Sikeside & Carnbroe Out of School Club
Day Care of Children

1 Paddock Street
Riverbank Community Hub
Coatbridge
ML5 4PG

Telephone: 07835064593

Type of inspection:
Unannounced

Completed on:
5 November 2024

Service provided by:
Cardowan and Stepps Out of School Club

Service provider number:
SP2005007450

Service no:
CS2005101174

About the service

Sikeside & Carnbroe Out of School Club is located within Riverside Community Hub in Coatbridge, North Lanarkshire. The service is provided by Cardowan and Stepps Out of School Club. The service is close to local transport links, shops and community services.

The service is registered to provide a care service to a maximum of 50 school age children. Children have access to a spacious dining area and gym hall. From the dining hall, they have direct access to the schools grounds, providing access to a variety of outside play areas.

About the inspection

This was an unannounced inspection which took place on the 04 and 05 November 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 a small group of children using the service
- spoke with staff and management
- observed staff practice and children's experiences
- reviewed documents.

Key messages

- Children had fun playing with friends and staff. They were confident making decisions about their play, self selecting resources and leading their own learning.
- Children had good access to a secure outdoor space, that provided daily physical play and access to fresh air.
- Staff had worked hard to create a nurturing and calm space for children to relax and play with friends after school.
- Staff were happy in their roles and created a welcoming and friendly atmosphere. Parents were welcomed in and had formed positive relationships with staff.
- Quality assurance systems where in place to evaluate how well the service was doing. However, further development in self-evaluation and planning for improvement would be beneficial.

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?	4 - Good
How good is our leadership?	4 - Good
How good is our staff team?	4 - 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

Children were happy and settled in the service and familiar with the daily routine. The children all knew each other and the staff. They had made good friendships. The children were playing well together, having fun. Children told us that they liked coming to the service to play with their friends.

Staff responded to children's needs with care and respect. If a child was upset or needed help, staff gave comfort and reassurance. Most children had attended the service for a period of time and staff knew them well. When new children started, staff where mindful and had spent time building positive relationships.

Staff positioned themselves well to ensure they were near by children to provide help and respond to their requests when needed. Staff were responsive and listened to children, encouraging discussions on what mattered to them, such as animals, sports and art and crafts.

Children were cared for in a large open plan space. However, the noise level was low and it had a feeling of calmness. Children were laughing and singing, they were happy. Staff and children were able to hear each other and see each other, giving children that sense of security.

Snack time was calm and relaxed. Children were offered a choice of foods, including daily fruit. Children were very independent at the snack bar and washed hands before eating. The snack bar was a very sociable event, there were lots of discussions and children were keen to eat, have a drink and go back to playing. Children were self-sufficient at snack time, requiring no help from staff, but staff were close by, if needed. They told us they liked being able to serve their snacks and that they took turns doing so.

Each child had a personal plan, theses supported children to share details with staff on what was important to them. Children regularly added notes on their current interests and staff considered these when planning their care and support. In addition, staff recorded any relevant information including medical needs or personal preferences. These plans could be further enhanced by including a clear summary to identify children's needs and how the service plans to support them. The service agreed to consider the layout and format of the information stored.

Quality Indicator 1.3 play and learning

The setting was set up for children on arrival, providing them with a choice and the opportunity to select from a range of activities. Each area had a variety of materials on offer, inviting children to play and learn. Staff had considered children's interests and needs when setting up, however children could easily access different materials from the storage unit, if required.

Children were being encouraged to lead their own play and learning. Staff had introduced the use of open ended materials, materials that children can use in different ways to experiment with, be creative and experience a sense of achievement. As a result, staff had found children to be more engaged and excited in their play. There were plans to continue to develop the use of open ended or loose parts play.

Children told us that they really loved the art areas, some of the children referred to themselves as the art girls. They told us they liked having the wider range of materials to choose from and the freedom to create their own ideas. However, staff were nearby to give help when needed for example, to help children problem solve and help children achieve their goals.

Children had direct access to a spacious outdoor area. Children were able to choose to go outside and participate in different types of play. Children enjoyed physical activities, some choosing to play individually and others in team games. The service had a good range of outdoor equipment which included scooters, balls and den making materials.

