Blairdardie Out Of School Care
Day Care of Children

Blairdardie Primary
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Blairdardie
Glasgow
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Telephone: 01419 525 100

Type of inspection:
Unannounced

Completed on:
1 August 2024

Service provided by:
The Committee Blairdardie Out of School Service

Service provider number:
SP2003001241

Service no:
CS2003005824

About the service

Blairdardie Out Of School Care is a service offering day care of children. The service is registered to provide a care service to a maximum of 65 school age children at any one time. At the time of the inspection 19 children were using the service. The service is located within Blairdardie Primary School in Glasgow, with access to local transport links, parks, local shops and amenities. Children using the service have access to two of the school halls and outdoor playground area.

About the inspection

This was an unannounced inspection which took place on 16 July 2024. Feedback was delayed to support everyone's attendance on 1 August 2024. 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
- spoke with staff, management, and the provider
- reviewed 11 completed questionnaires
- observed practice and daily life
- reviewed documents.

Key messages

- Children enjoyed attending the service and had fun with their peers.
- Staff were nurturing in their approach to children and families.
- Staff knew children well and cared for them sensitively with compassion.
- Children had access to a wide range of resources that supported them.
- People's views were respected by staff and management.
- Staffing models supported very good staff deployment.
- Feedback from staff, families and children about the service was positive.
- The manager and provider should continue to develop their approach to quality assurance, self-evaluation, and improvement planning.

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?	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? 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.

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this quality indicator as very good.

Children were nurtured and supported throughout their daily experiences. Staff were warm in their approach. They cared for children sensitively and with compassion in line with their personal needs recorded within their plans. Almost all parents who provided feedback strongly agreed or agreed with the statement: 'overall, I am happy with the care and support my child receives in this service.' Strong relationships were evident between children, staff, and families. This meant children and families benefited from a nurturing, respectful and inclusive service.

Children enjoyed an unhurried, social lunch time with their peers. Staff cleaned down tables for children to have their lunch, and supported to ensure all children washed their hands. Parents provided packed lunches and these were stored in cool bags safely until lunch time. Children's independence was encouraged by allowing them time to access and choose their foods from their own bags. Staff supported children to enjoy their lunch and chat with their friends about their day. We concluded, children experienced a safe, social lunch time that encouraged the development of their independence and social skills.

The management and staff were using a personal planning approach that supported children to reach their full potential. We sampled personal plans and found they reflected the individual needs of each child. Plans were created in partnership with parents and reviewed and updated regularly. The management team had recently introduced a new getting it right for every child (GIRFEC) section that captured children's personal preferences and interests. We discussed with staff the importance of transferring the new GIRFEC section of plans to the holiday club for children. Children's core information had been recorded at the holiday club, and all staff knew children's personal preferences and interests well. However, we highlighted the importance of having more detailed information to hand to support new staff and those who may need to cover when staff are off. We concluded that staff used information recorded about children to respond quickly and sensitively to changes in children's lives.

We found staff were confident in reporting child protection concerns. Child protection lead officers had been appointed and almost all staff had taken part in child protection training. Training was planned for new staff. We were satisfied that staff were aware and confident in their roles and responsibilities of keeping children safe and protected.

The service stored and administered medication safely. The medication policy and procedures were in line with best practice guidance. We suggested recording when the three-monthly review date was due to support the auditing process. Staff knew the procedure well and were confident in administering medication safely. This helped keep children safe.

Quality indicator 1.3: Play and learning.

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

Children confidently led their own play and learning. Staff planned experiences and developed them throughout the session in response to children's interests and play ideas. This helped children have fun while learning through play. Parents were positive about the play and learning opportunities at the service. Some of the comments we received included:

"The team are very approachable, keep me well informed and up to date with all news, changes etc. They are always asking children for their views and ideas too."

"Children get a range of physical, creative and cooperative experiences with opportunities for choice."

Staff had implemented a new planning approach. The approach involved them gathering children's ideas and interests. These were recorded and activities planned in response. Children commented positively on the choices they had at the club. We recorded the following comments from children:

"The staff always have house stuff, building, drawing and footballs out-oh and a mat for exercises. If you can't find anything or want something else, we can ask."

"I like to play outside."

Staff had recently taken part in training to support their understanding of how children play. More training was planned to support staff skills and confidence in play and learning. The management should continue to embed their planning approaches, and support staff to reflect and explore best practice guidance linked to children's play and learning. We concluded planning approaches were developing, and supported children to feel their ideas mattered.

Staff used appropriate language and vocabulary during their conversations with children to extend their skills. Various experiences were available to support their skills including board games, mark making, creative modelling, physical play resources, and small world/imagination toys. Staff were on hand to support, and guide play where appropriate. Staff were responsive to children's requests and changed the experiences on offer throughout the day. For example, children requested a game of dodge ball. Staff accommodated this and joined in the game, having fun with children. They skilfully discussed the importance of sportsmanship throughout the game and children then congratulated their peers for taking part.

Children had increased opportunities for play beyond their setting. During holiday clubs particularly, exciting and engaging trips were planned that supported children's interest. For example, trips to parks, beaches and outdoor play spaces. This supported children's play beyond the setting and developed their relationships within their local and wider community.

How good is our setting? 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 2.2: Children experience high quality facilities.

Children had sole use of the two large gym/assembly halls for their time at the setting, along with the school playground. Inside was comfortable, furnished well, with lots of natural light and ventilation. Children had ample space for their needs, including areas where they could rest and relax. This sent a strong message to children that they matter.

