Foxbar Outreach Childcare Services
Day Care of Children

Foxbar Community Building
Spey Avenue
Foxbar
Paisley
PA2 0PA

Telephone: 01505 815 941

Type of inspection:
Unannounced

Completed on:
3 August 2022

Service provided by:
Johann Carr trading as Foxbar Outreach Childcare Services

Service provider number:
SP2003001031

Service no:
CS2003004905

About the service

Foxbar Outreach Childcare Services operates from Foxbar Community Building in Paisley. The out-of-school care service is provided by Johann Carr, who is also the manager. The service has exclusive use of the hall, toilets, kitchen and office. Although there is no designated outside play area, the service is adjacent to a park where children can enjoy active physical play in the fresh air.

The service is registered to provide a maximum of 35 school-age children up to 13 years old. The care service operates Monday to Friday, 7:00 to 9:00 and 15:00 to 18:00 Term Time and 7:00 to 18:00 School Holidays.

About the inspection

This was an unannounced inspection which took place on 28 and 29 July between 13:00 and 17:30. Feedback was given to the manager on 3 August 2022. 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 and four of their families
- Spoke with four staff and management
- Observed practice and daily life
- Reviewed documents.

Key messages

- Children were confident, happy, nurtured and supported throughout their time at the setting
- Staff interactions were positive, kind and caring
- Children's individual wellbeing benefits from the effective use of personal planning
- Children were having fun, actively leading their play and were fully engaged
- The management team, staff, children and families have a shared vision for the service
- Staff have different interests and strengths which they utilise to benefit the children
- Staff deployment effectively met the individual care and support needs of all 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?	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? 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

The staff were warm and caring towards the children and engaged positively with them to reassure and support their play, encouraging children to follow their interests, make informed choices and build positive friendships. As a result, children were happy, relaxed and having fun alongside and with their peers. Staff developed trusted and loving relationships with children to nurture and support their wellbeing contributing to them feeling included, valued, safe and secure.

Staff effectively supported children's health and wellbeing through personal planning, which they regularly reviewed with children and their families. The staff team knew the children well and understood their individual needs. They spoke knowledgeably about the children, describing their personal characteristics and any sensitivities they may have. As a result, children's care, play and learning routines were individual to their needs and delivered with kindness and compassion. In addition, the sensitive arrangements in place supported opportunities to improve children's self-regulation skills when they needed help controlling their emotions and feel included to progress in their learning. As a result, this supported children's self-esteem, emotional security, and wellbeing.

The parents highlighted care and support as a strength. They told us they were kept up to date constantly regarding their child's care and support plan. For example, one parent commented, "their child's learning needs were complex, and changes were needed regularly, and the staff were an advocate for their child."

The management team and staff worked well to ensure a positive ethos within the service and formed trusting and respectful relationships with families using the service. Families received a daily overview of their child's day and achievements at handovers and individual meetings, which allowed staff and parents to share comments and provide feedback.

Before the inspection finished, the management team updated the storage and relevant forms to support the safe administration of medication. In addition, the management team kept an audit of accidents and incidents with common patterns or recurring concerns, which supported children's health, wellbeing, and safety.

1.3 Play and learning

Children were meaningfully and actively involved in leading their play through a balance of child-initiated and adult-led experiences that promoted their interests, choice, and independence. Children's additional support needs were recognised and planned for in their play and learning opportunities. One parent told us, "the service helps their child with age-appropriate experiences suitable to their child's understanding." The manager spoke about how the service worked in partnership with parents and feeder primary schools and the benefits of sharing information about children's play learning and development, supporting those with particular needs to receive coordinated support.

Well-considered learning events such as the bake sale organised and prepared for by children before and during the inspection challenged and supported them to develop their creativity and numeracy skills and the opportunity to raise funds for future play and learning experiences.

Play and learning experiences extend to children's wider community, and the connections helped children to build positive relationships with other children from different primary schools. Children had many opportunities to play together indoors and outdoors, including at the local swing park. In addition, children visited places of interest in and around the community that helped spark their curiosity and inquisitiveness, have a sense of belonging and develop their social and lifelong skills.

Wall displays and drawing books captured children's thoughts and interests and play and learning experiences. Planning for children's learning and the importance of play was threaded through the recently developed staff planning and provision of children's play experiences, which contributed to children feeling valued, included, and respected.

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.

2.2 Children experience high quality facilities

Children were cared for in a welcoming, safe, and secure environment and good communication between staff meant they could account for children at all times. The effective communication systems for signing children in and out of the setting ensured that an appropriate adult collected them. In addition, staff had a good awareness of their responsibilities in managing and storing children's confidential information appropriately and securely. One parent confirmed that the setting respected their child's wellbeing within the data protection regulations.

