

Nino's After School Care Day Care of Children

Glasgow

Type of inspection:
Unannounced

Completed on:
31 January 2023

Service provided by:
Nino's After School Care Ltd

Service provider number:
SP2017013011

Service no:
CS2018367692

About the service

Nino's After School Care is provided by Nino's After School Care Ltd. The service operates from within Gartconner Primary School in Kirkintilloch and can provide a care service to a maximum of 40 children term time and 20 children school holidays of primary school age. The service has exclusive use of the gym and large outdoor play areas.

The service aims include; "I aim to offer a breakfast and after school care, providing high quality of care, ensuring I give your children a happy, healthy, safe and secure environment. I aim to provide a high quality of care and fun experiences., Work in partnership with parents to ensure children are happy within our care and offer children and their parents a service that promotes equality and values diversity".

About the inspection

This was an unannounced inspection which took place on 18 January 2023. 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 five people using the service and 9 of their family
- spoke with four staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- The management and staff team had created a welcoming, inclusive, nurturing, safe and caring environment for children.
- The manager was passionate about and committed to delivering positive outcomes for children.
- Children benefited from daily access to outdoor play spaces.
- Staff were committed to their roles and the delivery of child centred, responsive care.
- Staff morale was very positive.

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?	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.

1.1 Nurturing care and support

Staff were very responsive and caring. They supported children very well, allowing children to lead their play and make choices at their own pace. Children experienced warmth and caring and nurturing approaches to support their wellbeing. We observed very good relationships between staff and children. Staff engaged very effectively with children using appropriate language and questioning to extend discussion and learning. These approaches helped children to feel very secure and settled in the service. Children confidently engaged with us telling us about their after school care.

Children's wellbeing was supported through effective use of personal planning which took account of wellbeing indicators from Scottish Government guidance, Getting it Right for Every Child (GIRFEC). Children and families were central to this process ensuring important information was effectively shared.

Children's care plans were completed in partnership with parents. 'All about me' information was collected. Extended care plans were completed where necessary to meet individual needs of children. Health and Wellbeing outcomes were recorded for all children. Very good information was collected about children when care plans were completed and reviewed by parents. Staff were proactive at securing information to enable them to fully support children. Settling children into the service was tailored to individual children and families.

Communication with parents was a particular strength of the service with the manager and staff using various methods to share information, for example, Family App and newsletters. The manager and staff were very successful in involving children and families in decision making about care and learning.

Transitions into the service were very well co-ordinated for all children. Staff had worked hard to settle children back into their environment after the pandemic and welcome new children who joined. Children used a 'feelings' board to record how they were feeling and staff responded to this in discussion with children.

The management team ensured that staff were up to date with best practice and current approaches in early learning and childcare to help support children to reach their full potential. All staff had recently explored 'Simoa' with children. This is a tool devised by the care inspectorate for early learning and childcare settings to raise awareness and help staff to act responsibly to safe guard, protect and support children's wellbeing. Through discussion staff had identified potential strengths and weaknesses in the service and included this in risk assessments.

We checked medication procedures for children and found that these were satisfactory.

Parents' comments included:

"When I pick my child up the staff always update me on what he has been up to, what he ate and how he behaved. We also have digital info and photos shared by staff".

"It is easy to speak to someone if needed and they are proactive in checking my child's care plan and updating it when needed. My child certainly seems to have fun"!

1.3 Play and learning

We observed very good quality play, learning and development opportunities for children. Children were empowered to be fully involved in their play and learning through the skilled interactions of staff. The manager and staff provided a stimulating, challenging, creative setting that supported children to engage in self-directed play. Children played independently and in small groups. We saw them relaxing in the den, playing imaginatively in the out of school care play café and enjoying playing football outdoors. Staff intervened appropriately when needed to support children's play.

An extensive range of very good quality resources were available to children both indoors and outdoors. We observed creative approaches to play. Learning provocations were set up to spark children's interest, stimulate thoughts and ideas and encourage questioning, for example, loose parts, open ended materials such as planks, tunnels and ramps.

Early learning and childcare guidance such as 'Out to play' and 'My World Outdoors' was embedded in practice. Staff were focusing on 'how to play', encouraging children to engage in natural play outdoors in the local nature park where they could climb trees, build dens and consider safety and risk benefit.

Parents' comments included:

"Parents are constantly updated and invited to events like sports day where we are also involved in the activities".

"The ASC is located within the school and the facilities are very good. The ASC has access to the outdoor space which my son loves, and they are well equipped with a vast array of outdoor equipment/play items. Inside, I am amazed at how many different toys/games/books/activities etc are available. There is always so much going on, it seems really well resourced".

