Radnor Park Out of School Care
Day Care of Children

Radnor Park Parish Church
Spencer Street
Clydebank
G81 3AS

Telephone: 01419 410 219

Type of inspection:
Unannounced

Completed on:
21 August 2023

Service provided by:
Radnor Park Out of School Care

Service provider number:
SP2004006908

Service no:
CS2003037022

About the service

Radnor Park Out of School Care is provided from accommodation within Radnor Park Parish Church which is located in Clydebank, West Dunbartonshire. Children have access to the main hall, gym hall, chill-out room and small secure outdoor area.

The service is registered to provide a care service for a maximum of 24 children of primary school age and children attending S1 and S2.

1. Minimum staffing levels to adhere to the guidance detailed in Annexe A of the National Care Standards for Early Education and Childcare up to the age of 16.

2. The care service will operate between the times of:

Term Time - Monday to Friday from 15:00 to 18:00. From August to October, during term time from 12:00 to 18:00 to accommodate children attending P1.
School Holidays from 08:00 to 18:00.

3. During the operating times the service will have the exclusive use of the memorial hall, the small hall, the kitchen and the staff and children's toilets.

The service is located in a residential area and is near local schools and amenities.

About the inspection

This was an unannounced inspection which took place on 21 August 2023 between 14:30 and 17:45. 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 registration information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- Spoke with several children using the service
- Sent out a family questionnaire and received four responses
- Spoke with staff
- Observed practice and daily life
- Reviewed documents.

Key messages

- Children felt a strong sense of ownership of their service which was reflected in the many opportunities they had to have their voice heard. Children felt safe, confident and secure.
- Staff knew each child very well and responded to their needs and wishes.
- Very effective and well-established management arrangements were in place. Children were routinely consulted and could influence the direction of the service.
- Staff and children had developed very positive relationships and had lots of fun together during our visit.

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?	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 found significant strengths in aspects of the care provided and how these supported positive outcomes for children. We evaluated this key question as very good.

Quality Indicator 1.1 Nurturing Care and Support

We observed children and staff had formed warm, caring and nurturing relationships. Children confidently approached staff for chats, advice and support. One parent said, "The staff are fantastic with the kids and go above and beyond to cater for the kid's needs."

We found staff worked closely with families to support children who were starting the service, this included offering additional visits and settling-in days. When starting the service, each child completed a self-portrait, this offered children the opportunity to put a 'name to a face' and supported the settling-in process. We observed children's self-portraits proudly displayed on the walls, one parent we spoke to said, "Two visits had been arranged before starting the service and they were very happy with the process."

Each child had a care plan in place which outlined their needs, likes and dislikes. They also contained key information regarding any medical or dietary requirements. This information supported families personal preferences and helped promote children's independence, privacy and dignity. We found arrangements were in place to review this information to ensure it reflected children's most current needs. Staff worked closely with families to maintain a mutual exchange of information about children, this ensured the continuity of care and support between home and the setting.

Children were fully involved in the ordering, planning and preparation of their snacks. We observed children having a sociable and comfortable mealtime experience, with lots of conversations with staff and each other. We found a range of choices available including, bread sticks, slices of peppers, tomatoes, cold meat and fruit. Children had opportunities to choose the healthy choice of the week, on the day of our visit it was strawberries. We found food choices were nutritious, reflected current guidance and were appropriate for children's individual cultural and dietary needs.

We found staff supported children's overall wellbeing by offering a range of opportunities to discuss their feelings, emotions and thoughts. Grab a gab session's, feelings box and the use health and wellbeing indicators; safe, healthy, achieving, nurtured, active, respected, responsible and included. These approaches supported children in developing their ideas, managing emotions and celebrating achievements. Current discussions included going back to school, National Spiderman Day and International Wellbeing Month.

We reviewed the setting's medication policy and procedures. We found that the medication was stored securely and out of reach of children. Documentation was accurate and reflected children's individual health needs and requirements. Details included the type, strength and dosage of medication.

Quality Indicator 1.3 - Play and Learning

The setting offered a range of resources which supported children's play and learning needs. These included areas designated for art and design, home, dressing up and multi-media.

We could see children were meaningfully and actively involved in leading their play and having fun; children were excitedly choosing to sing, dance and play football. We observed staff had set up some activities including designing empire biscuits; children could freely decide what they wanted to do and when.

To engage children's imagination and enrich their play and learning experiences, children participated in understanding the life cycle of butterflies. Books, butterfly feeders and holders provided children of all ages insight into their natural world. Children also had regular opportunities to participate in planting and growing at their local allotment. Pictures of the 'gardener of the month' celebrated the children's planting and growing successes. Children told us they had lots of fun at the allotment.

