Bishopbriggs Out of School Care - Meadowburn Primary
Day Care of Children

Meadowburn Primary School
Lendale Lane
Bishopbriggs
Glasgow
G64 3LL

Telephone: 01413 700 927

Type of inspection:
Unannounced

Completed on:
24 February 2023

Service provided by:
Bishopbriggs Out of School Care Ltd

Service provider number:
SP2007009103

Service no:
CS2007152512

About the service

Bishopbriggs Out of School Care - Meadowburn Primary is a daycare of children service registered to provide a care service to a maximum of 70 children at any one time, aged 4 years to 16 years.

The provider is Bishopbriggs Out of School Care Ltd.

The out of school care service operates from Meadowburn Primary School which is in the Bishopbriggs area of East Dunbartonshire. It is close to transport links and local amenities.

The children have the use of the school's main hall, toilets and kitchen facilities. Children have direct access to the outdoor play areas within the school grounds.

About the inspection

This was an unannounced inspection which took place over two afternoons, Thursday 23 February 2023 when 37 children were attending the service and Friday 24 February 2023 when nine children attended the service. The inspection was carried out by one inspector from the Care Inspectorate. Provisional feedback was provided on 24 February 2023. Additional feedback was given on 3 March 2023.

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 using the service
- spoke with three parents
- spoke with four staff, the supervisor and the acting manager
- observed practice and daily life
- reviewed documents.

Key messages

- The children really liked coming to the service. They were very happy, relaxed and had lots of fun as they took part in a range of activities that challenged and excited them. Activities were linked to their current interests.
- Staff were kind and caring towards the children. They were building nice, nurturing and warm relationships with the children. Staff listened to the children and supported, praised and encouraged them as they played.
- The children helped set up the snacks and they told us they liked the snacks and were able to access fruit and water throughout the session.
- Staff really enjoyed working at the service and felt supported by the management. They had taken part in a range of training which had helped them to develop their skills in their childcare roles.
- The management and staff should continue to develop the children's personal plans and ensure that these are reviewed and updated every six months or before dependent on the needs of the child.
- A working gate should be put in place between the playground and the car park to help keep children safe while attending the service.
- Management and staff should continue to develop the service's formal quality assurance procedures.

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 made an evaluation of very good for this key question. We found significant strengths in aspects of the care provided and how these supported positive outcomes for the children attending the service.

We found that staff had good procedures in place which helped them get to know the children and their families. This approach helped the children settle well into the service and build positive relationships with staff and the other children. Through discussion and observation, we found that the staff were warm, kind, caring and nurturing towards the children. They understood them and were able to meet the children's individual needs. We saw that the children were very happy and relaxed. They told us they enjoyed being at the service, being with their friends and they really liked the staff. A parent commented: "It's great. She's happy. They meet her needs. They are happy to take on anything that needs to be done for her."

Children told us they enjoyed the snacks available to them. This included fruit, cheese and crackers. Staff were aware of the individual child's dietary needs and this was taken into account when planning snacks and food experiences. Children had opportunities to help set up the snack. Staff and children washed their hands before preparing and eating the snacks. This approach helped support good infection prevention and control procedures. Fresh water was available for the children throughout the session which helped them keep hydrated. Staff sat with the children as they ate their snacks, and this gave them opportunities to relax and chat with each other. This helped build warm, positive and caring relationships between the staff and children.

Good communication between the parents and staff ensured that medication and other supports were in place for children as needed. Detailed plans were in place to support staff to administer medication safely. This approach helped staff to deliver continuity of care and respond quickly and sensitively to changes in a child's life.

While we acknowledged that staff knew the children very well. And good action plans were in place to support children who had an identified need. When we looked at the recorded information which made up a child's personal plan, and considered the SHANARRI indicators (safe, healthy, achieving, nurtured, active, respected, responsible and included), we found that the children's personal plans had not been routinely reviewed and updated. We discussed this with the acting manager. He confirmed that plans were in place to improve how they gathered, recorded and updated information which related to the children's wellbeing needs. He explained that they were introducing a new app. This should help support staff to ensure that a child's individual personal plan would be updated every six months or before to reflect the changing needs of the children (see area for improvement 1).

Paediatric first aid training was part of staff induction and available for all childcare staff. First aid was currently being arranged for staff who required it. This approach helped support staff to respond effectively to the care needs of the children.

Staff listened to the children and responded warmly to their requests and ideas. The planned and spontaneous activities available were child centred and responsive to the child's interests. This meant that the children were actively involved in leading their own play. Staff interacted warmly with the children as they played, and were on hand to support them as needed.

Comments from the children included:

"My favourite sport we do outside is football."

"I love baking. I like to play tig. The staff are funny."

"Sometimes we get to play dodgeball. You have to keep the ball under the waist when you throw it."

The children were very happy, confident and content. They played very well together and it was clear to us that they were having fun. The children had a good range of activities to take part in. This included opportunities to play outdoors in the fresh air, gardening, bug hunting, football and tig. They also enjoyed constructing Lego, baking and arts and crafts. This approach helped the children to be active, have fun, develop their skills and confidence, build friendships and celebrate their successes. Children told us:

"I'm going outside."

" I saw an earwig."

"We are going to start bug hunting."

"I like Lego and football."

"Yes, I like coming to the after-school care. We are making a museum about Partick Thistle football."

A child holding a piglet puppet told us: "I've got real pigs because I live in a farm and I've got horses too."

"Baking is fun, you get to bring it home, then eat it."

A child told us of the fun he was having as he made a Lego building and furniture for it. He had also put a dog in it and made its bed. "I like to make stuff."

