

Bishopbriggs Out of School Care Wester Cleddens Primary and St. Matthew's Primary Day Care of Children

Wester Cleddens Primary School
Wester Cleddens Road
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Telephone: 01413 700 927

Type of inspection:
Unannounced

Completed on:
27 January 2023

Service provided by:
Bishopbriggs Out of School Care Ltd

Service provider number:
SP2007009103

Service no:
CS2007152519

About the service

Bishopbriggs Out of School Care Wester Cleddens Primary and St Matthew's Primary is a daycare of children service registered to provide a care service to a maximum of 70 children at any one time, aged 4 to 16 years who are attending school. It operates a breakfast and after school service. The provider is Bishopbriggs Out of School Care Ltd.

The out of school care service operates from Wester Cleddens Primary School which is in the Bishopbriggs area of East Dunbartonshire and is near to transport links and local amenities. The children using the service are from St Matthew's Primary and Wester Cleddens Primary Schools. These schools are on the same campus.

The children have the use of the school's main hall, toilets and kitchen facilities. Children have direct access to the outdoor play areas within the school grounds.

About the inspection

This was an unannounced inspection that took place over two afternoons. Thursday 12 January 2023 when 56 children attended the service. And Friday 13 January 2023, when 25 children attended the service. We gave final feedback to the acting manager on 27 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 children using the service
- spoke with five parents
- spoke with the staff, supervisor, and the acting manager
- observed practice and daily life
- reviewed documents.

Key messages

- The children were very happy, relaxed and had lots of fun playing in and outdoors as they took part in a range of activities that challenged and excited them. Activities were linked to their current interests.
- Staff were kind and caring towards the children. They had built nice, nurturing, and warm relationships with them. Staff knew the children and their interests very well. They listened to the children and supported, praised, and encouraged them as they played.
- Children liked the snacks. And fruit and water were available to them throughout the session.
- Staff really enjoyed working at the service and felt supported by the management. They had taken part in a range of training which had helped them to develop their skills in their childcare roles.
- The management and staff should continue to develop the children's personal plans and ensure that these are reviewed and updated every six months or before dependent on the needs of the child.
- Staff should develop a system that should help make it easier for the children to know the range of toys and equipment available to them. For example, a picture inventory book. This would help children to easily choose the equipment they want use or play with.
- Management and staff should continue to develop the service's formal quality assurance procedures.

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. We found significant strengths in aspects of the care provided and how these supported positive outcomes for the children attending the service.

Staff had good procedures in place that enabled them to get to know the children and their families. This approach helped the children settle well into the service and build positive relationships with staff and the other children. We saw that the staff were warm, kind, caring and nurturing towards the children. They understood them and were able to meet their individual needs. Children were very happy and relaxed. They told us they enjoyed being at the service, being with their friends and they really liked the staff.

A parent commented: "Good service for families. Staff are nice with the children. Nice atmosphere. Always tell us what is happening. Sign accident forms. Staff know the children well. Good communication. Very happy."

Staff were aware of children's individual dietary requirements and took account of these when planning snacks and food experiences. Staff and children washed their hands before preparing and eating the snacks. This approach helped keep children safe and supported good infection prevention and control procedures. Children liked the snacks. And enjoyed opportunities, in their role as helpers, to be involved in the snack activity. Staff sat with the children as they ate their snacks, and this gave them opportunities to relax and chat with each other. Children were able to choose snacks and fruit throughout the session. Fresh water was available to the children. This helped them keep hydrated.

Children's comments included: "I like the fruit bars the best. I had rice cakes, and raisins. There is bananas, apples, and oranges. I pick what I want."

"Like snacks. Favourite? Biscuits probably. There is always an option of fruit and rice cakes."

Good communication between the parents and staff ensured that medication and other care supports were in place for children as required. We saw that staff were mindful of individual children's needs and wishes. They were kind, caring, patient and encouraging. Detailed plans were in place to support staff to administer medication safely. This helped staff to deliver continuity of care and respond quickly and sensitively to changes in a child's life.

Parent's comments: "They [staff] are fantastic with them [children] ... They are great, amazing, take on their ups and downs ... There is no judgment of them. It is so reassuring to have that support and they are safe. They love it. Staff are very understanding when they get overwhelmed. They do summer camp, and they are really good and recognising the differences of the school and helping them settle ... Sensitive care of the children."

