

East Renfrewshire CHCP Holiday Programme and Inclusive Support Service Day Care of Children

Isobel Mair School
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Type of inspection:
Unannounced

Completed on:
26 July 2022

Service provided by:
East Renfrewshire Council

Service provider number:
SP2003003372

Service no:
CS2003003951

About the service

East Renfrewshire CHCP Holiday Programme and Inclusive Support Service provides a care service to a maximum of 60 children per day aged for children of school age and up to the age of 19 years. This service is a combination of a holiday programme which operates Monday to Friday between the hours of 09:00 and 16:00 during school holidays and inclusive support which operates seven days per week, 52 weeks per year between the hours of 08:00 and 22:30. The service engages in a multi-disciplinary approach to support the emotional and behavioural needs of children and young people with complex support needs within the local authority. The holiday programme operates within Isobel Mair School, Newton Mearns, Glasgow, and the inclusive support services operates within a range of community based facilities. Through the provision of individual support the service extends the number of children/young people with additional support needs accessing mainstream recreation, leisure and sport activities in the local community.

About the inspection

This was an unannounced inspection which took place on Wednesday 6 July 2022 between 10:00 and 15:00. The inspection was carried out by two inspectors 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 throughout the inspection year.

In making our evaluations of the service we:

- spoke with several children using the service and reviewed survey responses from 23 parents whose children attend the service
- spoke with the service provider, management team and 13 staff
- observed practice and staff interactions with children
- reviewed documents.

Key messages

- . Staff worked closely with families, involving them in decisions about their child's care and development.
- . Robust systems in place to support staff liaison with lead professionals if there were further changes to a child or young person's behaviours or if their current support plans were not effectively meeting their needs.
- . Staff promoted a culture within the service that focussed on promoting the children's right to play, have fun, experience joy.
- . Play environments and resource within them were generally managed effectively to support positive outcomes for children.
- . Effective use was made of the community and outdoor spaces to maximise high quality play opportunities.
- . A shared vision and set values underpinned the staff team's work with children and families.
- . The staff team possessed a well balanced mixture of experience, skills and knowledge to meet the varying needs of the children and young people that used the service.

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 made an evaluation of very good for this key question as we found performance that demonstrated major strengths in supporting positive outcomes for children and young people and did not require significant adjustment.

1.1 Nurturing care and support

We looked at how the service's planning approaches for children's care, learning and development ensured they experienced positive outcomes. Throughout the various play sessions we observed it was clear that children experienced sensitive and respectful caregiving. We observed staff being responsive to children's changeable interests and demands. Children were spoken and listened to in ways that encouraged them to feel valued and included.

Staff told us how they worked with parents to ensure children and young people's wellbeing plans included the key information needed to provide appropriate care, meet any medical needs and support the individuals' styles of learning and play interests. Personal plans also included "All About Me" information, consent forms, risk assessment/management plans, referral forms, additional information regarding moving and handling where required, detailed information regarding specific medical needs, seizure management plan and behavioural support strategies crisis intervention support plans as well as proactive strategies. One parent commented: "My child is non verbal with autism and sensory processing issues. He has problems with his ears that cause him to be difficult at times. The care received by him has been excellent and focused on him and his needs." Another parent told us: "Staff have always given extra time to talk about seizure planning and other care issues and I feel that is a massive help as a parent when dropping your child off with complex needs."

We discussed with the management team how sharing of information, coordinated planning and collaborative approaches with Social Work, Health and Education helped to ensure that support for children and young people was targeted in a coherent way. We found there were robust systems in place to support staff liaison with lead professionals if there were further changes to a child or young person's behaviours or if their current support plans were not effectively meeting their needs. We found that children's individual wellbeing benefitted from the effective use of personal planning supporting^[1] all children and young people to get the support they need to realise their potential.

1:3 Play and learning

We found that staff promoted a culture within the service that focussed on promoting the children's right to play, have fun, experience joy. The staff provided safe, stimulating activities for children and young people who may experience isolation or at times be prevented from accessing social and leisure pursuits due to social or physical barriers. We found the staff provided a diverse range of experiences including boat trips, trapeze and parkour, science workshops and tech clubs. Through discussion with staff it was evident they shared a clear understanding of the value of play and resulting impact this had on learning and development. Staff told us how they placed the needs and interests of children at the centre of their planning approaches for play and learning.

We observed children and young people participate in a specialist dance and movement session where they had the opportunity to learn about body coordination and control, practice balance skills, good posture, and build awareness of the body in space. The varied dance activities provided opportunities for the non-verbal expression of feelings and thoughts through physical movement. This helped remove the limitations that some children and young people may feel in their spoken speech. The energetic session we observed was engaged in enthusiastically by the children and young people providing wider benefits associated with aerobic activity such as supporting weight control and cardiovascular health.

We found that the range of creative art activities offered provided an outlet for expression and creativity that enhanced learning. Staff told us how the art experiences they provided helped support children and young people's attention as well as to provide acceptable, enjoyable ways to express their feelings. It was clear that the personalised support, praise and encouragement staff offered children during these experiences promoted self-esteem and increased their motivation to succeed. In addition, concentrating on a craft project for long periods also developed focus and longer attention spans. We found that the painting, drawing and craft experiences that were available during our inspection helped develop visual-spatial skills and encourage children and young people to analyse what they saw and make choices based on visual information.

How good is our setting?

5 - Very Good

We made an evaluation of very good for this key question as we found performance that demonstrated major strengths in supporting positive outcomes for children and did not require significant adjustment.

