North East Circle, Caledonia Primary OSC
Day Care of Children

Caledonia Primary School
Calderwood Road
Baillieston
Glasgow
G69 7DJ

Telephone: 01417 718 214

Type of inspection:
Unannounced

Completed on:
9 March 2023

Service provided by:
Shirley Ann Barker

Service provider number:
SP2007009007

Service no:
CS2007160495

About the service

North East Circle, Caledonia Primary OSC is a day care service for children situated in the Baillieston area of Glasgow. The service is registered for a maximum of 40 children from primary school age up to 12 years.

The service is based in a local primary school which is close to shops, parks and local transport links. The children are cared for in a classroom in Caledonia Primary School where they also have the use of school playgrounds, soft play room and school gym hall.

About the inspection

This was an unannounced which took place on 3 March 2023 and 6 March 2023. The inspection was carried out by two inspectors 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 ten people using the service and four of their family;
- spoke with three staff and two members of the management team;
- observed practice and daily life;
- reviewed documents; and
- spoke with visiting professionals.

Key messages

- Children were happy, settled and confident in the setting.
- Staff worked well together to provide a fun play experience that met the wishes and interests of children.
- The service had developed and maintained strong relationships with the school community; this was enhancing the service offered to children and families including access to school clubs.
- The service worked well with families to ensure they held accurate information to support the care, safety and wellbeing of children.
- The service were committed to reflecting on their current personal planning process to capture children's individual interests, wishes and celebrate their achievements.
- The service should continue to make improvements to the snack experience offered to children.

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?	4 - Good
How good is our setting?	4 - Good
How good is our leadership?	4 - Good
How good is our staff team?	4 - Good

Further details on the particular areas inspected are provided at the end of this report.

How good is our care, play and learning? 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 1.1: Nurturing care and support.

Children experienced sensitive and respectful caregiving. We observed staff adapting planned daily activities and being responsive to children's changeable interests and demands. Children were spoken to and listened to in ways that encouraged them to feel valued and included. A professional working alongside the service told us, "Children in my class are happy to go to aftercare and talk about the staff in a positive way."

Staff knew children well and were caring, nurturing and responsive in their approach to children. They discussed children's individual personalities and needs and how these were supported in the service. Staff praised and encouraged children, with reassurance and comfort given when needed. The children we spoke with during the inspection told us they enjoyed attending the service, with some children having attended for several years. Children told us: "I love it. It's so much fun."; "My Mum and Dad love it as I get to do stuff away from the house."; and "I love it." We concluded children were having fun, and were valued and respected as individuals.

We noted there was a range of policies and procedures in place to ensure care and welfare of children, including child protection. The manager and staff told us they received regular professional learning in safeguarding and understood the indicators that may suggest a child is at risk of suffering harm. Staff told us they had taken part in child protection training and were familiar with the policy and procedure for supporting children and reporting child protection issues. We highlighted to the manager the need to ensure that any pastoral notes or information that would help develop an effective chronology for any child deemed to be at risk was in place. We signposted the manager to the Care Inspectorate document 'Practice guide to Chronologies (2017)' and discussed how this could be used to enhance the systems already in place for monitoring and maintaining child protection records and support the continued safeguarding of children.

Before starting the service, staff worked closely with families to gather a range of information which supported children's health and safety needs. This included medical requirements, allergy information and emergency contact details. This information formed children's individual personal plans. We noted the plans were reviewed every six months, or before when information changed. We discussed with staff approaches that may make the gathering of personal planning information more collaborative, and provide children with a greater sense of ownership of their next steps for play and development. We asked the management to review the personal plans to ensure they detail children's individual wishes, ideas, interests and achievements. We signposted the manager to the Care Inspectorate document 'Guide for providers on personal planning, Early learning and childcare (2021)'. (See area for improvement 1.)

The service told us that normally, all children have snack together at the start of the session; however, on the second day of inspection, the manager decided to change this and children were offered snack in smaller groups. This allowed children more choice as they were able to go outside to play prior to having their snack. We noted that the service had made positive changes to the snack procedure. Children had access to suitable napkins for snacks. We observed effective infection, prevention and control measures, including regular handwashing by staff and children, and the use of utensils to serve snacks. Children had a choice of snacks on offer, including wraps and thins with various fillings, and fresh fruit and vegetables. The

manager told us they planned to adapt snack further, continuing to offer this in smaller groups, with time for adults and children to interact with peers during a relaxed and supportive experience. We noted that staff prepared and served all snacks for children. The service agreed they need to reflect and continue to review the snack experience to provide children opportunity to prepare and select their own snacks and drinks. We signposted the service to the Care Inspectorate document 'Food matters, Nurturing happy, healthy children (2018)'. (See area for improvement 2.)

