The Geilston Hall After School Club
Day Care of Children

Geilston Hall
Main Road
Cardross
Dumbarton
G82 5PA

Telephone: 01389 849 227

Type of inspection:
Unannounced

Completed on:
26 June 2023

Service provided by:
Nursery Rhymes Private Daycare Nursery

Service provider number:
SP2003000678

Service no:
CS2006134182

About the service

The Geilston Hall After School Club is registered to provide care to a maximum of 30 children of primary school age. The service is registered to operate from these premises before school and between the hours of 3pm to 6pm, Monday to Friday, during term time only. During our visit nine children were present.

The service is based within The Geilston Hall which is a listed building. The areas used are a main playroom, cloakroom area, large hall for physical play (occasional use), toilet facilities, a kitchen area and outdoor play space.

The service is based within the village of Cardross, with children being collected from the local primary school which is a short walk from the service. The service is close to a bus stop and train station. It is within walking distance for those families living in the village.

About the inspection

This was an unannounced inspection which took place on Thursday 22 June 2023 and Monday 26 June 2023. 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 nine children using the service and three of their families
- spoke with three staff and management
- 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 say. Children felt safe, confident and secure.
- Children were well-supported to understand and uphold their rights.
- Staff knew children very well as individuals and were responsive to their needs.
- Parents agreed that the setting was well-furnished, comfortable and homely. The outdoor area was large and had been upgraded since the last inspection. This offered children more interesting experiences outdoor. The children's toilets needed to be improved.
- Effective and well-established management arrangements were in place. Children were routinely consulted and could influence the direction of the service.
- Children received care from a stable and consistent core staff team within the setting, who were confident and well-trained to carry out their roles.
- 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?	4 - 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? 5 - Very Good

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

1.1 Nurturing care and support

We observed happy, well-cared for children who enjoyed their time at the setting. Families were confident that staff were nurturing and responsive to their children's needs. One parent commented: "It always has a welcoming and nurturing feel when I pick her up."

We could see that children felt safe, confident and secure within the setting. They chatted confidently with us about their experiences telling us "I love after school care - I love to play." From our discussions, we found that children felt a strong sense of ownership of their service which was reflected in the many opportunities they had to have their say.

Staff were committed to providing warmth and nurturing care to children. They knew children very well as individuals and were responsive to their needs. Each child had completed their own All About Me form to tell staff what they needed to know about them. Parents had completed care plans which contained information about their children's health, welfare and care needs to ensure their children got the right support. Good arrangements were in place to review this information to ensure it always reflected children's most current needs. Staff worked closely with families to ensure a mutual exchange of information about children. Parents' comments included: "The children have a great bond with the staff who are all excellent at getting to know the children and their personalities so that they can give the best care and support."

Appropriate spaces had been developed to ensure children had options to engage in quiet and restful play when it suited their needs or curl up on the sofa with a soft blanket after a busy day at school.

A separate area within the playroom had been developed to provide snack on a rolling basis. The area was well-organised to support children to be independent and make healthy choices. They had opportunities to serve themselves and clear their dishes away. Children enjoyed a snack of crackers and cheese, sausage rolls and fruit during our visit. Children told us they enjoyed the snack menu and could influence the choices offered. One child told us "I love the snacks - pancakes are my favourites." Parents agreed that their children could choose from a healthy range of snacks and meals everyday. A parent commented: "My child feels welcome, can have fun with friends and enjoy a healthy snack after school."

Effective arrangements were in place to ensure all staff knew about children's dietary and health needs. Appropriate procedures for the safe storage and administration of medication were in place, including arrangements for those children old enough to self-administer their medication.

1.3 Play and learning

Children were keen to engage with staff, their peers and the resources provided. Children were focused and took an active role in leading their own play and learning. The children had developed strong friendships and chatted and had fun together throughout our visit. Parents told us: "The children are collected from

school, walk to the hall together and have a great time. They build friendships with children in other school years. They do lots of great activities and spend time exploring outside."

Floor books and wall displays were being used well to showcase children's progress and demonstrate the high value staff placed on children's contributions to their own play and learning. They contained examples of children's work, photographs, children's comments and reflections on what they had learned from the experience.

Children were well-supported to understand and uphold their rights. We observed many examples of how children's activities linked to the United Nations Convention on the Rights of the Child (UNCRC). Staff followed the Playwork Principles recognising that children's capacity for positive development was enhanced if given access to the broadest range of environments and play opportunities. Children had developed Golden Rules to set out what was expected of them in the setting.

Staff used the PATHS (Promoting Alternative Thinking Strategies) programme to help children build resilience and develop emotional awareness and interpersonal problem-solving skills.

Staff and children worked together to plan activities that were responsive to children's own interests. This worked well and was showcased in the floor books. Parents agreed that their children had opportunities to be involved in meaningful, interesting and fun play experiences, commenting; "There is always a range of activities for my child to choose from to play with during the sessions."

During our visit, children enjoyed building models with Lego and drawing characters from movies. Children were keen to share their drawings with us and tell us about the films they were in. Outdoors children collected leaves and flower petals enthusiastically to make perfumes. They enjoyed putting these in spray bottles and labelling them with creative names for their own individual perfume.

How good is our setting? 4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children/people and clearly outweighed areas for improvement.

The setting was based within a 19th century B-listed community building where children accessed a playroom, cloakroom and toilet facilities. Children had occasional access to the large hall and stage for active play. Staff used the shared kitchen to prepare snacks. There was free flow access to an enclosed outdoor play area to offer opportunities for active play and fresh air.