2.2 Children experience high quality facilities

We found that the play environments and resource within them were generally managed effectively to support positive outcomes for children. The school building provided a range of safe, secure and stimulating play environments that were of a high standard of cleanliness. We found that staff made the best use of available resources to create a motivating environment for effective play. Staff told us of the benefits of children being able to access some of the school's equipment such as the smartboard, kitchen for baking activities, soft play and sensory rooms.

Staff effectively implemented relevant health and safety legislation and used risk benefit procedures to remove or minimise any potential hazards. There were well-appointed areas for children to engage in energetic activities inside and out, and for them to socialise, relax, rest and engage in more sedentary tasks. We found that resources were used effectively and managed in a sustainable way that offered children choice and promoted independent and personalised play opportunities. Where appropriate, staff supported children to be actively involved in assessing relevant risks they may encounter during their play. Displays contribute to a stimulating environment that celebrate children's achievements through play. Staff spoke to us how they monitored the use and impact of available resources on children's progress and development. Staff worked together with children, parents, carers and partners to discuss and make appropriate resourcing decisions. This contributed to an environment in which resources were fit for purpose and developmentally appropriate to children's and young people's stage of development.

Effective use was made of the community and outdoor spaces to maximise high quality play opportunities. We found that children and young people had regular access to outdoor play. Children enjoyed opportunities to ride on adapted bikes, follow tracks, experience the large swings and outdoor equipment. Children and young people had recently had the opportunity to experience more challenging play outdoors through the development of links between the service and a local out of school care provider "Off Grid Kids".

Staff told us that as a result of recent adaptations made to the "Off Grid" facility they intended to widen access to these experiences across the service. The availability of transport has supported staff to take groups of children to parks and facilitate outdoor exploration and play in a variety of settings. Staff told us the children and young people found outdoor play a fun way to expend energy and at times it helped to reduce tension and anxiety. Staff told us that when challenging behaviours arose, moving outside for a simple change of environment often made a big difference. The range of opportunities for children to explore the world outdoors helped them to overcome challenges and learn new skills, building their resilience, and boosting their self-confidence.

At the time of the inspection the school's heated hydrotherapy pool was not accessible to children or staff. This restricted opportunities for children to experience a myriad of related benefits including: building muscle strength, increase flexibility, improve physical and spatial awareness, enhance motor skills, develop confidence, experience weightlessness, reduce symptoms of stress and anxiety and have fun. We discussed this issue with the management team who indicated that they would continue to pursue the re-opening of the pool as a matter of priority with East Renfrewshire Council.

How good is our leadership?

4 - Good

We made an evaluation of good for this key question as we found performance where there was a number of important strengths which, taken together, clearly outweighed areas for improvement. The strengths had a significant positive impact on children's experiences and outcomes.

3.1 Quality assurance and improvement are led well

It was clear from our discussions with staff that a shared vision and set values underpinned their work with children and families. Extensive multi agency links were well established and these promoted partnership working that focussed on securing the best outcomes for our children and families. The management team had fostered a culture where staff were highly motivated and worked together to improve outcomes for children. The manager was committed to building on a strong ethos of continuous improvement within the team. Planned training and development opportunities supported staff to follow their professional codes, reflect on their practice and implement key policies and procedures. We highlighted, and the manager and staff agreed on the value of planning future training and development opportunities that would support staff to continue to provide challenges to children in their learning through play.

Overall, the evidence we collected in relation to this quality indicator provided mixed feedback from staff and parents. Some staff told us that the interim management arrangements currently in place had impacted on aspects of daily communication within the service as well as opportunities to regularly engage in quality assurance and focussed improvement planning discussions. Five out of the 23 parents who returned our questionnaire disagreed with the statement: "My child and I are involved in a meaningful way to help develop this service and our ideas and suggestions are used to influence change." One parent commented: "The team appeared to be well run but this changed when the manager left last October and communication changed and parents were told last minute about their child's placement. Communications dropped massively since this time."

We discussed the interim management arrangements that had been put in place by the provider in response to recent staff changes within the service. The manager agreed that this had impacted on the capacity of the team to regularly engage in quality assurance discussions that contributed to an up to date and shared improvement plan. The manager told us that the provider planned to strengthen the leadership and management capacity of the team through their current planned recruitment approach.

This has the potential to strengthen collaborative self-evaluation processes within team and enhance the capacity of team to achieve its goals.

How good is our staff team?

5 - Very Good

We made an evaluation of very good for this key question as we found performance that demonstrated major strengths in supporting positive outcomes for children and young people and did not require significant adjustment.

We found the staff team had a well balanced mixture of experience, skills and knowledge to meet the varying needs of the children and young people that used the service. This was enhanced by the the robust staffing systems that were in place to ensure staff were deployed by matching their professional training, skills and experience to the individual needs of children. When any gaps in the staffing capacity were identified they were immediately addressed by the manager. For example, staff told us that at times the service had limited staff availability with gastro/suctioning training. This had led to additional training sessions for staff being provided by Community Children's Nurses. We found that the management team prioritised a range of training to meet children's health, well-being and safety needs. This had included training in Moving and Handling, Fire Warden, Medication, Gastro, Oxygen Suction, First Aid and Behavioural Support Strategies (BSS). Staff talked positively about how professional learning opportunities had enhanced their capacity and confidence to fulfil different aspects of their roles. This included training in MAKATON and on Sensory Sensitivities and Communication in Autism. Overall the staffing systems we found in place supported everyone involved to feel confident that children and young people's health, wellbeing and safety needs were met and they were being supported to reach their full potential.

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	6 - Excellent
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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