Quality indicator 1.3: Play and learning.

Staff supported children as positive role models. They listened to children and encouraged conversations to extend their play. They joined in play showing a genuine interest, knowing when to intervene to guide and support children's play. Children had freedom to play and were having fun. Families told us they were happy with the care and support their children received. One parent described this as 'brilliant'.

Staff planned for children responsively. They observed and chatted with children about their interest, and this then shaped the experience of the next session. The service had recently started a suggestion box with children to inform future group planning of experiences. The staff told us they recently had a disco night in response to children's requests. This demonstrated that most children had ownership and choice in the experiences and resources on offer to children.

Staff knew children well and could talk about their interests and needs. We noted that this information, although well known to staff, was not recorded. We highlighted the value of staff regularly observing children at play and using a planning approach that focuses on extending children's individual play. The manager and staff shared they had taken part in play-based training many years ago with their partner service. Staff spoke positively of this training. We encouraged the service to provide further professional learning opportunities to staff around play to develop their planning approach to children's experiences. This will support staffs understanding of current theory and child development that supports high quality play and learning.

The service told us how they had great community links with the school. The school and the service worked in partnership to support children to access many school clubs, including football, dancing, drama, sports coaching, outdoor play, and Caley crew homework club. This supported children to be able to access extended opportunities to mix chat, play and develop skills with their peers while attending the out of school care service. A professional from the school community told us, "We communicate regularly and productively. There is mutual trust. We both understand that our doors are always open."

Areas for improvement

1. To support the individual needs of children and ensure they get support to reach their full potential the manager should further develop the personal planning process. Children's individual achievements, ideas, wishes and interests should be recorded within children's individual personal plans, and inform the planned play experiences on offer for children.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I am supported to achieve my potential in education' (HSCS 1.27); and

'As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open-ended and natural materials' (HSCS 1.31).

2. To support children's health and wellbeing, whilst promoting enjoyment of healthy eating, the manager and staff should improve snack experiences. This should include improved systems to monitor routines so that all children are encouraged to be independent and enjoy a relaxed snack experience.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I can choose suitably presented and healthy meals and snacks, including fresh fruit and vegetables, and participate in menu planning' (HSCS 1.33); and
'I can enjoy unhurried snack and mealtimes in as relaxed an atmosphere as possible' (HSCS 1.35).

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.

Children had access to four large play spaces. The main play space was bright, well-ventilated and offered opportunities for children to play, rest and chat with their peers. Children were supported to be active through frequent use of three other spaces, including the outdoor area, the gym hall and well-equipped soft play area. Children told us, "We get to go outside to play football."; and, "Sometimes we go to the gym hall and soft play."

Both children and staff told us they have access to outdoors most days. We noted that, on the first day of inspection, children did not access the outdoor area. The manager told us this was due to the inspection. On the second day, children had access to outdoors throughout the entire visit, which promoted children's physical health and mental wellbeing.

Staff carried out visual checks of the environment daily and risk assessed all areas of play to ensure they were safe for children. A health and safety policy, check list and written risk assessments were in place to support these checks, recording any risks and how they were minimised. As the service shared the premises with the school, the manager explained how they risk assess each area to make sure it is clean and safe for children prior to them accessing the area. We observed staff carrying out these checks effectively, resulting in a safe environment for children. Families told us their children were safe. Comments included;
"They do well on providing a safe and supportive environment, always having a range of activities.";
and, "The staff are great, they keep him safe and happy."

We were able to see systems were in place for maintaining and monitoring children's accidents. We discussed with the manager how they can be reviewed so that they could identify any patterns and make necessary adjustments to the environment.

We observed good infection and prevention and control, and food safety practices, including effective hand washing by staff and children. The manager was able to offer an explanation of the cleaning and infection control procedures and routines followed by staff on a daily basis within the service. One staff member told us about recent infection prevention and control training, and how this has increased her knowledge and skills to support the children and minimise potential spread of infections.

Children's information was stored securely within locked cupboards at the out of school care service, with the manager authorising any access, ensuring confidentiality.

