is not enough, especially when access to mainstream holiday clubs is limited due to my child's disabilities."

"We have always found the play scheme to be a great benefit to our child. We used to get two separate three day slots, one at the start of July and one at the start of August. Three days is just not enough time to keep our child regulated and happy. He really struggles with the change of school routine and the eight week holiday this year is far too long for only three days of summer camp,"

"We were informed of the three days our kid could attend. We had no option to swap if it didn't work, we had no choice. We were given no prior notification of the amount of days or of any information in fact we were given no explanation of why it was three days after they had been chucked our way. No discussion at all."

The manager told us that traditionally a feedback questionnaire would have been issued to staff and parents at the end of the playscheme, however, this was not planned for this year. Due to recruitment issues and the subsequent lack of availability of skilled, experienced staff and a range of external challenges and despite the provider's attempts to resolve these situations, children and young people were offered a reduction in days at playscheme. In response to parents' concerns about this and as part of the improvement agenda for the service, the local authority planned to develop a working party, involving parents, to plan the

development of future playscheme provision in the new school. We agreed that this would provide a very useful platform to engage with parents and enable them to share their views.

How good is our staff team?

5 - Very Good

We found major strengths in aspects of the care provided and how these supported positive outcomes for children and young people, therefore we evaluated this key question as very good.

Staff benefited from appropriate training that helped them to understand the complexity of the needs of the children they were caring for and to provide individualised, responsive care.

Staffing levels supported delivery of very good care ensuring that children's rights were respected and promoted. A full complement of staff meant that children received high quality one-to-one care.

Staff were well deployed to ensure that their differing experience, knowledge and skills were well used to support experiences for children. This also helped to promote continuity of care for children with staff sharing information and observations of children with other staff.

Effective staff deployment also ensured very good supervision of children, for example staff communicated when a task took them away from their responsibilities, ensuring children were safe.

Staff were flexible and managed changes to their routine well. They were confident in providing support to children across the service. Newer staff told us how they were well supported and mentored. They told us they enjoyed working here and felt involved and part of a good team. This led to children experiencing positive outcomes.

We found that the senior management team role modelled positive childcare practices that supported staff to provide sustained high quality outcomes for children. The management team demonstrated clear communication, fostered positive behaviour and regularly praised the efforts of staff.

Complaints

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

Detailed evaluations

How good is our care, play and learning?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very Good
How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good
How good is our leadership?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good
How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

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