Carmunnock ASC
Day Care of Children

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Type of inspection:
Unannounced

Completed on:
16 November 2022

Service provided by:
Sweeney, Monica

Service provider number:
SP2003001343

Service no:
CS2007157563

About the service

Carmunnock ASC is a day care of children service and is registered to provide care to a maximum of 40 children during school term-time and 54 children during school holidays and in-service days. The age range of the children is from primary one to 13 years.

Carmunnock ASC operates from Carmunnock Primary School, in the conservation village of Carmunnock, Glasgow. During operating times, the service has exclusive use of the base room, dining hall, gym hall, outdoor play area, storage room, staff and children's toilets.

About the inspection

This was an unnanounced inspection which took place on 9 November 2022 between 15:00 and 18:00 and we continued to gather evidence and speak to staff by 15 November 2022. 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.

We carried out this inspection following a complaint investigated by the Care Inspectorate and as part of our inspection, we assessed the actions taken by the service which led from that investigation. We found that these actions were met in a timely manner.

To inform our evaluations of the service we:

- Spoke with seven children using the service;

- Spoke with two staff and management;

- Observed practice and daily life;

- Reviewed documents.

Key messages

- Children and young people benefit from an environment that is flexible to meet their needs and wishes

-The leaders were highly knowledgeable of the experiences that children in this age group enjoyed.

- All staff contributed to the ethos of this service which was warm, caring, inclusive and nurturing.

-Staff knew the children very well and supported their individual needs.

-Children were very happy to give us examples of how they chose what activities took place in the service.

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?	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 how these supported positive outcomes for children, therefore we evaluated this key question as very good.

1.1 Nurturing Care and Support

A key strength of the service was the staff team's child centred approach which valued children's individuality. Their range of knowledge, skills and enthusiasm meant they had a very good understanding of children's individual needs and how to meet them. From children's personal plans, social media platforms and floorbooks, we saw that staff implemented appropriate strategies to support children. We saw evidence that children chose, on a weekly basis, the activities that they would like to experience whilst in the service. These included celebrating Children in Need, Bonfire Night, Kindness Day and Remembrance Day.

We observed very happy children who were confident and able to make choices about the resources they played with and play experiences they participated in. Children's independence was promoted throughout their time at the service. We could see children played well together and were developing friendships and learning to care for others and experienced care which was nurturing and personally responsive to their needs. Children told us that they felt comfortable to share any issues with staff that may be troubling them and they felt listened to and understood.

The needs of the individual children were identified and support provided, where required. Personal plans took account of the GIRFEC (Getting it Right for Every Child) wellbeing indicators, were individual to each child and took account of parents views. Children's achievements and progress were discussed and shared with parents regularly. This ensured that parents felt respected and included in their child's activities. The manager discussed with us her plans, to further develop the personal plans to include the Scotland's Playwork Principles, which would ensure a deeper opportunity to uphold children's right to play.

Staff demonstrated a very good understanding of the policies and procedures in place to ensure care and welfare of children, including child protection. All staff received regular professional learning in safeguarding and understood the indicators that may suggest a child is at risk of suffering harm.

Where medication was required, this was delivered in a safe and sensitive manner. Accidents and incidents were well recorded with effective audits in place.

On the day of the inspection, children enjoyed a snack. Staff sat with children and provided effective support to enable them to participate and enjoy this experience. Children told us about the importance of healthy lifestyles in order that their body can function well. The health and wellbeing of children was very well supported in the service. Daily access to outdoors or the gym offered children opportunities for energetic play which helped them develop their physical skills and abilities.

1.3 Play and Learning

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

The improvement plan for the service highlighted children's right to grow up loved, safe, respected, and able to realise their full potential. Children had opportunities to reflect on their values, responsibilities, and these approaches raised children's self-esteem and confidence.

Staff encouraged children to make positive choices and accept responsibility for their actions. Children contributed to the rules of kindness to each other within the service. They understood the importance of listening to each other and were very happy at the service. They told us what they enjoyed doing, whilst at the after school care:

"My favourite thing is playing football in the gym"

"I have good friends here"

"We like to play in the den"

"I like to draw and do my homework"

"We can choose to go outside on stay indoors."