The daily routine and pace of the session was calm and responsive to the needs of the children. Staff ensured that transitions at the start and end of the day were smooth and responsive to the children's needs. For example, if a child needed reassurance or comfort this was provided. Children were familiar with the daily routine and were able to play and access materials throughout the session. At collection time, parents were welcomed inside, and could see their child having fun and playing alongside friends. Staff found time to speak to families when they collected children, building positive relations and sharing information about their child's day.

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

The service facilities were welcoming and secure. The service was provided from a large open plan dining room, with good lighting and ventilation. However, being a large open space staff were mindful to monitor the temperature, as children, on occasions, had said that they felt cold.

There was a variety of seating areas for the children to choose from, including high tables and chairs, cubicles and canteen tables and stools. In addition, staff placed some mats on the floor to provide a soft surface for children to chill out or take part in some physical play. The staff had planned to purchase more soft furnishing to create more cosy spaces, especially for children wanting to rest.

When staff opened the outdoor area, children could access the outdoor space directly from the dining hall. Children could freely choose to play outside and access a range of outdoor play experiences. The school grounds provided different play areas including an outdoor classroom, multi use pitch, tram trail and all weather surfaces. Staff monitored the children's access and responded appropriately. For example, by increasing staffing levels outside or adapting the types of play on offer. Staff were vigilant to ensure safety measures outside were implemented, including secured gates and boundaries.

In addition, children could access the school gym hall. This space was good for large physical play inside. The children told us they liked it for playing games including football v's netball.

Since moving to the new building, the service have been settling in. One area that has been challenging had been storage. Internal storage was limited and, as result, stored most items off site. Recently, they had been given some storage in the school. This included the new units in the play area that provided children with better access to materials during the sessions.

Hand washing facilities were found to be in good condition and working. Staff and children had access to good hand washing facilities in toilets and an open plan kitchen area.

The premises was found to be clean and in a pleasant condition.

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 are led well

This service had a peripatetic manager in place, a manager who manages more than one service. The named manager visited the service at least two day per week. The arrangement was working well and, in the managers absence, an experienced lead practitioner was in place, to manage the day to day running of the service.

Staff told us that they felt the leaders within the service were supportive of their needs and involved them in the day to day decisions. Staff meetings and daily discussions promoted regular discussion and information sharing.

Since moving to the new premises, the service had worked hard to ensure they made good use of the space and that children were happy, safe and secure. They had been in regular consultation with the children and families to ensure they received a service meeting their expectations. Children told us that they felt settled and were happy in the new building, now they knew where everything was.

Now that they had settled into the new building and a new staff team was in place, they were well positioned to assess how well the service was doing and identify where improvements could be made. To achieve this. we suggested some further development and training for the management on self evaluation and planning for improvement. Information on this can be found on the Care Inspectorate Hub under the How we support improvement section.

To ensure the service followed good practice guidance, the service had quality assurance systems in place, for example to monitor accidents and incidents, medication, safe recruitment procedures and staff practice. We found good practice guidance was being followed.

The service held records on staff training and development, these included staff evaluations. Staff had reflected on what they had learned and how they planned to use it to improve practice. Staff had plans to start child care qualifications, these will support the staff to further enhance their skills and knowledge. In addition, staff should consider using good practice guidance to further support children's play and learning. For example, to learn more about the benefits of open-ended materials, creative play and children's mental health.

Introducing a more in depth improvement plan will help them to achieve their goals and help them track and monitor their progress, identifying future priorities to improve outcomes for children.

How good is our staff team? 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 4.3 Staff deployment

The service staffing levels met the needs of the children and the service. All staff had been recruited following safe recruitment procedures and staff required to, were registered with the appropriate professional body, The Scottish Social Services Council (SSSC). The provider ensured that they had access to additional staff when needed, to cover staff absence and holidays.

Staff were well organised and communicated well to ensure that they were deployed within the service to meet children needs. For example, at school collections, to offer inside and outside play and when tasks were needed, such as preparation for snack time and tidying up at home time.

Staff supported each other and had formed positive relationships, holding regular discussions to keep everyone up to date with the needs of the service.

Completing childcare qualifications will help staff to further enhance their skills and knowledge. Staff were committed to, and recognised the need to work together and share their knowledge and skills to support children reach their potential.

Staff were very happy in their roles and felt extremely supported by management and each other. Being a small team, they worked hard to create a welcoming and friendly environment for children and families.

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	4 - Good
1.3 Play and learning	4 - Good

How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - 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?	4 - Good
4.3 Staff deployment	4 - Good

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