We saw children's achievements, pictures, ideas and thoughts proudly displayed throughout the setting. Children told us they had lots to do and could play and have fun at the club. We observed children collectively discussing and planning their play, this included who was playing football and who was singing karaoke. We could see staff gave children the freedom to lead their play, this is important as children explore and learn from their thoughts and ideas.

We found children also had a budget to purchase resources, we saw one child look online for football nets and gloves; he was recording prices. Staff supported the child by suggesting options that were below their budget and discussed financial choices. This approach builds children's confidence with money and gives them a sense of responsibility and empowerment.

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 access to a large hall, gym hall and chill-out room. We found the environment had plenty of natural light and ventilation, children had ample space to play and have fun. The design of the layout enabled children to develop their play, offering easily accessible resources which could be moved and adapted between play areas; arts and crafts, home and multi-media. We found resources were well-maintained and appropriate for children's stages of development.

Throughout our visit we observed children move freely and confidently. The large halls offered children opportunities for physical play and challenge. The setting also had a small secure outdoor space that was easily accessible for children. We observed children playing football, running and jumping, they were having lots of fun. We saw staff working well together to support children's play and learning by accounting for children in each space.

Soft furnishings and sofas gave children space to relax and rest. We saw children sitting chatting and watching TV. The chill-out room offered a quieter space where children could take time out, resources included large bean bags, mats and books. The manager told us this area was being further developed, this included purchasing more soft furnishings and mats.

We found risk assessments supported the safety, health and wellbeing of children, they included indoor, outdoor and wider community assessments. The setting had infection prevention and control measures in place, regular handwashing and daily cleaning of toys and surfaces supported the wellbeing and safety of children. This followed best practice guidance.

Robust food safety procedures were in place, this included recording the date food was purchased and opened. We also observed each child had a clearly marked hand gel.

How good is our leadership? 5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children. We evaluated this key question as very good.

3.1: Quality assurance and improvement are led well

Quality assurance, including self-evaluation and improvement plans, were in place which supported the ongoing development of the service. The manager, supervisor and staff team worked closely to establish a shared vision for the setting. One staff member commented, "Communication is key in the setting".

To support the development of the service, we found the views of children and families were actively sought. Families were encouraged to give feedback, this included face-to-face, using a comments box and questionnaires. Children were asked to provide their thoughts and views on the service, this included evaluating their play and learning experiences, planning activities and requesting resources. Wallboards reflected children's feedback, 'you said, we listened, we did' outlined how staff met the wishes of children. They included children being able to wear their football team colours during the holidays and Doritos and dips at games.

We found a children's rights-based approach was used within the setting. Staff actively sought to make children's rights real. This included staff empowering children to take ownership of their environment, giving them responsibility and freedom to make choices. Children told us staff listened to them, this included when they decided not to have a children's committee at the club as they had one at school.

Regular team meetings and professional dialogue helped identify areas of success, challenges and training that may be needed to support children and families. Staff told us these meetings gave them valuable opportunities to share information and discuss ideas. They helped staff know what was important for the service and for children and their families.

Monthly newsletters offered families insight into their children's activities at the club. They included planned trips; Blair Drummond Safari Day and Sea Life Centre, purchasing STEM resources; Science, Technology, Engineering and Maths and staff updates.

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

We found that staff were deployed to maximise the wellbeing and safety of children across the day. We observed staff working extremely well together, supporting each other to complete tasks while not interrupting the play, learning and enjoyment of children; setting up for snack.

We observed staff returning from school pickup, older children were walking independently with younger children holding the hands of staff. We found children were involved in the risk assessment of their school to club journey, this included a wallboard they had created detailing their route, roads and paths. Staff told us they scheduled handovers from school staff to support new children with the short journey.

Effective use was made of the valuable experience, knowledge and skills of the whole staff team. We found more experienced staff undertook the role of 'mentor' and supported less experienced staff with their professional development and practice. One staff member said, "I am really supported in my learning".

We found some members of the staff team had recently completed additional qualifications in early learning and childcare. They told us that this had enabled them to develop their understanding of child development theory and practice. They said they were using this knowledge to support staff who were undertaking qualifications and improve outcomes for children.

Throughout our visit, we observed staff treating children with respect and we could see that children had built very positive relationships with staff. Staff knew children very well and responded considerately and patiently to their needs, conversations and questions. Staff and children had lots of fun together during our visit. Families agreed that staff had developed great relationships with children. One parent commented, "The staff are all lovely and they are all about the kids. What activities they want to do and what they like to learn about."

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 provider should review and update the safer recruitment procedure in line with Safer Recruitment through Better Recruitment and review current staff files to make sure all information is included

This ensures quality of staffing as consistent with health and social care standards which state that: 'I am confident that people who support and care for me have been appropriately and safely recruited.' (HCS 4.24).

This area for improvement was made on 25 February 2020.

Action taken since then

Reviewed staff personal files and found recruitment processes reflected safer recruitment guidance.

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?	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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