Bridge of Allan Out of School Care
Day Care of Children

Bridge of Allan Primary School
Pullar Avenue
Bridge of Allan
Stirling
FK9 4SY

Type of inspection:
Unannounced

Completed on:
28 February 2024

Service provided by:
Lecropt Ltd

Service provider number:
SP2004004615

Service no:
CS2006121750

About the service

Bridge of Allan Out of School Care is registered to provide a before and after school care service to a maximum of 30 children aged from four years to 12 years.

The service operates from a large room within Bridge of Allan Primary School, which is situated within the town of Bridge of Allan, close to the city of Stirling. It benefits from full use of the primary school grounds, which includes playground areas, grass fields and the MUGA (multi use games area). Children have use of toilets within the school.

About the inspection

This was an unannounced inspection which took place on 27 and 28 February 2024. 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 of the service we:
- spoke with children in the service
- spoke with four families on the day of inspection
- reviewed digital responses from 10 families and three staff
- spoke with staff and management
- observed practice and interactions with children
- reviewed documents.

Key messages

- Children were relaxed, happy and having fun.
- Nurturing and caring approaches from staff created positive relationships with children and families.
- Children had free flow access to outdoors and physical play throughout the session.
- Children were busy and engaged within a stimulating and creative setting.
- Children benefitted from a staff team who were motivated and responsive to meeting their needs.
- Consideration was given to children's needs, interests, and their age and stage of development.

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

Quality Indicator 1.1: Nurturing care and support
Children and families experienced a warm welcome from staff as they arrived at the service. We could see that children were relaxed, happy and having fun. They told us that they liked coming to the club and enjoyed playing outside with friends. Staff had a very good understanding of the importance of promoting and developing positive relationships. We could see that respectful interactions and nurturing approaches by staff met the needs of children and supported their overall wellbeing.

Healthy and nutritious snacks were provided by the service. Children developed important life skills as they helped to prepare the snack. They cut up vegetables and washed their dishes when they had finished eating. Staff were close by to supervise, but allowed children to be independent in their task. This helped to promote children's confidence, independence and self-esteem. Snack was available throughout the sessions, allowing children to eat when they were ready and without interrupting their play. Children chatted to each other and staff as they ate, about their likes, dislikes, and about their day. There was a relaxed, unhurried atmosphere which ensured this was a positive social experience for children.

Personal planning supported children's overall wellbeing and included important information to promote consistency of care. Children's voices were evident and clearly recorded within their plans. One parent told us that their child felt "consulted and listened to." Personal plans were linked to the SHANARRI wellbeing indicators and were regularly reviewed with children and families. Staff knew children very well and had a very good understanding of how to support them individually. This was apparent in the secure relationships and kind interactions we observed throughout our visit.

At the time of inspection no children required medication. We were satisfied that appropriate procedures were in place to safely administer, record and share information with families when it was needed.

Quality Indicator 1.3: Play and learning
Children benefitted from opportunities to independently choose activities and meaningfully lead their play and learning. There was a balance of spontaneous and planned optional experiences that promoted children's choice and independence. Children confidently told us that they chose what they wanted to do and said they particularly enjoyed "arts and crafts, reading and sewing." As a result, children were busy and engaged within a stimulating and creative setting.

Planning approaches were child centred and responsive to children's needs and interests. Children were regularly consulted, and their ideas and suggestions were considered and included when activities and experiences were planned. Careful observations and children's achievements were shared with families using electronic Learning Journals. The learning wall display within the setting provided further opportunities for children to share and celebrate their learning with friends and families.

Play experiences and a rich visual environment developed children's skills in literacy and numeracy. For example, children's writing and drawings were evident in documents and displays throughout the service. Visual timetables were displayed and supported all children to develop an understanding and awareness of routines. Children benefitted from a skilled staff team who supported them to persevere with tasks and extend their thinking through the use of effective questioning. This meant that children were progressing well and were happy and confident.

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 benefitted from a service that was delivered from a large room within the primary school. It was clean, tidy and offered lots of natural light and ventilation. There was ample space for children to play, rest and relax. A calm, cosy area had been developed for children to read, sit with friends, and unwind after a busy day. The spacious room was organised and thoughtfully resourced to take account of children's individual preferences and to encourage curiosity. Consideration had also been given to children's needs, interests, and their age and stage of development. This gave them a sense of ownership and belonging, and a strong message that they mattered.

Free flow access to the outdoor areas throughout the session further promoted children's choice. Staff understood the positive impact that outdoor play had on children's overall wellbeing. The playground, multi use games area (MUGA) and playing fields offered children a variety of opportunities to engage in physical play and explore nature. As a result, children's health and wellbeing was promoted as they learned the importance of an active lifestyle.

Children were involved in risk assessing the outdoor environment using a list and tick sheet. This was done with staff and encouraged children to identify any risks before outdoor access was offered to all children. More detailed risk assessments had been developed by the service and were shared with staff during their induction, and when changes were made. These were reviewed and updated regularly. The service should develop a risk assessment to support children when accessing toilets within the school. This would ensure risks were identified and minimised to help keep children safe. We discussed ways to involve children when reviewing detailed risk assessments. This would provide meaningful opportunities for children to develop important life skills.

We witnessed effective infection prevention and control routines, such as handwashing at key times and regular cleaning. This ensured that children and staff were safe as they took precautions to minimise the spread of infection.

How good is our leadership? 5 - Very Good

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

Quality Indicator 3.1: Quality assurance and improvements are led well
The manager and staff team were committed to delivering a high quality service for children and families. Their shared vision and values were evident in the kind, nurturing and respectful interactions we witnessed during the inspection.

The service placed importance in providing time for staff to meet and evaluate children's experiences. Daily huddles before each session ensured important information was shared to support individuals. We found the manager and staff to be reflective in their practice. They took opportunities to gather feedback from children and make changes where necessary. As a result, children benefitted from a staff team who were motivated and responsive to meeting their needs.

Weekly staff meetings supported the team to come together to plan and consider developments. They had a good understanding that self-evaluation is the responsibility of all involved in the setting.

The service had created an improvement plan which had been developed through self-evaluation and by considering the views of children and families. Effective policies, procedures and quality assurance processes were in place and also supported the development of the service. This meant that an environment of continuous improvement was promoted and further secured positive experiences for children.

How good is our staff team? 5 - Very Good

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

Quality Indicator 4.3: Staff deployment
Management and staff understood the importance of providing continuity of care and developing positive attachments with children. Parents told us that staff were approachable, friendly and welcoming. One family shared, "We've been so impressed by the level of care shown by the OSC (out of school care). Our child has been happy, active and well cared for." This meant that children felt safe, secure and happy in a service where a caring staff team nurtured and supported them.

We saw that systems for collecting children from school were well established. All children were warmly greeted by staff as they arrived at the service. Staff worked very well together and communicated effectively to ensure children benefitted from a positive transition and felt welcome.

Staff knew children very well and secure relationships between them were evident in the kind and compassionate interactions we observed. This meant staff could offer support and encouragement when needed and allowed children to be independent when appropriate. As a result, a culture of mutual respect had been created.

Staff worked well together to ensure children were safe, having fun and engaged in quality experiences. They had developed their skills and knowledge through training and the use of guidance. Staff felt supported by the manager as they had opportunities to reflect on their work and identify areas for their professional development. This meant children benefitted from an enthusiastic and motivated staff team who felt valued.

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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