

Dalmuir Out of School Care Group Day Care of Children

Dalmuir CE Centre
Duntocher Road
Clydebank
G81 4RQ

Telephone: 01419 514 499

Type of inspection:
Unannounced

Completed on:
15 September 2022

Service provided by:
Dalmuir Park Housing Association
Limited

Service provider number:
SP2004006161

Service no:
CS2007150826

About the service

Dalmuir Out of School Care Group is a daycare of children service which operates from Dalmuir Community Education Centre in Clydebank, West Dunbartonshire. The service is registered to provide a care service to a maximum of 70 children of primary school age.

The service has exclusive use of four rooms on the upper level of the accommodation, they are divided into three large playrooms and an office. In addition, children have access to the gym hall on the lower level for sporting activities and the outdoor area located to the rear of the premises.

The service is located in the centre of the local community and has access to local amenities and public transport.

About the inspection

This was an unannounced inspection which took place on 29 August 2022 between 15:30 and 18:00. 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 several children using the service
- sent out a family questionnaire and received two responses
- spoke with staff and management
- observed practice and daily life
- reviewed documents

Key messages

- Children were fully involved in planning their play and learning.
- Staff had developed caring, nurturing, and respectful relationships with children.
- Children were supported to feel part of their wider community through accessing local amenities and venues.
- Staff worked closely with children and families to improve the service and outcomes for children.
- Families told us they were very involved in the club.

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?	4 - Good
How good is our leadership?	5 - Very 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 significant strengths in aspects of the care provided and how these supported positive outcomes for children. Therefore, we evaluated this key question as very good.

Quality Indicator 1.1: Nurturing care and support

We observed children exploring the club environment. They were happy, having fun and playing with their friends. Children told us they could choose what they wanted to do. One child said, "I met my best friend here when I started in primary one".

Staff knew the children very well, they confidently discussed children's individual needs and requirements. Families told us staff knew their children well and felt they were always supported. One parent said, "my son's needs are cared and catered for, and staff know his personality, strengths and struggles."

Prior to starting the service, we found staff worked closely with families to gather and share information about children's personal preferences, needs, likes and dislikes. This was recorded in 'all about me' booklets. Staff use this information to meet children's individual needs and provide continuity of care.

We saw staff and children chatting and playing board games together. Staff took time to listen, talk and communicate with children. This meant staff could respond meaningfully to children's needs and wishes. This supports children's overall wellbeing and sense of belonging.

Children were fully involved in the planning and preparation of snack. They told us they had fruit daily and received two deliveries of fresh fruit every week. We saw the 'snack wallboard' reflected children's choices and included their pictures of fruit and vegetables.

Children had access to fresh water and were encouraged to 'have a drink' by staff. One child said, we always help with snack, we had a digestive biscuit with sugar-free jam. This approach supports children's health and independence.

We found the setting promoted healthy eating which reflected current guidance. To ensure children's health and wellbeing, dietary and allergy information was regularly reviewed with families and available for staff.

Children's overall wellbeing was supported through effective use of personal planning. We found children, staff and families contributed and regularly reviewed this information. This enabled staff to respond quickly, sensitively, and compassionately to changes in children's lives.

Families told us they received updates on children's daily experiences at drop off and pick up, through social media, telephone calls and parents meetings.

Medication documents reflected children's specific needs and were regularly reviewed with families. We found medication was safely secured and easily accessible. Documents included updates from medical professionals.

Quality Indicator 1.3: Play and Learning

Children had access to a range of resources which reflected their age and stage of development. We saw children move freely and with confidence between playrooms with designated play and learning themes, they included home, games and construction.

We found children engaged in a variety of play and learning opportunities during our visit. These included arts and crafts, sewing, multimedia and junk modelling. One child told us he was making an igloo from egg cartons. These resources help stimulate children's natural curiosity, learning and creativity.

Wallboards displayed children's interests, they included healthy eating, space and wellbeing web. We found children had updated these wallboards with their comments and photographs. This enables children to celebrate their achievements and builds self-confidence.

How good is our setting?

4 - Good

We made an evaluation of good for this theme, as several important strengths taken together clearly outweighed areas for improvement. The strengths will have a positive impact on children's experiences and outcomes. However, some improvements are needed to maximise wellbeing and ensure that children consistently have experiences and outcomes which are as positive as possible.

Quality Indicator 2.2: children experience high quality facilities

Children had access to three large bright playrooms, a gym and outdoor area. There was plenty of natural light and ventilation. Children had ample space to play, rest and chat.

Children had taken ownership of decorating their environment and painted the corridor with flowers and plants. Children told us they were creating a 'memory tree'. This approach enables children to feel they belong.

The setting was in the process of developing their outdoor area with bark, tyres and tree stumps. To further support the development of this area, we signposted the service to the care inspectorate hub guidance: my world outdoors and out to play creating outdoor play experiences.

To keep children safe and secure, the service had arrangements in place for maintenance and repairs. On the day of inspection, we highlighted hanging wires from desk fans as a potential trip hazard. The manager removed the hazard and advised the risk assessment would be reviewed and updated.

We were satisfied that the service had effective infection control procedures in place to minimise the potential spread of infection. We saw staff encourage children to understand the need for good hygiene and handwashing.

How good is our leadership?

5 - Very Good

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

Quality indicator 3.1: Quality assurance and improvement are led well

The service was well-led by the manager and lead practitioner. We found management responsibilities and cover were shared which supported the continuity of service provision.

The manager and staff worked in partnership with children and families to identify areas for improvement within the setting. Quality assurance, including self-evaluation, was in place and effectively led to improvement in service provision. This included securing funding for an outdoor learning garden in the local community.

Children told us they loved visiting the garden and were planting, growing and developing the area with staff. Their achievement was celebrated in the Dalmuir Park Housing Association newsletter.

Parental engagement was strongly encouraged, families told us they received regular requests for feedback on the service. One parent said, "I was verbally invited to attend a parents forum and participated in putting forward suggestions for activities, outings and fundraising."

To improve outcomes for children, the service worked in partnership with West Dunbartonshire Council to offer additional summer holiday places for forty families within the area. This provided children with the opportunity to play, socialise and access a range of activities which they may not have had the opportunity to experience.

Prior to starting in the service parents and children were invited to meet the staff and tour the setting. This approach ensured children were prepared for their move to the club.

We found the manager and staff had built good relationships with each other. Regular appraisals, team meetings and training supported staff in developing their roles.

How good is our staff team?

5 - Very Good

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

Quality Indicator - 4.3: Staff deployment

To ensure the well-being of children staff were appropriately deployed across the setting. We found high levels of interaction and support by staff.

This included staff actively encouraging children to join the 'pupil council'. Children excitedly told us they have lead roles, they included chairperson, secretary and fundraiser. We saw from their meeting minutes that fundraising activities in the local community were planned. One child said, "we have asked to type up the minutes of our meetings".

Through 'grab a gab' meetings, staff encouraged children to talk about their feelings and what was important to them. Children told us they enjoyed meeting with staff to have a chat. This approach builds children's confidence and supports their wellbeing.

We found the staff team used their differing knowledge, experience and skills to support children and families. This meant staff led in different areas of the service, these included healthy food choices and outings. This ensures children experience high-quality care and support.

We observed the staff team communicated well, helping to ensure relevant information was shared to meet the day-to-day needs of children. This included verbal and written handovers between 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?	4 - Good
2.2 Children experience high quality facilities	4 - Good
How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good
How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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