Buddies Out of School Care
Day Care of Children

The Matty Carwood Centre
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Glasgow
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Telephone: 01417 743 311

Type of inspection:
Unannounced

Completed on:
28 June 2022

Service provided by:
Buddies Management Committee

Service provider number:
SP2003001207

Service no:
CS2003005726

About the service

Buddies Out of School Care is a daycare of children service registered to provide a care service to a maximum of 72 children of school age. The service operates Monday to Friday after school, term time, from the Matty Carwood Centre which is based in Shettleston, Glasgow.

During school holidays, the service operates Monday to Friday, 08:00 to 18:00, from St. Timothy's Primary School a short distance away. The provider is Buddies Management Committee. There is good access to a main playroom and outdoor area in the Matty Carwood Centre. The service had recently developed a sensory room for children to have access to a quiet space. There is free access to the hall, gym hall and playground at St. Timothy's Primary School.

About the inspection

This was an unannounced inspection that took place over one afternoon and one morning during the school holidays, Monday 20 June and Tuesday 28 June 2022. We gave final feedback to the manager on 28 June 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
- emailed parents
- spoke with the staff and the manager
- observed practice and daily life
- reviewed documents.

Key messages

- The children were very happy, relaxed and had lots of fun playing indoors and outdoors as they took part in a range of activities that challenged and excited them.
- Staff were kind and caring with the children. They had developed warm and nurturing relationships. Children felt well supported.
- Children enjoyed the snacks available to them, with fruit and water available throughout the session.
- Staff were well supported by the management. They were happy working at the service. They had taken part in a range of training which had helped them to develop their skills and knowledge.
- Management and staff should ensure that they follow best practice in relation to notification guidance. We have made this an area for improvement.

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 found significant strengths in aspects of care provided for children and how these promoted positive outcomes. We evaluated these key questions as very good.

1.1 Nurturing care and support

Buddies Out of School Care was a warm and welcoming place where children could play and explore after school and during school holidays. Children were well supported by staff who were approachable and relatable for the children. We saw positive interactions that contributed to a nurturing approach to children's wellbeing.

Children's personal plans were in place. They had key information about the health and wellbeing of children. These were updated regularly. Staff had regular wellbeing discussions regarding the needs of children. This information was recorded, and all staff had access to any relevant information to ensure they were meeting the needs of the children. There were very good relationships between staff and families. They linked up each day to discuss the needs of children and an open-door policy with regular dialogue meant very good partnership working to support the individual needs of children. This 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.

Children had access to a healthy snack during the session. They could enjoy their snack indoors or outdoors. The service followed best practice guidance when planning menus. They also involved the children in sharing ideas for healthy snacks and serving and preparing snack. They followed best practice in relation to infection control and handwashing.

1.3 Play and learning

Play opportunities were very good. The children were very happy, confident and content. It was clear to us that they were having fun. The children really enjoyed playing together indoors and outdoors. Children were smiling, laughing and having fun. Children were kind and helpful to each other and playing collaboratively. For example, building dens, playing sports and board games. This approach helped the children to be active, get fresh air, have fun, develop their skills and confidence, build friendships and celebrate their successes. We saw very good connections between staff and children during the sessions.

How good is our setting? 5 - Very Good

We evaluated this key question as very good. We found significant aspects of strength and how these supported positive outcomes for children.

Buddies Out of School Care made the best use of the range of play spaces available to them. Children played outside every day, and they had very good access to the nearby park. They used two venues, one during term time and the other was a school that was used during holidays. At each venue they had very good access to outdoor play opportunities. They had created a free flow play experience indoors to outdoors where children could choose. Outdoors children were building dens and relaxing with friends. Children told us they enjoyed playing outside and they liked going to the park.

Children had the use of a large play area indoors with comfortable chairs and quiet spaces where they could play. The area was spacious, safe and secure to meet the needs of the children. A small sensory room had been developed to meet the needs of children. This room was particularly beneficial for children who needed a small quiet space to help them relax and regulate. Children were able to choose what they wanted to play with. There was good access to lots of play equipment linked to the children's interests. Children knew what was available to them and were involved in planning for their own play.

