Playcare Club
Day Care of Children

c/o Murray Primary School
Napier Hill
East Kilbride
Glasgow
G75 0JP

Telephone: 07900221729

Type of inspection: Unannounced
Inspection completed on: 6 June 2018

Service provided by:
Parents Action Group (Playcare Out of School Care)

Service provider number:
SP2003001536

Care service number:
CS2003006742

About the service

The Care Inspectorate regulates care services in Scotland. Information in relation to all care services is available on our website at www.careinspectorate.com

The service was registered on 1 April 2011.

The provider is Parents Action Group (Playcare Out of School Care).

Playcare Club provides an out of school service for a maximum of 40 children attending primary school up to the age of sixteen years only. The service operates five days a week during term time and school holidays. The provision is based in Murray Primary School, East Kilbride, South Lanarkshire.

We check services are meeting the principles of Getting it Right for Every Child (GIRFEC), Scotland's national approach to improving outcomes and wellbeing for children by offering the right help at the right time from the right people. It supports them and their parent(s) to work with services that can help them. There are eight wellbeing indicators at the heart of GIRFEC - safe, healthy, achieving, nurtured, active, respected, responsible, and included, also known as the SHANARRI wellbeing indicators.

We inspected this service on 5 and 6 June 2018. At this inspection we spoke with six service users and four members of staff. We gave feedback to the manager and the staff team at the end of the inspection.

What people told us

We had nine Care Standards Questionnaires (CSQs) completed and returned to us during our inspection. Overall all parents indicated they were happy with the quality of care their child received. Some comments included:

Children we spoke with advised that they were encouraged to make new friends at the club and that staff were kind, caring, supportive and friendly. They told us all of the activities they were involved in such as drawing, lego, reading, trips, going to the park and playing outside with toys. Some more reasons why they liked the service was when they hurt themselves staff took care of them and that they are always given reasons why they can't do things. This was very important to them.

Parents commented:
- The staff are so nice and helpful.
- My daughter always looks forward to Playcare and has built good relationships with other children who attend as well as all the staff.
- My children have had some amazing experiences and have loved every minute of them.
- The care my children receive is second to none. I would highly recommend their services to anyone.
- The staff are always kind and attentive to children's needs.
- All of the staff are excellent and plan a really innovative range of activities.

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their quality assurance paperwork. These demonstrated their priorities for development and how they were monitoring the quality of the provision within the service.

From this inspection we graded this service as:

Quality of care and support	4 - Good
Quality of environment	5 - Very Good
Quality of staffing	not assessed
Quality of management and leadership	not assessed

What the service does well

Confident children were nurtured by staff who supported them to make choices and form positive relationships with their peers. Staff promoted self awareness and responsibility for children and this had resulted in a caring and inclusive space for children where they could safely express themselves.

Staff had worked with children in identifying and understanding the SHANARRI wellbeing indicators and how it can affect them. This was really positive as it gave children the knowledge and language of the impact these have on their everyday lives. Staff advised that they used the information gathered from children to ensure that they had a range of resources and experiences that were linked to their needs. The manager and staff spoke with us about how they had supported individual families using the service. We discussed how planning for learning and development could be reviewed so that the information captured by staff was meaningful and could be used to plan next steps and more challenging experiences for children.

Children had been involved in S.T.E.M (science, technology, engineering and mathematics) experiences. They were in the process of developing a book about slime covering how its made, ways to make it look different as well as things to look out for that could ruin the mixture. This was good as it showed children taking responsibility and ownership for their learning. Older children were able to take part in the John Muir Award project where they use their initiative to develop ways to take care of and improve the natural environment. This had been a great success and some children had achieved the Level 1 award. They are looking to complete the Level 2 award this summer. Due to age restrictions younger children were not eligible to be part of the official awards so they received a certificate from the service. This highlighted the inclusivity of the service recognising all children's input.

The service had use of the school outdoor space and forest area. This was a great resource and the staff were committed to making the best use of what was available. They had plans to extend what they already offered in the forest area and some staff had been trained to develop children's learning experiences for example using a fire pit for cooking etc. A student completing the Duke of Edinburgh award was working with children to develop a bug hotel. They were very enthusiastic about what they wanted for the bugs and were able to influence it's construction and decoration. By inviting people completing other kinds of training to be part of work within the service is very encouraging as it exposes children to different occupations, ways of working and new initiatives.

Children were aware of infection control procedures and they were able to choose from a varied healthy snack menu that took into account their preferences. They told us how much they enjoyed the snack and looked forward to it every day.

What the service could do better

The information kept about children did not cover all aspects required by legislation for personal plans (see requirement 1). We discussed how planning and evaluating experiences with children could be recorded in a way that was easy to follow and track. Giving children more opportunities to practice independent living skills would be beneficial particularly for the older children.

Requirements

Number of requirements: 1

1. In order to ensure that personal plans for each child contain the required information as detailed in legislation, the service must put these in place by 29 June 2018. This ensures care and support is consistent with the Health and Social Care Standards which state that as a child, I experience high quality care and support based on relevant evidence, guidance and best practice (HSCS 4.11) and in order to comply with Regulation 5(1)(2)(a)(b)(c)(d) - Personal Plans within the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011.

Recommendations

Number of recommendations: 0

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Inspection and grading history

Date	Type	Gradings	
2 Jul 2015	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 4 - Good 5 - Very good 4 - Good

Date	Type	Gradings	
6 Jul 2012	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 4 - Good 5 - Very good 4 - Good
10 Dec 2009	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good Not assessed 4 - Good Not assessed
19 Jan 2009	Announced (short notice)	Care and support Environment Staffing Management and leadership	4 - Good 4 - Good 4 - Good 4 - Good

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