Throughout the inspection we saw staff catering very well for children. For example, they set up the room with resources they knew children would like. This meant that children quickly settled to the activities, developing their games and interests with friends. We saw that children thrived in this positive culture as they were confident, enthusiastic and fully participated in the service.

Staff were also discussing, at recent staff meeting, how to ensure the range of activities offered to children were sensitively supported throughout each session. This helped staff to think creatively, how they would plan their time during the session, ensuring a richer experience for the children in their care. This would support children's progress by positively impacting on the quality of planned play experiences. We noted that both staff and manager were embarking on a planning process for the service, that ensured staff had a range of experiences available for the children, based on the children's interests shown in their personal plans.

How good is our setting? 5 - Very Good

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

The setting was comfortable and welcoming with plenty of natural light and ventilation. The indoor hall was structured to reflect children's interest and curiosities with materials to support fun, play and learning. We noted that some children were engaged in art activities on the day of inspection and other children were playing with balls outside or playing games with staff. Children had a sense of ownership within the setting, they were able to select resources at ease, adapt spaces and make decisions on how resources could be used.

Children's safety was promoted through detailed risk assessments. This was further enhanced as staff demonstrated consistent understanding and knowledge of potential risks and how these could be minimised. For example, well planned routines ensured a safe and smooth transition when children were collected from school. Children were involved in assessing any potential risks which supported them to be aware of their environment and surroundings. This ensured children benefitted from a variety of activities that provided challenge, risk and fun in a safe way.

Staff understood the need to ensure that children would not wander away from the adults. We saw evidence that, regularly at staff meetings, they had discussed how they continue to be vigilant to ensure this and children told us how they understood the importance of not wandering away from the group and how to let staff know if they want to move on to another experience outdoors.

The service had appropriate infection control procedures in place to support a safe environment for children. A variety of measures ensured the environment was clean, tidy and well maintained.

How good is our leadership? 5 - Very Good

3.1 Quality assurance and improvement are led well

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

Positive working relationships between the owner, manager and staff contributed to a shared vision for the service. All staff we spoke to, told us they felt confident and well supported in their practice and felt their views and ideas were welcomed. This contributed to a shared responsibility towards achieving positive outcomes for children. Children told us they felt included in the service and knew their ideas would be listened to.

The service was well led by a strong, approachable manager who delegated responsibility appropriately to staff and involved them in the development of the service. Good direction was provided to the team who were committed to providing children and families with positive experiences, high staff morale impacted strongly on this. Regular team meetings allowed all staff to know what was important for the setting and promoted consistent approaches. Set agendas allowed meetings to be planned for and be purposeful. This was further supported by daily discussions before and after sessions, to support staff to reflect together and discuss any individual needs or requirements.

Quality assurance processes were in place and at an early stage, including improvement plans with realistic targets. The manager demonstrated her awareness of the importance of self evaluation to support the delivery of high quality care tailored towards children and families and will continue to encourage parents to contribute to improve the service.

As part of the managers quality assurance she and had begun to observe staff carrying out experiences with children and helping staff to self evaluate the effectiveness of that activity. A Quality Calendar was in place with who is responsible for action and also some results of the work carried out to date. We shared with the manager some good practice documents that would help her shape the direction of the service, through the Care Inspectorate HUB.

How good is our staff team? 5 - Very Good

4.3 Deployment of Staff

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

The manager and staff recognised that continuity of care was important for children. Staff breaks were planned well to minimise disruption and to ensure appropriate levels of staffing. To support children's wellbeing, the service should continue to ensure that enough staff are available in all areas of the service to meet children's needs.

Staff worked well together and were committed to improving outcomes for children and their families. They communicated well with each other to ensure they maintained quality interactions with children. Staff had established trusting relationships with parents and staff and gave us examples of when effective communication between them and parents had resulted in a child's allergy being identified quickly.

An induction programme supported new members of staff and helped them feel welcome and valued in the team. This allowed staff to practice confidently and consistently. Staff were committed, enthusiastic, and worked well together. This meant children benefitted from a staff team who were skilled and motivated to provide high quality care and understood their roles and responsibilities towards improving children's outcomes.

Complaints

Please see Care Inspectorate website (www.careinspectorate.com) for details of complaints about the service which have been upheld.

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?	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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