While we acknowledged that staff knew the children very well and good action plans were in place to support children who had an identified need. When we looked at the general recorded information which made up a child's personal plan, and took account of the SHANARRI indicators (safe, healthy, achieving, nurtured, active, respected, responsible and included), we noted that the children's personal plans had not been routinely reviewed and updated. Discussion with the acting manager confirmed that plans were in place to improve how they gathered, recorded and updated information relating to the children attending the service. A new app was being introduced to support these changes. Once implemented, this should

help support staff to ensure that a child's individual personal plan would be updated every six months or before to reflect the changing needs of the children (see area for improvement 1).

Paediatric first aid training was part of staff induction and available for all childcare staff. First aid was currently being arranged for staff who required it. This approach helped support staff to respond effectively to the care needs of the children.

Staff worked very well as a team. They listened to and responded warmly to children's requests and ideas. Children were involved in leading their own play. Staff constantly praised and encouraged the children. They noticed when a child was not engaging in an activity. They encouraged the child to try, or they adjusted the activity to enable the child to participate. Staff recognised when a child just needed a cuddle and quiet time. We saw a member of staff sit quietly with a child, spend time with them, and giving them a cuddle.

Parent's comments: "I am really happy with it. XXX is a really active wee guy and I really like that they get them outside whenever they can. It makes a difference when I pick him up and his energy has been burnt off. Love the loads of different activities. His sister loves the arts and crafts. He loves digging in the dirt."

Children's comments:

"Staff are nice they don't tell us what to do. Staff write activities down on a list and we can choose. There might be football, arts, and crafts, then we just go to that activity. You can ask for something or choose something different. Favourite thing is to draw."

"Yes, I like coming. The art is best." Child had made a remote control and was now going to paint it.

"I like the art and craft activities. I like the book, Minecraft. You look at what you want to look up and then you go to the page, and it tells you how to get started."

"Staff ask us what we want to do ... I like making paper chains. It is very long, 15 circles. I am going to wait until XXXX [staff] finishes my paper chain. I would like to play with dolls more (Barbies). They are in the cupboard."

"I like coming to the after school care. I like drawing."

"I like everything."

The children were very happy, confident and content. It was clear to us that they were having fun. The children really enjoyed playing together and there was lots of laughter. They were kind and helpful to each other. For example, helping each other cut the wool when making pompoms or helping a younger child on the trim trail. An older child put their arm around another child before helping them with an activity. Children enjoyed the activities indoors and outdoors. This approach helped the children to be active, get fresh air, have fun, develop their skills and confidence, build friendships, and celebrate their successes.

A parent told us: "I have been really pleasantly surprised by the service. By the amount of activities, they do. There is a lot of variety. I don't think XXX is ever bored ... They have more relaxing activities. She can draw pictures. Sometimes she really wants to tidy up and they encourage her. There is a nice culture and atmosphere. They are a nice bunch of kids. Encouraged by the staff. Nice interactions."

Areas for improvement

1. The provider, acting manager and staff should ensure that children's personal plans are reviewed and updated every six months or before dependent on the needs of the child.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices" (HSCS 1.15) and "My needs, as agreed in my personal plan, are fully met, and my wishes and choices are respected" (HSCS 1.23).

How good is our setting?

5 - Very Good

We made an evaluation of very good for this key question. We found significant strengths in aspects of the care provided and how these supported positive outcomes for the children attending the service.

Children had the use of the gym and dining area within the school. These were spacious and bright with natural light and ventilation. This meant that the environment enabled the children to have the freedom to safely run about, use their imagination, enjoy physical play, and take part in interesting activities that reflected their current interests. Children were able to decide what they wanted to do. And they really enjoyed playing with the toys and taking part in all the activities. However, some of the equipment was in cupboards or outside in the storage unit. And the children felt they could not select items they wanted to play with from them. As discussed, the staff should consider setting up a picture inventory book. This approach would help children know what was available for them. And would enable them to choose from the full range of toys and equipment with ease.

Children had the use of the outdoor areas within the school grounds. And we saw that the children had opportunities to play outdoors in the football pitch, on the trim trail and explore the grass area. This enabled children to be physically active, get fresh air, enhance their wellbeing, stimulate their curiosity, and explore the outdoor environment.

