Cumbernauld YMCA - POMP Lenzie Meadow Day Care of Children

Lenzie Meadow Primary School
Myrtle Avenue
Lenzie
Glasgow
G66 4HW

Telephone: 01236 721382

Type of inspection:
Unannounced

Completed on:
17 April 2024

Service provided by:
Cumbernauld YMCA-YWCA

Service provider number:
SP2003000977

Service no:
CS2003003658

About the service

Cumbernauld YMCA - POMP Lenzie Meadow, is an out of school care service, provided from Lenzie Meadow primary school, in a residential area of Lenzie, East Dunbartonshire.

The service is part of the Peace of Mind for Parents (POMP) childcare service, provided by Cumbernauld YMCA/YWCA. The service is registered to provide a care service to a maximum of 60 children at one time, from an age to attend primary school to 16 years.

Children have access to part of the dining hall and GP room. In addition, they also have access to an outdoor play area, multi use games area and gym hall. During school holidays, the service may operate from Cumbernauld YMCA Kildrum Farm (POMP), based in Kildrum, Cumbernauld.

About the inspection

This was an unannounced inspection which took place on 16 and 17 April 2024, between 14:45 and 18:00. 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 since the last inspection. In making our evaluations of the service we:

- spoke with children using the service and received feedback from seven of their family members
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children were happy and settled, and told us they liked attending the service.
- Staff had kind and caring interactions, which helped children feel safe and secure.
- Children had formed positive relationships with each other, promoting their social development.
- Personal plans contained meaningful information to help meet children needs. A new format had been introduced, which is being monitored to ensure they support staff to plan for children's needs.
- Children were consulted about activities offered, which helped ensure their ideas and wishes were respected.
- Regular access to outdoor play areas supported children's overall wellbeing.
- Staff valued the views of families and were in the early stages of gathering feedback to support with improvements.
- Staff should be supported to continue to build relationships with children and their families.

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?	4 - Good
How good is our setting?	4 - Good
How good is our leadership?	4 - Good
How good is our staff team?	4 - Good

Further details on the particular areas inspected are provided at the end of this report.

How good is our care, play and learning? 4 - Good

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality indicator 1.1: Nurturing care and support

Children attending the service were relaxed and confident moving around the setting. Staff welcomed them as they arrived, which helped children feel valued and safe. Several children told us what they liked about the service. For example, seeing their friends and playing games outside. They told us, "I love it" and "they have lots of toys."

Children had formed positive relationships with each other and enjoyed spending time in smaller groups and playing games together. This supported their social development and building friendships. Children could also choose to be on their own, in quieter spaces, which supported their preferences.

Children were confident to seek out staff if they needed support. Staff responded to their needs in a nurturing and caring manner, which supported their wellbeing. For example, checking in to make sure they were ok and offering encouragement as they were developing and practising new skills, such as skipping.

Personal plans were in place for all children which contained meaningful information to help staff meet their health and wellbeing needs. Learning and development goals had been created in consultation with children and their families. This helped ensure they were relevant, meaningful and met their interest. The service had been working on updating paperwork to a new format and should continue to review how these are working. We suggested they could consider making parts of it more child friendly to support their involvement in the process.

Children experienced a relaxing and sociable snack time. Children came for snack in groups and there was flexibility to help ensure friendship groups and preferences could be accommodated. Children told us they liked having snack in their peer groups. Most children told us they liked the snack options and were encouraged to be independent. For example, making their own wraps. One child told us, "I love it that there is a board that tells you what's for snack. This means if they don't like snack they can bring a snack for yourself. We can bring our own, but normally we do like it". A few children told us they would like a different variety of foods. We shared this with the manager and they agreed to address this. We reminded staff to encourage children to take drinks with their snack and throughout the session, to ensure they are kept hydrated. Although water was available, we found that many children did not choose to take a drink.

Systems were in place to help ensure the safe administration of medicines. Staff had received relevant training to help ensure they could respond and support children that required life saving medication. For example, to administer EpiPen's. We discussed the medication paperwork should be clear and easy to read, to help staff administer all medication safely. The manager told us the paperwork was under review and that they would take this into consideration.

Quality indicator 1.3: Play and Learning

Children chose from a variety of experiences to meet their interests. For example, drawing, playing physical games in the gym hall, board games and action figures. Some children told us they liked the quiet areas and

enjoyed spending time chatting with friends. One child told us, "we love reading and like the quiet area" and "you don't need to ask". One parent told us, "my [child] enjoys the craft activities, playing games with friends, and preparing snacks."

