Bishopbriggs Out of School Care - Thomas Muir Primary
Day Care of Children

Thomas Muir Primary School
Kirriemuir Road
Bishopbriggs
Glasgow
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Telephone: 07958 695 228

Type of inspection:
Unannounced

Completed on:
17 February 2023

Service provided by:
Bishopbriggs Out of School Care Ltd

Service provider number:
SP2007009103

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CS2007152528

HAPPY TO TRANSLATE

About the service

Bishopbriggs Out of School Care - Thomas Muir Primary is a daycare of children service registered to provide a care service to a maximum of 70 children, 4 years to 16 years who are attending school. It operates a breakfast and after school service. The provider is Bishopbriggs Out of School Care Ltd.

The out of school care service operates from Thomas Muir 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 9 February 2023 when 44 children were attending the service and Friday 17 February 2023 when 22 children attended the service. The inspection was carried out by one inspector from the Care Inspectorate. Feedback was provided on 17 February 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 five parents
- spoke with 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 told us they liked the snacks and they 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 good 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.
- 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?	5 - Very 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 enabled 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 is brilliant, XXX loves it ... And every day when I'm here to pick him up, he doesn't want to go. He just loves it, they have a run of the place and they're always active. He is fully engaged and you always see staff overseeing and giving them prompts. It's a fight to get him out of here. He has just ran over to see if he can stay a little bit longer. That speaks volumes about the staff and the environment."

Children told us they enjoyed the snacks available to them. This included a good range of fruit including bananas, apples kiwi and tangerines. As well as raisins, crackers and rice cakes. Children commented:

"Yes I like coming to the after-school care, there is lots of nice food. My favourite thing is to eat the food. Really happy."

"I like the snacks. I had rice cakes."

"We had crackers, Mini Cheddars, raisins, apples, bananas, oranges and kiwis."

Staff were aware of individuals' 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.

Good communication between the parents and staff ensured that medication and other care 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.

A parent told us: "I am really happy with it ... They have gone above and beyond. They bought a tent for XXX. Any suggestions I have made, they have taken on board. They always ask if there's anything they can do for XXX. I am really happy with the communication, it is really good. And XXX seems to enjoy it. The tent gives XXX their own wee space. XXX is in a routine now ..." We spoke with XXX and they told us that they liked coming to the after school care. They liked the tent and also playing musical statues.

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 and wishes. This meant that the children were actively involved in leading their own play. Staff interacted warmly with the children as they played, giving them cuddles and encouragement and were on hand to support them as needed. For example, one of the children did not want to sit at the table for snack and a member of staff sat with them on the stage area.

Comments from the children included:

"I was playing outside. I have pancakes at breakfast club."

"I like art."

"I like playing with my sister."

"I really like Lego."

The children were very happy, confident and content. They played very well together, and it was clear to us, as we listened to their chat and laughter, that they were having fun. The children had a good range of activities to take part in. This included opportunities to play outdoors, taking part in physical activities and getting fresh air. They also enjoyed constructing Lego, baking and arts and crafts as well as opportunities to relax in the chill out space. This approach helped the children to be active, have fun, learn new skills, develop their confidence, build friendships, and celebrate their successes.

Children told us:

"I think the after-school care is amazing."

"I really like it."

"I like building Lego, dinosaurs, music. I look around to see what there is. If there is no Lego, I ask for it."

"The after-school care is great. You get to play, and when it's sunny you get to go outside. You can play tig in the hall. There's a quiet area that you can lie down with a book. There's loads of different toys, Lego, chess ... We are going outside. It's really fun, we get to run about. I like to run about."

"I like colouring in. I like playing. I like arts and stuff. Staff help us do art. Sometimes we put a nail salon out. I was the first to put that out. And we have blankets to rest. You can read books."

How good is our setting? 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.

Children had the use of the main hall within the school. This was spacious and bright with natural light and good ventilation. This meant that the environment enabled the children to have the freedom to safely run about, use their imagination, enjoy physical play, and take part in interesting activities which reflected their current interests. We saw that the children were able to decide what they wanted to do. And they really enjoyed playing with the toys and taking part in all the activities. As discussed, to help children know and choose the full range of toys and equipment available to them, the staff should consider setting up a picture inventory book.

There was a physical assault course set up in the gym area. Children moved around the different sections. We saw they really enjoyed taking part in this activity, supported by the sports coach. This approach enabled the children to build friendships, follow instructions, gain confidence, develop skills, and helped them be physically active.

Child's comments: "They have fun games. I like the bats the best. And being outside playing ball games. Staff are nice, kind, listen to you. I like playing in the hall. I'm happy."

Children had the use of the outdoor areas within the school grounds. And we saw that the children had opportunities to play outdoors. This approach enabled children to be physically active, get fresh air, enhance their wellbeing, stimulate their curiosity, and explore the outdoor environment.

A parent told us: "They love it, they absolutely love it. I love that they get lots of outdoor time here. Especially for my youngest, he is football daft ..."

Procedures to 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 the staff communicated and worked very well together to keep children safe and secure while attending the service. Staff monitored who was entering and leaving the building. Children were accounted for at all times. Parents told us how good it was that the service was within the school their children attended and they felt their children were safe.

A parent told us: "It makes a difference that the after-school care is in the school. The feeling of safety. They know where they are. You know where they are. We haven't had to get to know something different."

Risk assessment procedures were in place. Staff undertook daily checks of the building. This approach helped 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 Information Commissioner's Office (ICO).

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 spoke highly of the staff team and felt that they were all approachable, helpful, and really cared about the children and the families, and knew them very well.

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 needed 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 and keep them safe while attending the service. 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. The parents we talked to spoke highly of the staff team. Comments included:

"There is a lovely ethos. I have never seen a young person acting out or being upset. There is a steady atmosphere, a temperature that the staff set. It's a calming influence on young people. XXXX [supervisor] has just a lovely way with everybody. She's just a lovely person. And it is amazing how that transcends down to the staff as well. The nurturing principles are at the forefront of what they're trying to do. Extremely happy, could not be happier, outstanding. Staff are always busy and always engaged with the children. They do engagement in abundance with the young people ..."

"The after-school care is fantastic. We use the breakfast club as well. Staff are all very, very, nice. The staff know my children very well, they know their personalities. They know what they're like ... They do active things like dodgeball. But equally they do creative things. There is lots of opportunities for leadership (for the children). So XXX [child] is sometimes wearing a badge or being a helper. And XXXXX [older child] sometimes gets to do things with the younger ones, such as helping them wash their hands. So that is very good. There is a nice kind of family atmosphere."

This was a relatively new staff team. We found that the supervisor and staff worked very well together. They 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 roles.

Staff were respectful of each other and clearly enjoyed their work and being with the children. This approach helped staff bond with the children and each other. They worked well 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.

A child told us: "I like that it's always active, and there is always something that we can do. The staff are nice. I like everything about them, their personalities."

Overall, we found that good communication between the staff and parents meant that parents were very happy with the staff team and the care their children received.

"I have been delighted with it, absolutely delighted. They [children] absolutely love it and they don't like to leave. There is good email communication. We have a fabulous relationship with XXXX [supervisor]. She knows all the kids ... More recently, I have been able to come in (to the service). And that makes such a difference. You get a glimpse of what they've been doing. The kids don't want to leave. I love the way they get to play with all the age groups, and my kids chat to the older children ..."

"It's great for us, it does what we need it to do. We get emails and we chat at the door. It's great being inside again. Communication is fine ... The kids love it. Staffing: Initially we got things sent through email, we got PowerPoint, we got pictures, which was quite helpful."

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?	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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