Jordanhill Out Of School Service Ltd
Day Care of Children

Jordanhill Church
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Type of inspection:
Unannounced

Completed on:
20 February 2025

Service provided by:
Jordanhill Out Of School Service Ltd

Service provider number:
SP2003001222

Service no:
CS2003005763

About the service

Jordanhill Out of School Care Service (JOSS) registered with the Care Inspectorate on 1 April 2011.

JOSS is provided by a voluntary parent Board of Directors and operates from church halls in the west end of Glasgow. It is registered to provide a care service to a maximum of 90 school age children at any one time, up to age 16 years.

The main aim of JOSS is to be a place "where children are treated with respect and have fun within a safe and caring environment".

About the inspection

This was an unannounced inspection which took place on 12 February 2025 between 14:45 and 18:00 . 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 we:
- spoke with children using the service and spoke with four of their parents/carers
- received 14 responses to our request for feedback from parents and staff via our online questionnaire
- spoke with staff and management
- observed practice and children's experiences
- reviewed documents.

Key messages

- Children benefitted from warm and nurturing care from staff.
- Children were having fun, were engaged in their play and enjoyed a happy, relaxed atmosphere.
- Children experienced an unhurried and sociable snack time.
- The service was well led and quality assurance supported continuous improvement of the service.
- Effective staff deployment ensured children were well supervised and supported appropriately.

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 significant strengths supported positive outcomes for children.

1.1 Nurturing care and support

Children were cared for by staff that had developed friendly, trusting and fun relationships with them. Children were warmly greeted on arrival, and settled quickly into their routines. Staff were responsive to children's needs. A parent commented, "Staff are always available and welcoming. I've always had quick responses to any queries. Nothing has even been too much trouble." One child told us "I like that we can move in and out of the rooms without always needing to ask an adult."

Children's care and support was promoted through the use of information in personal plans and all about me formats. These included information on children's needs, significant friends, family and interests. Plans were reviewed regularly and updated when there were changes. This meant staff had accurate and up to date information to support them to fully meet the needs of children in their care. One parent told us "that we are encouraged complete paperwork "All About Me and Personal Plans."

Appropriate storage and systems were in place to support the safe administration of medication. Medical consent forms were completed with parents. Clear protocols supported staff to know the signs, symptoms, and actions to take where a child may require medication. This helped keep children safe and well.

Children enjoyed a well organised, unhurried, sociable snack time. Independence and life skills were promoted as they served themselves snacks and told us about previous baking experiences they had enjoyed. Choice was promoted as children were able to choose where to sit, and who with. Staff sat with children and engaged them in conversations about their day at school and other interests. This supported communication and positive relationships. Children's allergies and special dietary requirements were effectively managed to help ensure children's health and safety. For example, information was clearly documented and accessible for staff. This meant that children could have confidence that staff were well equipped to meet their needs.

Children's safety and wellbeing was supported by staff's understanding of their role in identifying, recording and reporting any safeguarding concerns. Staff and management had undertaken relevant child protection training and a policy linking to current guidance was in place. Chronologies were used effectively to record significant events in a child's life that may impact on their health and wellbeing. Staff worked well with other agencies, such as the primary and secondary school to promote a continuity of care.

1.3 Play and learning

Children actively led their play and learning. They comfortably explored the environment and selected their preferred resources. Children sustained engagement in their choice of activity. One child told us "I like to bake in the out of school care, as learning in school can be hard and I can relax and bake here and it feels good." For example, some children expressed their creativity and engaged their imagination using arts and crafts resources. This demonstrated that children felt safe and secure to become immersed in play. Opportunities for development of language, literacy, and numeracy were woven into children's experiences.

Through meaningful observations and discussion with children, staff had created a fun and stimulating environment to play. This meant children experienced meaningful learning. Children's interactions with staff supported their learning. Positive communication was modelled by staff, who encouraged conversation and took time to consider their response to children's questions. This helped children expand on their ideas and learning.

Children's learning and achievements were shared with parents through photographs and messages. Children invited us to use the craft resources they were using to join them in exploring print and design. This supported effective communication and positive relationships, between each other and adults.

Planning approaches were responsive to children's ideas and interests. This supported children to feel valued, included and that their opinions mattered. Floor books captured children's experiences and voices and demonstrated children had opportunities to access a variety of experiences. These included, extensive arts and crafts opportunities, constructing models, baking and physical and risky play. Parents spoke positively about the experiences on offer. One parent told us "My kids really enjoy going to OSC. Always a good range of activities on offer and variety to keep them interested. Kids can choose what activities to access and there is no problem to get a change of resources from the cupboard, based on children's interests."

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

Children experienced an environment that was well-maintained with plenty of natural light and ventilation. Children's artwork and photos were displayed, providing children with ownership of their setting as well as creating a sense of belonging. The service operates from several rooms over two floors, in a church building. Each room was very well resourced and children confidently showed us around each area. The lay out of the club ensured that children had room to play, relax and could move around the area with ease. Children were confident in moving around these spaces to explore their ideas and interests. Resources were age and stage appropriate and children had the freedom to transport these around the environment to extend their play and experiences. One staff member told us "If there is any damages to the building then it is reported immediately to management and church officials. If there is any damage to resources then this is reported to management who either repair it or dispose of it.