Risk assessment procedures were in place. Staff undertook daily checks of the building and the outdoor areas. This approach helped support staff to show how they had identified and removed or reduced risks to children while attending the service. Children told us they were involved in risk assessment and had helped staff look around the areas to make sure they were safe for everyone.

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.

The service aims and objectives were linked to the principles of play for children, and this was evident through the range of experiences children had. We found that the manager offered good support to the staff. She was enthusiastic, knowledgeable and motivated. Families were at the heart of the service improvement plan and their views and opinions were used to develop and improve their experiences. To help achieve this, parental feedback was sought through regular discussions, emails and texts. This helped share the vision management and staff had for the service and helped them to support the children in line with policies and procedures following best practice guidance. Staff had a good knowledge of best practice. Parents commented that there was good communication with staff. Parents told us:

"They [staff] communicate well with parents via email and written communication as well as regular newsletters."

"The fact that some parents have been using the service for many years speaks volumes."

"Communication is good. Regular newsletters and daily feedback provided at pick-up."

"The communication is fabulous I would say weekly the manager and her team keep us all well informed and up to speed on all the goings on and daily chats. In my opinion buddies need to do nothing to make it a better service because it truly is the best team you could ever wish to leave your child with. And they have helped my son become more confident and reach his full potential."

"I have a close relationship with both the manager and the deputy and also a worker who currently also looks after my son during the day at nursery but works at Buddies in the afternoons. I'm confident that I could approach them or indeed anyone else in Buddies should I have any issues or things I'd like to address."

The manager had highlighted during the inspection where they had some information recorded that should be notifiable to the Care Inspectorate. Although they had taken action on the information and had gone to the relevant agencies, they had not informed the Care Inspectorate within the required timescale. We have made an area for improvement in relation to this (see area for improvement 1).

Areas for improvement

1. The provider must ensure that they follow timescales in the relation to notifying the Care Inspectorate of any significant events within the care service.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "I experience high quality care and support based on relevant evidence, guidance, and best practice (HSCS 4.11).

How good is our staff team? 5 - Very Good

We evaluated this key question as very good. We found significant aspects of strength and how these supported positive outcomes for children.

We observed very good interaction between staff and children in play experiences. Staff were highly engaged with children and were also mindful of when to give children space to play and explore and facilitate play. Staff skills and knowledge were very good, and they ensured that children had fun exploring and playing in the environment. This showed that staff underpinned their practice with the play principles.

We saw warm, friendly interactions between staff and children. There were good opportunities for conversations and supporting children's wellbeing. Children were happy and relaxed in the care of the staff. They shared positive feedback about being at the after school care. Children told us.

"Staff are nice."
"They take us to the park."
"They talk to us and spend time with us."
"They help me and play good games."

Staff were respectful of each other and enjoyed working for the organisation. They worked together to provide good play opportunities, challenging experiences, and activities for the children. This ensured that there was a positive ethos where staff were collaborating 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.

Staff had taken part in a range of training and were keen to take forward aspects of training and development. For example, training on outdoor play, nurture and promoting children's health and wellbeing were impacting positively on outcomes for children. Parents told us that:

"The staff are so friendly and welcoming, and they manage to make you feel like they've known you for years. They have made my 2-year-old feel welcome at pick up times, learning her name, letting her shout on her sister, she can't wait to come in two years' time already!"

"I don't think the team at Buddies realise how gifted and special they all are and as a childcare worker myself for over 20 years the policies and procedures the way they are child centred and put the children at the heart of all the consultations has been truly remarkable."

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 service should replace the worn carpets within the general purpose rooms to ensure a safe and hygienic area for children.

National Care Standards early education and childcare up to the age of 16: Standard 2 -A safe environment.

This area for improvement was made on 7 June 2017.

Action taken since then

The service moved premises in 2020, therefore this area for improvement is no longer relevant as it refers to the previous building.

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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