How good is our leadership? 4 - Good

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

Positive working relationships between the provider, manager and staff contributed to a shared vision for the service. All staff told us they felt, valued and confident in their role and well supported by the management team. 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 and gave us examples of when this had happened. One child said, "If we ask for activities, they will say 'let me think about that', and we normally get to do it the next day."

The manager engaged effectively with the inspection process, and we were confident that the manager would act upon any comments received to improve the service and meet children's needs. During our inspection, we noted the effective communication between the manager and the team. Daily team discussion allowed all staff to know what was important for the setting and promoted consistent approaches. We discussed with the manager how this could be done more regularly in a planned manner, allowing staff to agree agenda items and discuss areas of practice linked to the service current improvement agenda.

The service had an improvement plan and monitoring calendar in place. We viewed both these documents and spoke to staff about current areas of improvement. One of the areas for improvement the service had identified was to improve on family engagement. Previously, the service had tried using an online survey programme to gain parents' views. We encouraged the service to think of other ways they could gather views to support the self-evaluation process to include the views of staff, children and families, to continue to widen parental discussion and engagement.

The monitor calendar in place was used to support the manager to carry out tasks throughout the year. Some of these tasks supported the planned improvements and some were reminders of management everyday tasks to be completed. We noted the service had a process in place for staff's professional review and development. We did not see any current completed staff professional review and development records or plans for these in the current plan. We asked the service be proactive in their approach to supporting staff's professional review and development, including scheduling time to meet with staff and monitoring activity of staff practice. This will support opportunities for staff to reflect on best practice in line with current best practice guidance.

How good is our staff team? 4 - Good

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

Staff were deployed appropriately throughout the service, which ensured children were safe and cared for. Children were relaxed and happy within the service and they confidently approached staff, which demonstrated they felt safe and secure. They had developed positive friendships with peers and warm relationships with staff.

Staff accounted for children during our visit. This included when arriving from school, going outside to play and when leaving and returning for club activities. An effective register was in place to capture a record of what children were present, to reflect who had been picked up from the service. This supported children's safety.

Staff-to-child ratios were in line with the current guidance. However, due to the number of tasks they had to undertake, we found staff were stretched and unable to maximise the spaces they had to use for children out with the main classroom. We noted the service was not working to full capacity. The provider told us recruitment was underway to support them to increase numbers of children attending and offer a level of flexibility within their staffing model that would further support staff deployment.

Staff caring for children were safely recruited and registered with the Scottish Social Services Council. The manager told us that arrangements were in place to deploy staff from their sister out of school club to backfill in the event of staff absences and that the staff who covered knew their children well. One member of staff told us, "It's great as we work with them in holidays and they know our children well." This approach supported continuity of care for children.

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

Staff should ensure that every child's personal plan is reviewed and updated with parents at least once every six months, or sooner if requested by the parent or whenever there is a significant change in a child's health, welfare or safety needs. This is in order to ensure the service have accurate information and permissions in place to meet and support the needs of individual children and in line with current legislation.

National Care Standards Early Education and Childcare up to the age of 16: Standard 3: Health and Wellbeing and Standard 6: Support and Development.

This area for improvement was made on 12 January 2018.

Action taken since then

We were satisfied the service were reviewing and updating children's personal plans every six months, or sooner if required by the parent, or whenever there was a significant change in a child's health, welfare or safety needs. We have asked the service to further develop their approach to personal planning to ensure it is fully informed by children's wishes and interests, and celebrates their achievements. Please refer to 1.1: Nurture, care and support and area for improvement 1.

Previous area for improvement 2

Staff should review the preparation of snack to ensure that they are following best practice infection prevention and control guidance and hand hygiene guidance. They should ensure that children have

suitable napkins or plates to place food on to and suitable tongs/cutlery to choose food with. Children should be encouraged to be more independent in preparing snack, choosing their snack and pouring their drinks.

National Care Standards Early Education and Childcare up to the age of 16: Standard 3: Health and Wellbeing.

This area for improvement was made on 12 February 2018.

Action taken since then

We were satisfied the service had made some progress with this area for improvement. We noted that infection prevention and control was effective. We observed effective hand washing and children has access to suitable napkins at snack time. We have asked the service to further reflect on the snack time to support the routine to offer opportunity for children to be involved in the planning and preparation of snack. Snacks should be carried out in a calm and unhurried manner that supports children's wellbeing. Please refer to 1.1: Nurture, care and support and area for improvement 2.

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?	4 - Good
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	4 - 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?	4 - Good
4.3 Staff deployment	4 - Good

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànain eile ma nithear iarrtas.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.