How good is our setting?

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.

2.2 Children experience high quality facilities

The setting was well planned, comfortable and welcoming. Children had lots of space to freely move around indoors and outdoors. Staff had created a homely environment with space for children to relax. Play spaces reflected children's interests and provided a range of opportunities for active play and learning. Resources were of good quality and were very accessible to children.

The play and learning environments were safe and secure. Both indoor and outdoor environments took account of children's stages of development and learning. Spaces provided opportunities to develop curiosity, investigation and imagination. Staff encouraged friendship groups where children enjoyed playing together.

The indoor setting was bright, spacious and welcoming with very good facilities. Outdoor areas provided a range of experiences for children. Children's health and wellbeing was supported through regular exercise and fresh air. Trips to the local nature park inspired children to explore and build their own learning and

understand and manage risk. Children enjoyed learning about the natural world, risk and safe play and were carrying out risk assessments with help from staff. Trips were regularly organised into the local community, for example, Kirkintilloch Museum.

Children were kept safe through a range of safety measures, for example, attendance records, secure entry to premises. Staff were vigilant about children's safety and used a range of risk assessments to evaluate potential risk. Children's school pick ups were very structured and well organised.

Robust infection prevention and control practices ensured safety for children. Cleaning was undertaken on a daily basis. Children were protected through clear policies and procedures which were understood and implemented by all staff.

Children's personal information was safe and protected. The premises and resources and equipment were well maintained.

Parents' comments included;

"It's a lovely service and staff are very likeable for children and parents. The environment is fun, relaxed and open for children".

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.

3.1 Quality assurance and improvement are led well

The service had developed a shared vision and aims and objectives and shared this with parents. This helped to create a feeling of unity and team work.

Self evaluation and improvement plans facilitated continuous improvement and supported improved outcomes for children and families. Staff regularly engaged with children and parents to encourage them to share in their child's learning and inform planning and development of the service. An improvement plan was in place detailing service priorities. Staff were aware of this and told us that frequent communication with management ensured that they felt involved in the service improvement journey.

We saw that improvements in the service were having a positive impact on outcomes for children. The manager and staff were using the new care inspectorate document, 'A quality framework for daycare of children, childminding and school-aged childcare' as a tool for self evaluation. They had identified evidence for each key question and quality indicator using processes such as staff reflections and children's comments to inform this.

Communication with parents was very effective - staff spoke with parents each day when children were collected. E mail updates, photographs and outcomes for children updates were shared through the app. Surveys were issued to parents and children to collect feedback.

Regular staff meetings gave staff opportunities to review the quality of the service and share ideas. Staff told us they felt very supported by management and that they were visible and approachable. As a result, staff were happy to be at their work.

Quality assurance systems had been introduced to monitor how well the service was doing. There were lots of opportunities for staff to reflect on practice, identify training needs and self evaluate. Staff held leadership roles, for example, the depute manager oversaw the service in the manager's absence, spoke with parents, supported staff with planning, advice and guidance and mentored the apprentice practitioner.

The service was very well led by a strong, approachable manager who delegated responsibility appropriately to staff and involved them in the development of the service. Very good direction was provided to the team who were committed to providing children and families with positive experiences. High staff morale impacted strongly on children's experiences.

Parents' comments included;

"Management are excellent at speaking either in person or via email/Family app. I have had various conversations with management and feel well listened to".

"The ASC is very well structured and organised with well planned activities for the children".

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.

4.3 Staff deployment

Staffing levels supported delivery of very good care and positive outcomes for children. A full complement of staff meant that children received one-to-one care when needed.

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. Staff told us how well they were supported and mentored.

Children were cared for by kind and caring staff who knew them well. Very good relationships were observed. Parents told us that they valued the relationships children had with staff. Staff worked very well as a team. There was a strong ethos which helped children to feel happy, safe and valued. Staff supported each other well and were clear about their roles and responsibilities. All staff had participated in a range of training to enhance practice and help children reach their full potential.

To keep children safe, staff were safely recruited and registered with Scottish Social Services Council (SSSC). Newly recruited staff were supported by an induction process and a mentoring system. As a result, staff were confident in their roles.

Parents' comments included:

"They provide fun activities that my children enjoy. My children love the days they know they are going to aftercare".

"The staff make time to have conversation with myself and to find out more about what my son likes/might not like. They spend time getting to know the children and offer so many different activities that there is always something going on that he likes".

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?	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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