Staff maintained the service to a good standard, the main playroom had ample natural light, and good ventilation and arrangements were in place to maintain and repair the setting supporting a safe environment for staff and the children. Infection, prevention, and control procedures provided a good level of safety for children. We observed good hand washing routines, a clean playroom, and toilets.

During the inspection, children had good space to move around freely indoors, supporting their play, learning and independence. Quiet and cosy areas were available indoors for children to self-regulate, supporting their emotional wellbeing. There was no designated outdoor space; however, children had many opportunities to play and learn outdoors at the local swing park close to the service and within the local community. The parents agreed that children had opportunities to play outside weather dependent.

Risk assessments identified potential and protective measures necessary for individual children's welfare and safety. In addition, staff developed risk assessments for outings, including the safe arrival to and from the service. We asked that the risk assessments be updated to reflect potential hazards at the destinations and include children's contributions in the process. The manager and staff team agreed to review the risk assessments to maintain the safety and wellbeing of the children in their care.

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.

3.1 Quality assurance and improvement are led well

The management team were enthusiastic and motivated and engaged well during the inspection process, taking on advice and support and demonstrating a commitment to improvement, ensuring positive outcomes for children and families. Staff told us they felt supported by the management team, who were always available.

The management team promoted a shared vision for the setting and supported the staff team in their capacity to help families and children to reach their full potential. Parents who provided feedback were happy with the level of care and communication methods used in the setting, including one-to-one conversations with staff and the management team, regular emails, newsletters, and up-to-date information on the noticeboard.

The management team had started using the 'A quality framework for day care of children, childminding, and school-aged childcare' as a self-evaluation tool. They encouraged staff to be involved in the self-evaluation process, focusing on improving children's outcomes by promoting children's rights, the importance of play and the involvement of relevant outside agencies further to support children's play, learning and development.

Staff were encouraged to reflect on the planning and improvement of the setting based on skilful observations and the views of children and families. For example, enabling children and families to be involved in the cycle of self-evaluation to ensure they feel valued and respected. The setting's improvement plan identified the main priorities for development. We discussed how the management team and staff could include clear actions to achieve these, along with the ongoing input of children and their families.

The management team and staff should continue implementing systems to monitor and evaluate the setting to ensure they are robust and allow for a steady pace of change and sustained improvement, ensuring improved outcomes for children.

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.

4.3 Staff deployment

The deployment and levels of staff within the setting throughout the day ensured the staff team worked well to meet all children's needs at the right time and staff warmth and kindness made children feel valued, loved, and secure.

The differing skills and knowledge that staff had complimented each other and resulted in quality interactions and effective supervision of children by a staff team that worked well together.

The staff met regularly to discuss children's needs, choices and wishes and plan for play and learning opportunities. In addition, a mentoring system ensured that newly recruited staff were well supported and knew their expectations, role, and responsibilities.

Effective systems supported arrangements for unplanned absences to keep continuity and consistency in the care of children's routines. In addition, the detailed personal plans available to all staff ensured they understood the needs of individual children and how to support them.

The staff team had some training on curricular planning; however, the management team acknowledged that staff needed further opportunities to consolidate learning to update their knowledge and skills. A well-considered training plan supported staff to have additional child development training, focusing on children's care, play and learning at the heart of improvement to provide high-quality early learning and childcare provision promoting long-term benefits for children.

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

To support children's health, wellbeing and safety needs, every child must have a personal plan in place which is reviewed at least once in every six month period. Information recorded should identify clearly how they will meet a child's needs whilst in their care and that the quality of information recorded is purposeful.

This is to ensure care and support is consistent with the Health and Social Care
Standards which state that; My personal 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).

This area for improvement was made on 19 November 2019.

Action taken since then
The management team has made improvements since the last inspection. Information in the personal plans supported children's care, health and wellbeing. Staff reviewed the plans regularly with children and families. The management and staff team knew the children well and understood their individual needs.

This area for improvement is: met

Previous area for improvement 2

The service must demonstrate to the Care Inspectorate that children and parents receive a service which has a culture of continuous improvement through systematic and rigorous procedures for self-evaluation, auditing and monitoring of all areas of the service.

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

This area for improvement was made on 19 November 2019.

Action taken since then
The management team has made improvements since the last inspection. For example, monitoring and auditing were now in place for areas within the service to support children's health, wellbeing and safety.

In addition, the newly developed self-evaluation and improvement plan will further support the setting in sustaining improvement.

This area for improvement is: 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

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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?	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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