Indoor and outdoor environments were developmentally appropriate. A very good range of toys and games were set up for children and they were able to make requests for other resources. Storage of resources within the club enabled children to see what was available and make decisions. For example, when children asked to go outside, they were able to select resources such as balls and hula hoops to support their chosen activities. This meant environments were set out in response to children's interests.

There were well functioning arrangements in place for risk assessing, monitoring, maintenance, and repair of the setting. Staff had developed a trusting and positive relationship with the janitor who was on hand to report any maintenance issues and arrange swift repair. This meant children benefited from a safe and well-maintained environment.

During our observations, staff demonstrated an understanding of their role in keeping children safe. For example, staff carried out regular head counts and checked this against the recorded register. There was secure door entry to the school, and secure perimeter fence around the outdoor playground. We concluded this helped keep children safe and supported staff to account for children while they attended the service.

Infection, prevention, and control policies and procedures were in place. For example, we observed staff and children practice effective hand washing, the building was visibly clean, and staff cleaned down surfaces regularly. This protected children and staff from the spread of infection.

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 planning are led well.

Children told us they felt included in the service and knew their ideas would be listened to. The senior staff had been consulting with children using a suggestions box. They had taken time to respond to children's requests and set expectations around unreasonable requests. Children explained to us some ways capturing their views could be improved. For example, they suggested they could vote for outings prior to these being agreed by the management. We shared this with the management team for consideration. Overall, staff were consulting with children well. This contributed to children feeling their views were respected and gave them opportunity to influence changes within the service.

Almost all parents who provided feedback told us they were welcomed into the service and that their views were sought. A programme of staff appraisals had taken place. Staff told us this allowed them to share their views. This meant staff and families were being consulted. Their views were being used to inform improvements that led to quality outcomes for children attending the service.

An improvement plan was being developed and implemented by the new manager. The plan was in early stages of being shared with staff. It was used to summarise the self-evaluation of the service, and plan improvements and enhancements to practice. Staff were able to talk about some of the improvements they were making in line with the recorded plan. We spoke to the management about involving staff in more self-evaluation activities. The management should continue to develop more robust, shared self-evaluation, and improvement planning approaches. It should lead to staff reflecting together to agree improvements that bring about positive change for children and families.

All staff were registered with the Scottish Social Services Council (SSSC) within the first three months of their employment. The SSSC provide public protection by promoting high standards of conduct and practice and support the professional development of those registered with them. Some staff were required to complete qualifications to meet their registration, and management were supporting them with this. We gave the management some advice on making sure staff were recruited in line with safer staff recruitment best practice guidance and legislation. The recruitment policy suggested staff could start prior to their Disclosure Scotland checks being completed, if they were well known to the management and had reference checks in place. We disused with management how all staff should have Disclosure Scotland checks completed prior to commencing employment. The management offered reassurance they would action this by updating their approach and policy for staff recruitment. Prior to the publication of this report the manger updated the policy to reflect the discussions and best practice. This helped keep children safe.

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 worked very well together and were committed to providing high quality experiences for children and their families. They communicated well with each other to ensure they maintained quality interactions with children. We observed staff being nurturing to children, families, each other and visitors. This meant children and families felt welcomed in the service. Staff had established trusting relationships with parents and children. Feedback from parents about the staff team was positive. Parent comments included:

"I feel I could approach any of the staff if I had an issue or wanted to discuss anything. They keep me well informed of how my child has been that day"

"Staff are always approachable and understand the needs of my child."

Staff were enthusiastic and keen to develop their skills. They were placed throughout the service in an effective way, respecting children's rights, but also ensuring children were safe and secure. They had recently taken part in training that supported their understanding of children's play. Staff spoke positively about the training opportunities they had and how it had benefitted their practice. We concluded that children benefitted from a staff team who were keen to reflect on their practice and better their skills to provide quality play and learning.

The service was not operating to full capacity and benefited from additional staffing above the required ratio. Parents commented positively on the staffing levels. Staff spoke positively about this and how the additional staffing supported them to meet the needs of children in their care. The service had access to their own staff from their other two services to support staff absence. The staffing model and

arrangements for staff absence meant staff could provide consistent quality care play and learning opportunities 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

The manager and staff, in partnership with the children, should record information on children's personal preferences. Children's personal plans should then be formally reviewed with parents at least every 6 months, in line with current legislation.

National Care Standards, early education and childcare up to the age of 16. Standard 3: Health and wellbeing and Standard 4: Engaging with children.

This area for improvement was made on 20 September 2017.

Action taken since then

All children had a personal plan in place. Plans contained the important information needed to support their needs and wellbeing. Plans linked well getting it right for every child approach and recorded children's personal preference. Plans were updated minimum every six months, in partnership with families. This meant staff had up to date and relevant information to care for children well.

This area for improvement has been met.

Previous area for improvement 2

The manager should work with staff, children and parents/carers to develop an improvement plan for the service. The plan should identify achievable priorities for developing the service in the lead up to moving premises.

National Care Standards early education and childcare up to the age of 16. Standard 13: Improving the service.

This area for improvement was made on 20 September 2017.

Action taken since then

The service was in their new premises for around five years. We reviewed the current improvement plan for the service. It was meaningful and appropriate to the needs of staff children and families using the service.

This area 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?	4 - Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	4 - 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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