Although the staff take children to the local parks and clubs, the service is limited in what they can offer children outdoors, as there is restricted safe space outside the building. Some parents commented to us that this would be the only one thing they think could be improved in the service, but understand the physical environment is out with the services control. We agreed with the manager that she, in partnership with other community members, should continue to identify a solution that meets this need to enhance children's experiences outdoors.

There were a variety of toys and equipment for children which they could easily access. Resources available took account of children's stages of development and interests and were of good quality. For example, Lego, books, board games, dolls, arts and crafts. As a result, children were engaged in their play. One child told us, "I love making crafts and I have everything I need." During the inspection some children were making smoothies. Prior to preparing the food they received a discussion by staff member about ensuring safe protocols were used to ensure the foods were prepared safely.

Children were supported to be healthy through effective infection, prevention and control practices. Staff wiped down surfaces before and after snack and encouraged children to wash hands at key times. This helped keep children safe and well. Systems were in place to support keeping children safe. Risk assessments helped staff to mitigate risk and enhanced children's safety. Children were actively involved in writing and carrying out risk assessments in all aspects of the service.

How good is our leadership? 5 - Very Good

We evaluated this key question as very good, where significant strengths supported positive outcomes for children.

Quality indicator 3.1 Quality assurance and improvements are led well

The service was well led by a strong, approachable manager who delegated responsibility appropriately to staff and involved them in the development of the service. Very Good direction was provided to the team who were committed to providing children and families with positive experiences. High staff morale impacted strongly on this. Regular team meetings allowed all staff to know what was important for the setting and promoted consistent approaches. Set agendas allowed meetings to be planned for and be purposeful. This was further supported by daily discussions before and after sessions, to support staff to reflect together and discuss any individual needs or requirements. One parent commented "When my employment circumstances changed, JOSS have sought to accommodate my childcare needs as fast as possible. The staff have been massively supportive to me (as well as my children) and I appreciate their warmth and kindness."

The service's vision, values and aims were shared with parents. These included, 'To build positive relationships between adults and children encouraging mutual understanding and respect throughout the local community.' These were reflected in practice and supported staff and families to understand what to expect from the service. The importance of using the views of children and parents to inform the planning and development of the service was recognised. Children's views were actively sought through discussion and mind maps. Parental views were gathered using emails, questionnaires and opportunities at pick up for parents to come into the setting. This supported children and families to feel valued and respected. Ongoing self-evaluation using guidance documents such as 'A Quality framework for the daycare of children, childminding and school-aged childcare' supported the service to deliver high quality care and support for children and families. A realistic development plan focused on development in a manageable number of areas. One area that has been identified for the coming year includes "to provide a safe, supportive and stimulating environment for play."

Positive outcomes for children were promoted by quality assurance processes. Regular audits were used to monitor personal plans, medication and accidents. Staff told us they felt supported by the management team and were confident to make any suggestions to progress improvements. Staff were supported in their practice at regular performance meetings, where they discussed any issues and planned for individual professional learning and development.

Regular support and supervision sessions helped staff to feel supported and be confident in their roles. Policies and procedures were in place which reflected current guidance and legislation. Management advised a full review of these was currently being undertaken to help ensure they were relevant for staff to meet children's needs.

How good is our staff team? 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.

Quality indicator 4.3 Staff deployment

Staff demonstrated genuine warmth, kindness and interest towards the children they cared for. When asked about the most positive aspects of their child's experiences in the club, one parent said; "JOSS is a fantastic place for my children and I am always confident they have their best interests at heart. My children thoroughly enjoy spending time at JOSS and mostly don't want to leave which in my book, is excellent." Another parent said; "The staff interact with parents well, it's a busy service so there isn't always time to stop and talk but when it is possible to talk with the staff they are very aware of my child and what is happening with them." This resulted in children being very settled, happy and confident.

Management recognised the importance of ensuring that the service was appropriately staffed at all times. The deployment of staff was very effective, and they were flexible in their approach, communicating very well with each other. Staff moved with children, to support the running of the service and the needs of children.

Staff were appropriately qualified. Some were working towards gaining relevant qualifications and had a very good knowledge of child development and learning. One staff member told us "I have also completed 3 modules about trauma informed practice. By doing all these it has given me greater knowledge in helping support and care for the children we look after." Staff were able to discuss how they had identified individual areas for development and were supporting children with their social skills and confidence as some new children had been settling in. Staff were committed to their professional development to ensure they delivered a good quality service and improved outcomes for children. They had undertaken a range of training, relevant to their practice and were able to discuss how this had supported their knowledge and skills. Staff were reflecting on their learning online through their SSSC (Scottish Social Services Council) registration. Reflecting on training and considering the impact on outcomes for children, allowed them to identify further training needs.

Staff inductions had also supported staff knowledge and awareness of their role and responsibilities. Staff told us in depth how they were inducted to the service by the manager initially and then the seniors. Staff had mentors identified for them and all those staff agreed that this has really helped them to get to know the families well and what experiences the children like to take part in.

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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