Whilst it was busy when children arrived at the setting, they broke up into smaller groups which supported their preference's, choices and interests. Children enjoyed spending time with each other, supporting their overall social development and wellbeing. The children we spoke to told us their views and ideas were used to plan the daily experiences. One child shared that they had asked to do baking and make playdough, and they were pleased they got to do this. However, consultation with children could be further enhanced to ensure all children get to add to the daily plan.

Children benefitted from experiences which supported their physical development. For example, skipping, playing games in the gym hall and also accessing the multi use games area for sports activities. One child told us they liked "playing outside, such as sports, tig, and hide and seek". We discussed with the manager to consider how children could access outdoors sooner.

How good is our setting? 4 - Good

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality Indicator 2.2: Children experience high quality facilities

Play spaces were bright, clean and spacious. Children attended the primary school where the service was based and were familiar with the spaces available to them. As a result they were confident moving between the gym hall and dining hall. This supported their choices and wishes.

Children had told staff they wanted more space to read books and chill out. As a result, they had made some cosy areas with mats and cushions. A few children told us they liked these spaces and commented that they would prefer more space to relax and read. This is because the areas were popular and can sometimes be taken up with other children. We shared this with the manager to consider further ways to develop relaxing spaces to meet children's needs.

Children had a dedicated space for storing their jackets and bags. However, this room was busy due to the amount of clothing stored and parents commented that this area could be improved. The manager agreed.

Children accessed a variety of play materials that met their interest and stage of development. Some children shared with us they would like more paper and a better choice of felt tip pens and told us some pieces were missing from games. The manager took action before the inspection was complete to replenish materials. Staff should continue to consult with children on their views about the quality of resources and ensure play materials are replenished.

Children were kept safe through a variety of measures. For example, risk assessments, auditing of accidents and incidents and a secure entrance. Registers were in place and updated regularly to ensure children were accounted for at all times.

How good is our leadership? 4 - Good

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality indicator 3.1 Quality assurance and improvement are led well

The manager of the service was supported by the cluster manager and other staff working within the organisation. They worked closely together to help develop the service. The managers engaged well during the inspection and were keen to take on suggestions to help with improvements.

Staff had opportunities to attend regular team meetings. This helped ensure key information was shared and staff were updated about any changes, which supported their knowledge and development. For example, updates to the child protection policy and discussions about training opportunities.

Staff valued the views of children and families and were at the early stages of gathering feedback to support with developments within the service. Children views were heard through informal discussion, planning floor books and questionnaires. The service identified they would like to develop wider opportunities for consultation with children. We agreed this would support children's voice to be heard and help influence positive changes.

Improvement plans in place supported the development of the service to help improve outcomes for children. For example, developing quieter spaces and increasing opportunities to maximise time for outdoor play. Close links with the school leadership team supported access to additional shared spaces, when not in use by the school. For example, use of the extended gym hall area and (MUGA) multi-use games area. This promoted children's overall wellbeing. Moving forward staff should reflect together, on what is working well and identify areas for improvement based on observations and feedback from children and families. This will support to bring about positive changes to outcomes for children and their families.

How good is our staff team? 4 - Good

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality Indicator 4.3: Staff deployment

Most staff knew children and families well and had built positive connections, helping ensure their needs were met. Families commented positively about relationships and were happy their children were well cared for. Parents told us, "the communication from pomp staff is great, my husband and I receive an update/ handover regarding my [child] and the staff are always informative." Another added, "my [child] has developed close relationships with the staff & they are sensitive to their needs" and "most staff fabulous and very engaging and helpful."

Recent changes to the staff team meant that new staff were settling into their role and beginning to build positive relationships with children. A few parents commented that they didn't know newer staff as well. One parents told us, "two key members of staff always speak with me and update on how my child has been. Others do not engage very much". When new staff are employed they should be given time to build trusting relationships with parents and carers.

Staff were deployed throughout the play spaces and activities to ensure there was suitable supervision to meet the needs of children. In addition, the use of 'walkie talkies' supported communication between staff when they were inside and outside. This helped ensure children could move between indoors and outdoors when they wished. Staff deployment could be improved to ensure better transitions between the daily experiences on offer. For example, outdoor play being available earlier and waiting times for snack being reduced.

Staff were committed to their professional development and were undertaking qualifications to support them develop their knowledge and skills. There was a mixed range of experience, skills and knowledge within the team. The manager worked alongside staff, supporting their development. Regular one-to-one meetings helped staff discuss their learning needs. All staff received training to support them in their role to keep children safe. For example, child protection and first aid.

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?	4 - Good
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	4 - Good

How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - 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?	4 - Good
4.3 Staff deployment	4 - Good

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