

Strathblane Out of School Care Ltd

Day Care of Children

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Type of inspection:
Unannounced

Completed on:
11 April 2023

Service provided by:
Strathblane Out of School Care Ltd

Service provider number:
SP2009010250

Service no:
CS2009194517

About the service

Strathblane Out of School Care Ltd are the providers of a service for school aged children. They operate from the scout hall in the village of Strathblane where all facilities are on one level. They have access to a gym hall, playroom and large kitchen. The service is close to local amenities.

The service is registered to offer a service to a maximum of 40 children who attend or are enrolled for primary school. The service operates between the hours of 07:45 and 09:00 and 15:00 and 18:00 during school term time. During school holidays and in-service days the service operates between 17:00 and 18:00.

About the inspection

This was an unannounced inspection which took place on Wednesday 05 April 2022 between 09:00 – 14:00. We gave feedback to the providers on Tuesday 11 April. 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
- information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with four children using the service
- received feedback from five parents and carers in questionnaires
- spoke with two staff and management
- observed practice and how children were supported
- reviewed documents.

Key messages

- As a culture of respect was embedded in the service, children experience being cared for in an inclusive and supportive way.
- Children could lead their play and participate in a range of stimulating activities.
- Staff knew children very well which meant their individual needs were supported and met.
- Quality assurance had been well used to identify what the service did well and areas for improvement.
- The staff team work well together and provide quality care for children.

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 evaluated this key question as very good, where major strengths impacted on positive outcomes for children.

Quality Indicator 1.1: Nurturing care and support

The positive ethos in the service meant that a culture of respect and inclusiveness was embedded in practice. Children had a sense of belonging as they experienced positive interactions from all staff and had developed very good relationships with each other. They knew they were valued as they were always asked their opinions about what was happening in the service. They were confident about sharing their ideas as staff listened to them and would use their suggestions. Parents told us "The service is completely user-friendly, both for children and parents. The whole ethos is welcoming. So far as I can see the children love the staff." And "The standard of care is very good and the children are stimulated and educated all at the one time."

Staff knew the importance of partnership working and communicated effectively with families. Staff therefore talked knowledgeably about the needs of children and how they were supported and met. They recognised the importance of using varying techniques that would help children have positive outcomes. As a result, we saw children responded to the sensitive approaches that met their needs and enabled them to make progress.

Information was gathered, reviewed and used to meet the needs of children. Summaries captured children's personalities and progress they had made. Some of this could be further developed. For example, we asked staff to capture, within personal plans, how children benefited from the techniques used to support them. Consideration could be given to identifying 'next steps' which would support children's continued progress. Opportunities for children to contribute to this process would ensure their current needs, views and interests are taken into account.

Snack and meal times were relaxed and social experiences for children. They organised themselves and enjoyed the social time as they laughed and had fun when they chatted with their friends and staff. Staff were skilled at ensuring all children had the opportunity to contribute which promoted inclusion.

Quality Indicator 1.3: Play and learning

Children benefited from a range of resources and activities that supported their interests and were readily available to them. This meant children had choice about what they wanted to do. For example, they enjoyed arts and craft, physical games or used their imagination with loose parts. Children took leadership roles as they organised activities and games. They often introduced new games which they developed rules for. Staff joined in children's activities and offered encouragement and praise which recognised their efforts. Children a sense pride as their achievements were highlighted and celebrated. One parent told us "The variety of activities is excellent, with emphasis of children being exposed to as many new experiences as well as the old favourites."

During school holidays, events were organised which offered different experiences for children. For example, they learned about alpacas when they visited the service. These opportunities were effectively

used to talk about emotions, encourage children to overcome fears and share their knowledge. As the approach was sensitive and relaxed, we saw that children benefited from the experience. For example, they gained confidence that enabled them to pet the animals and feed them.

Direct access to the enclosed outdoor area meant children had opportunities to develop their physical skills and use their imagination with open ended resources. The community was also very well used to support children's interests as they explored the natural environment. Going to the park and using large equipment meant children learned life skills as they problem solved, followed instructions and learned about being safe in the community.

Children had the opportunity to evaluate their experiences which enabled them to identify what they wanted to do next. To make this more meaningful, we suggested further developments in children's play were recorded to show how interests were supported to provide positive outcomes.