"I've made the Titanic [out of Lego]. There is a secret bit. When you open that, that's a secret bit. And that bit is the special bit under there."

A parent told us: "The out of school care is fabulous. They [children] just love it. There's a good variety of stuff. They always get to do a wee bit of cooking. Which they love. They absolutely love it. Every time I come to collect them, they don't want to come home."

Areas for improvement

1. The provider, acting manager and staff should ensure that children's personal plans are reviewed and updated every six months or before dependent on the needs of the child.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices" (HSCS 1.15) and "My needs, as agreed in my personal plan, are fully met, and my wishes and choices are respected" (HSCS 1.23).

How good is our setting? 4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a positive impact on children's experiences.

Children had the use of the main hall within the school. This was spacious, with natural light and ventilation. This meant that the children had the freedom to safely run about, use their imagination, enjoy physical play and take part in interesting activities which reflected their current interests.

Children had the use of the outdoor areas within the school grounds. And they told us they enjoyed getting outside to play. They really liked to play football, plant in the garden and look for bugs. This approach gave children opportunities to get fresh air, enhance their wellbeing, stimulate their curiosity and explore the outdoor environment. It also helped develop the children's skills and knowledge as they discussed the bugs they found or were being coached in how to play football.

Procedures to help reduce the spread of infection and help keep children and staff safe were in place. Staff had undertaken, as part of their induction procedures, online training on infection prevention and control and food hygiene.

We saw that staff communicated and worked well together to help keep children safe while attending the service. Staff monitored who entered and left the building. Children were accounted for at all times, and appropriate ratios of staff to children were in place. Parents told us how good it was that the service was within the school their children attended. They felt their children were safe. We did note that the gate from the playground, which led directly onto the school car park, was in a poor state of repair and could not be closed. The acting manager agreed to raise this issue with the local authority. At the time of writing this report, he had done this. The acting manager had also put a temporary gate in place. This approach would help reduce the risk of harm to children and help keep them safe while attending the service (see area for improvement 1).

A parent told us: "Being at the school makes a big difference. It's just the fact that they're not having to go anywhere. It makes everybody's life easier ..."

Risk assessment procedures were in place. Staff undertook daily checks of the building and outdoor area. As agreed, the supervisor will update the risk assessments to make them more robust. This approach should help support staff to show how they had identified and removed or reduced risks to children while attending the service.

To ensure that children's personal information was kept safe, the service had procedures in place to comply with general data protection requirements. The company was registered with the Information Commissioner's Office (ICO).

Areas for improvement

1. A working gate should be put in place between the playground and the car park to help reduce the risk of harm to children and help keep them safe while attending the service.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "My environment is secure and safe" (HSCS 5.19).

How good is our leadership? 4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a positive impact on children's experiences.

We found that the acting manager offered very good support to the staff. He was enthusiastic, knowledgeable and motivated. He was keen to ensure that the service provided to children and families met their needs. To help achieve this, parental feedback was sought through regular discussions, emails and texts. The handbooks for staff and parents, and the documents displayed on the service noticeboard, gave information about the out of school care's aims and objectives. This approach helped share the vision management and staff had for the service, and helped them to support the children in line with company policies.

The parents we spoke with had confidence in the acting manager and staff, and felt that they were approachable, helpful, and really cared about the children and the families.

As part of their evaluation process, the service had an improvement plan in place. Staff sought and encouraged children to voice their opinions on the types of play and activities they took part in. This feedback helped staff plan future activities and ensured that children were involved in and influenced what happened within the service. However, we found that the management and staff needed to improve their formal quality assurance processes and make them more robust. Discussion with management confirmed that they were in the process of installing an app which should help them to develop formal evaluation systems. This approach should help measure the outcomes for children and their families using the service (see area for improvement 1).

Areas for improvement

1. The management and staff need to improve their formal quality assurance processes and make them more robust.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes" (HSCS 4.19).

How good is our staff team? 5 - Very Good

We made an evaluation of very good for this key question. We found significant strengths in aspects of the care provided and how these supported positive outcomes for the children attending the service.

We found that the service was appropriately staffed to meet the needs of the children. The deployment of staff ensured that the children had continuity of care across the session.

Staff interacted positively with the children and were very supportive, kind, nurturing and caring towards them. They clearly enjoyed being with the children and ensured that the activities and play experiences challenged and interested them. Children really liked the staff and we heard lots of laughter and saw that they were having great fun. Children's comments:

"Staff are fun. They give us snacks."

"The staff aren't nice, they are very nice."

This was a relatively new staff team. We found that the supervisor and staff worked very well together, and supported each other to provide very good care and sensitive support to the children. They were flexible in their routines to ensure that the children's needs were being met and that the children were having fun. Staff had undertaken a good range of training to help them in their childcare role. The deployment of staff was very good and linked to the staffs skills and interests. For example, coaching football, arts and crafts and physical play. This meant that the children were encouraged to develop new skills and interests.

Staff were respectful of each other and clearly enjoyed their work and being with the children. This approach helped staff bond with each other and the children. They worked together to provide good play and challenging experiences and activities. This ensured that there was a positive work/team ethos which benefited the children and helped them settle and enjoy their time at the out of school care.

We found that good communication between the staff and parents meant that parents were very happy with the care their children received. Parents told us:

"I am pleased with the service. Emails or phone calls if it is urgent. They are good. The guys have helped us out a few times this year. They are flexible. It is good that they get outside it is important to me. Very happy."

"All the staff are great. Even the staff in the office are great ... they always reply. Very happy."

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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