Children's comments:

"We have to find very big rocks. There are maggots under there. They are trying to eat our food. I dropped a chicken wing (at lunch time) and all I saw that wee bits were trying to disappear."

"I was digging worms and picking up stones."

"I am getting a rock."

"I found another stone. I have two stones."

"I found a giant stone."

We asked the children what kind of bugs they were going to find.

"A really big worm."

"I don't like finding them [Woodlice]."

"They will think it's rain." Children were tapping the ground with the sticks.

Procedures to help reduce the spread of infection and help keep children and staff safe were in place. Staff had undertaken, as part of their induction procedures, online training on infection prevention and control and food hygiene.

We saw that the staff communicated and worked very well together to keep children safe and secure while attending the service. Staff monitored who was entering and leaving the building. Children were accounted for at all times.

A parent told us: "School is quite secure. Staff immediately know who my child is and know me."

Risk assessment procedures were in place. Staff undertook daily checks of the building. This approach helped support staff to show how they had identified and removed or reduced risks to children while attending the service. As discussed, the supervisor should review and update the risk assessments to make them more robust. A child told us how he had helped staff look around the outdoor area. "I went outside, I did the risk assessments. Everything was fine. We signed it. I've made friends, I am very, very, very happy."

To ensure that children's personal information was kept safe, the service had procedures in place to comply with general data protection requirements. The company was registered with Information Commissioner's Office (ICO).

How good is our leadership?

4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a positive impact on children's experiences.

We found that the acting manager offered very good support to the staff. He was enthusiastic, knowledgeable and motivated. He was keen to ensure that the service provided to children and families met their needs. To help achieve this, parental feedback was sought through regular discussions, emails and texts. The handbooks for staff and parents, and the documents displayed on the service noticeboard, gave information about the out of school care's aims and objectives. This approach helped share the vision management and staff had for the service, and helped them to support the children in line with company policies.

The parents we spoke with had confidence in the staff team and felt that they were approachable, helpful, and really cared about the children and the families.

Parent's comments: "He [son] loves it. He gets on well with most of the kids. He cuddles the staff before he comes home. Happy with communication. They tell me [updates] before I leave. He usually brings home what he has been working on. I see the same staff every time. And he absolutely loves them. They don't stifle him. Very happy."

As part of their evaluation process, the service had an improvement plan in place. Staff sought and encouraged children to voice their opinions on the types of play and activities they took part in. This feedback helped staff plan future activities and ensured that children were involved in and influenced what happened within the service. However, we found that the management and staff needed to improve their

formal quality assurance processes and make them more robust. Discussion with management confirmed that they were in the process of installing an app which should help them to develop formal evaluation systems. This approach should help measure the outcomes for children and their families using the service (see area for improvement 1).

Areas for improvement

1. The management and staff needed to improve their formal quality assurance processes and make them more robust.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes" (HSCS 4.19).

How good is our staff team?

5 - Very Good

We made an evaluation of very good for this key question. We found significant strengths in aspects of the care provided and how these supported positive outcomes for the children attending the service.

We found that the service was appropriately staffed to meet the needs of the children and keep them safe while attending the service. The deployment of staff ensured that the children had continuity of care across the session.

Staff interacted positively with the children and were very supportive, kind, nurturing and caring towards them. They clearly enjoyed being with the children and ensured that the activities and play experiences challenged and interested them. The parents we talked to spoke highly of the staff team.

Children's comments:

"Staff are nice, they make people happy."

"Nothing to improve. I really enjoy it the way it is. Staff are definitely kind."

"I like coming. Staff are nice. I feel relaxed and safe."

"Every time I go to aftercare I give the staff hugs."

This was a relatively new staff team. We found that the supervisor and staff worked very well together, and supported each other to provide very good care and sensitive support to the children. They were flexible in their routines to ensure that the children's needs were being met and that the children were having fun. Staff had undertaken a good range of training to help them in their childcare role.

Staff were respectful of each other and clearly enjoyed their work and being with the children. This approach helped staff bond with each other and the children. They worked together to provide good play opportunities, challenging experiences and activities. This ensured that there was a positive work/team ethos which benefited the children and helped them settle and enjoy their time at the out of school care.

Overall, we found that good communication between the staff and parents meant that parents were very happy with the staff team and the care their children received.

Parent's comments: "I think the staff work very hard. They have a lot of enthusiasm and a lot of time for the kids. XXX clearly knows them."

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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