Due to the age of the building and the listed status, we noted that it was difficult for improvements to be made to the fabric of the building. Although we raised concerns about the condition of the children's toilets at the last inspection, we found that no work had been carried out to address our concerns about small areas of crumbling plaster which indicated there may be dampness. These issues had been discussed with the landlord at that time who advised they were unable to carry out the work. In order to reinforce the strong message to children and their families that they matter, the service provider needs to pursue this issue with the landlord to seek a satisfactory solution (see area for improvement 1).

Despite the limitations of the building, we found that the staff team had made every effort to ensure that the playroom was comfortable, furnished to a good standard and welcoming. Large windows offered natural light and ventilation.

The playroom was laid out effectively with a good variety of resources. Overall, staff had taken time to ensure areas were interesting and appealing to children. Children could self-select from resources at child height. Wall displays were attractive and contained interesting information about children's activities and learning and many children's comments.

Parents agreed that the setting was well-furnished, comfortable and homely. They told us that their children had access to a good range of quality toys and play materials. Children told us about the things they liked to do and discussed their favourite resources. A parent commented: "It might be an idea to ask the children or parents what else could be added to the room to make it more engaging for the children. eg. other resources, new activities etc." We found that children were routinely consulted on all aspects of the service provision and could suggest and influence the purchase of new resources. The service provider could consider how to involve parents in this.

The outdoor area was large and had been upgraded since the last inspection. A perimeter fence had been erected which enabled children to access a lovely wooded area with mature trees and bushes, and a large area to the rear of the building had been turfed. The addition of these areas provided children with fun, stimulating and interesting experiences. During our visit, children went outside after snack and we could see that children clearly loved being outdoors.

Children could freely explore their environments both indoors and outdoors in the knowledge that comprehensive risk assessments were in place and staff understood how to keep them safe. Staff talked confidently about the arrangements that were in place to ensure children's safety including maintaining the correct adult to child ratios and ensuring security at entry and exit points. They were attuned to changes to the environment and responded to new hazards when they arose. Staff were keen to help children to understand the need to keep themselves safe but also recognised the benefits children derived from risky play.

We found that there were effective systems in place to control and prevent the spread of infection within the service to protect staff and children. Children were aware of the importance of good handwashing practices to keep themselves safe.

Areas for improvement

1. To ensure children experience a high quality environment, the provider must ensure that remedial works are carried out within the toilet facilities to address areas of potential dampness.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "My environment is relaxed, welcoming, peaceful and free from avoidable and intrusive noise and smells" (HSCS 5.20) and "I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishings and equipment" (HSCS 5.24).

How good is our leadership? 4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children/people and clearly outweighed areas for improvement.

Parents agreed that they were confident the setting was well-managed. A peripatetic management was in place which allowed the manager of Nursery Rhymes Childcare Ltd to manage this service. This arrangement was well-established and worked effectively. Parents told us "Leadership is excellent."

Planning for improvement was becoming embedded into practice, with high value placed on the contribution of staff and children in highlighting what worked well. Children suggested their priorities for inclusion in the annual improvement plan and we could see how these priorities were taken forward to improve outcomes for children. We agreed that more could be done to involve families identifying priorities for improvement.

Staff told us they felt their views and opinions were valued and respected and contributed to making improvements in the service. Staff were involved in some self-evaluation and we could see from the floor books that staff were able to recognise and identify strengths and areas of good practice and map these to the relevant supporting best practice documents and legislation. This process could be developed to support staff to highlight where development would improve outcomes for children and their families.

The service manager visited the service every week to carry out monitoring of quality across the setting. Clear records were in place to document monitoring and highlight actions needed to improve quality across the setting.

Appropriate arrangements were in place to record details of any accidents and incidents occurring and to pass this information on to families. Some staff were trained in first aid to ensure they had the skills and confidence to react to any accidents or health issues arising. Accident and incident reports were audited monthly to ensure patterns and hazards could be identified and addressed promptly.

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/people, therefore we evaluated this key question as very good.

The manager recognised the importance of ensuring that the service was appropriately staffed during the day as essential to the wellbeing of children in the service. Staff were aware of the importance of compliance with prescribed adult to child ratios indoors and outdoors to keep children safe and ensure high quality outcomes. Parents agreed that there were always enough staff in this setting.

Staff felt valued, well-supported and appreciated the support of their colleagues and the accessibility of the manager. We observed a small team, who worked well together and demonstrated effective communication within the service and with families.

Staff were very confident in their roles and committed to providing quality outcomes to children, their families and the local community. They were confident and well-trained in their roles and responsibilities in protecting children from harm. All staff were registered to practice with the Scottish Social Services Council (SSSC), had undertaken qualifications relevant to their roles and engaged in continuous professional learning to ensure their practice was underpinned by relevant theory and guidance. Parents agreed that they were confident that staff had the appropriate skills, knowledge and experience to care for their children and support their learning.

We could see that children had developed strong attachments with staff in the setting. This ensured positive transitions for children and good communication with families. There was a stable and consistent core staff team within the setting, which ensured families always knew which staff were supporting their children. Families agreed that staff had developed very positive relationships with their children,

commenting: "The staff are fantastic, they really know and understand my children" and "The staff are always very friendly and my child has a great relationship with them."

Throughout our visit, staff treated children with respect and we could see that children had 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.

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?	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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