How good is our setting?

4 - Good

We evaluated this key question as good, where several strengths impacted on positive outcomes for children.

Quality indicator 2.2 - Children experience high quality facilities.

A safe, welcoming and well organised environment had been created for children. They had access to spacious areas that offered a variety of play opportunities. As a result, children could choose from physical games, arts and craft and toys that supported their imaginative play. Sofas and blankets ensured they could also have quiet time to rest if they wanted to. This meant that children influenced the pace of their day as staff supported their choices.

We were satisfied that the environment was well ventilated, hand washing promoted and regular cleaning took place. These measures were effective at minimising the spread of infection. Risk assessments and daily checks were used well to achieve and maintain a safe environment. Children were supported to be aware of and assess risk. For example, we saw that staff and children talked about safety in respect of the planned alpaca visit to the service. This enabled children to share their knowledge about keeping safe as well as understanding the importance of hand washing after touching animals.

As the premises were managed by a committee, staff were limited to what they could do. They worked with the hall management committee to identify changes that would improve the environment for children. As a result an action plan had been agreed to make positive changes. These included replacing some doors, new flooring and improving the toilet facilities. Staff were members of the maintenance working party which carried out tasks to improve facilities. This partnership working would continue so the environment for children continues to be improved.

How good is our leadership?

5 - Very Good

We evaluated this key question as very good, where major strengths impacted on positive outcomes for children.

Quality Indicator 3.1: Quality assurance and improvement are led well.

The management team were committed to providing a quality service. The inclusive environment they had

created meant staff, parents and children felt involved, valued and listened to. They contributed their views about the service, which helped confirm what was going well as well as areas for development. As a result, staff told us they felt supported to develop their skills and confidence in their role.

There was a clear focus on self-evaluation and quality assurance. It has been used well to assess the work of the service and identify changes that would improve outcomes for children. This resulted in plan being in place for the improvement of the service. For example, staff wanted to re-introduce parents nights to support partnership working and enable staff learning and professional development.

Children told us they were asked their views about the service which influenced what was provided. The re-establishment of the children's committee meant they had taken responsibility for producing an information booklet for new children. We saw how their opinions helped develop and extend activities. This meant they experienced quality care and support as their needs and choices were met.

The 'Sounding board' initiative enabled parents to join the group and share ideas about the development of the service. This had led to introducing more ways to communicate with parents which had increased responses and feedback to the service. They also participated in managers appraisal which made the process more meaningful as their input was valued.

How good is our staff team?

5 - Very Good

We evaluated this key question as very good, where major strengths impacted on positive outcomes for children.

Quality Indicator 4.3 - Staff deployment

Children benefited from the mix of staff skills and experience within the team. This meant that their changing interests were supported throughout the day. As a result, they could plan when to organise activities they wanted to do with staff as they knew when they would be in the service.

Any staff changes were well managed which provided children with continuity of care. The staff team worked well together and were flexible in their approach which meant children were effectively supported at all times. Consistent care was achieved as a positive ethos of respect and inclusiveness was embedded in practice.

A key strength of the service was the positive relationships staff had with children. They recognised that a high level of quality interactions was essential to promote children's well-being and safety. As a result we saw that all children had positive experiences and benefitted from their time at the club. One parent commented "Wonderful establishment; terrific staff, programmes and ethos. The organisation and its various components are a credit to themselves."

The motivated staff team were committed to continued professional development. Appraisals offered staff the opportunity to reflect on their work, recognise how their skills and knowledge had developed and identify areas for their continued professional development. As a result, we saw that further education, training and best practice guidance had helped them gain confidence in their role. Staff were motivated and committed to providing quality experiences for children. We asked that staff further develop how they evaluate their learning so it is clear how they use it in practice.

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

The manager should ensure the quality assurance systems in place include checking that staff registration with the regulatory body is kept up to date.

This is to ensure confidence in the people who support and care for me and is consistent with the Health and Social Care Standards which state that "I benefit from a culture of continuous improvement, with the organisation having a robust and transparent quality assurance processes." (HSCS 4.19).to and the review her service.

This area for improvement was made on 13 September 2022.

Action taken since then

The quality assurance systems had been developed to include a reminder to check staff SSSC registrations are kept updated. This areas for improvement has been met.

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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