# Indigo Childcare @ Castleton Primary School Day Care of Children

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Glasgow
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Telephone: 01416 300 008

**Type of inspection:**
Unannounced

**Completed on:**
24 November 2023

**Service provided by:**
The Indigo Childcare Group

**Service provider number:**
SP2007009288

**Service no:**
CS2007166498

## About the service

Indigo @ Castleton Primary School is registered as a day care of children service which is provided by Indigo childcare group. It is registered to provide a care service to a maximum of 65 children aged from 4 years 6 months to 16 years. Children attend from several different schools. The service provides care during term time and school holidays.

Indigo @ Castleton Primary School is based in Castlemilk in the south of Glasgow. It is situated close to local parks and amenities and the service made use of these. The service has use of one main playroom, the school dining hall, the gym hall, and access to a nature garden, eco garden and school pitches.

## About the inspection

This was an unannounced inspection which took place on 23 and 24 November 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 children using the service
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- received feedback from parents/carers.

## Key messages

- Children were happy, confident and settled in the service.
- Children were able to lead their own play and learning.
- Children benefitted from access to outdoors.
- Staff knew children and families well, and provided the support and care they required in a kind and nurturing way.
- The provider should review storage to ensure that equipment is stored safely.
- Children benefitted from a skilled staff team who worked well together.
- Quality assurance and improvement processes were inclusive of staff, children and families.

## 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? | 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 evaluated this key question as very good, where significant strengths supported positive outcomes for children.

**Quality indicator 1.1: Nurturing care and support**

Staff were warm, kind and nurturing in their approach with children and spoke to them at their level. Staff knew the children well and children were affectionate with staff, offering and giving cuddles.

We could see positive relationships between staff and children and obvious friendships between children had been formed. Children were happy, confident and comfortable approaching staff if they needed help or support.

We observed snack time and saw that children had a selection of healthy options. Children were encouraged to self-serve and took turns to help prepare snack, helping to develop their independence and life skills. We discussed with management that this could be a more nurturing and social experience if children could self-serve from the table while sitting together.

New personal plans had been implemented and it was evident that careful thought had went into these. Children had ownership of the plans and completed them themselves with the help of staff or family if required. Staff assessed children's needs based on information from parents and children which enabled them to support children in a way that met their needs.

Children had their own handbook which they received before they started attending the service. This was written in child friendly language and was created by staff and children. This helped children to feel part of the service and that their feelings and thoughts matter.

Staff worked with schools and other professionals to ensure that children's needs were met and any support offered was appropriate for their care. Children had key contact members of staff who were responsible for their planning, however children could decide who they would rather discuss their personal plans and any other issues with.

An inclusion coordinator enabled staff and children to have the support they needed to ensure that all children were safe and had their needs met. One parent told us, 'My children really enjoy going to after school care especially during the holidays as there is always fun activities. Indigo supports our family as a whole by offering a variety of services i.e. stay and play sessions, help with food and electricity vouchers. Support offered from the family liaison officer. I highly recommend Indigo'.

**Quality indicator 1.3: Play and Learning**

Children were having fun and were fully engaged in their play. We could see that obvious friendships had been formed. Children experienced a balance of spontaneous and planned activities and had opportunities to lead their own play and learning. They had the opportunity to participate in a variety of activities including baking, physical play and arts and crafts.

Play experiences helped to develop children's numeracy, language and literacy skills. For example, one of the staff had told children how long they had on the game system and to watch the hands on the clock to see when their time was up, explaining what the hands and numbers meant.

Staff were observant of children and would approach those who appeared to be upset or needed encouragement to participate. We saw children leading their own play and learning and being supported in this by staff. One child commented , 'We get to go to pitch to play football and go to the gym, and play with adults they are nice to me'.

Children benefitted from access to three separate outdoor areas. Staff communicated with children to let them know when they were able to go out and gave the children the opportunity to free flow from indoors to out. We discussed with management that it would be good if children could get out earlier so they could fully experience outdoor play if they wanted.

Planning approaches allowed children to develop their own play and learning. Mind maps were used to gather children's thoughts and ideas. This, along with identified needs, developed the activity planner which was displayed for children to see what would be available each day. Staff evaluated learning experiences with children to assess if the experience had been good and what learning had taken place. One parent told us, 'There is lots of choice of activities. My children help to plan their experiences with others children and staff'. Parents were informed of children's play and learning through the use of an online app which allowed for photos, comments and questions to be shared. This helped parents to feel informed and part of the service.

## How good is our setting? 4 - Good

We evaluated this key question as good as several important strengths, taken together, clearly outweighed areas for improvement.

**Quality indicator 2.2: Children experience high quality facilities**

The setting was clean, bright and welcoming for children. As well as the use of the main room, children had access to the gym hall, pitch, eco and nature garden. Children had plenty of space for their needs. The main room had a comfy area with beanbags and cushions for children to rest and relax if they wanted.

During our visit we saw children having fun in physical play both indoors and out. The outdoor spaces were safe and secure. With regards to the spaces one staff told us, 'One of the barriers we do face is being in a school setting with limited access to indoor space and limited access to storage space, however I think we make it work extremely well with what we have got and are always thinking of ways to improve the environment'.

While the service was restricted in the areas they could use, management told us they had received funding which they aimed to use to develop their outdoor space and storage. This would offer children more outdoor play opportunities and access to more resources. We discussed with management the storage of equipment in the school shower area. This was a risk to the children's safety due to potential cross contamination. Management agreed to create a risk assessment and work with the school to find a solution for this.

Equipment used in the setting was safe, secure and well maintained. We saw appropriate infection prevention and control procedures including children washing their hands for baking and snack. We observed children participating in a baking activity. The number of children around the table made it difficult for all of them to access the resources to bake with. Children were having to kneel on the floor to access a microwave they were using. This was not a positive experience for the children and had potential infection control risks. Management agreed and assured us that this would not happen again.

Children benefitted from being part of the local community through walks and taking part in theatre group sessions at another out of school venue. During the summer children also got to visit parks and beaches, giving them the opportunity to explore the wider community.

## How good is our leadership? 5 - Very Good

We evaluated this key question as very good, where significant strengths supported positive outcomes for children.

**Quality indicator 3.1: Quality assurance and improvement are led well**

The management team were friendly, approachable and engaged well in the inspection process. Staff told us that they felt they were supported by management and could approach them if they needed help or support.

A distributed leadership approach helped staff to have responsibility for specific areas and they told us they felt supported in this. Regular monitoring of the service by senior management helped to identify strengths and areas of improvement. We could see the changes that had occurred from these.

An improvement plan was in place and had been developed with staff which enabled them to understand and identify priorities for development. One of the improvements was to build family engagement. The service had introduced stay and play sessions and meet and greets to help achieve this.

Robust quality assurance procedures ensured that children and families benefited from a high quality service. Regular staff meetings were an opportunity to assess strengths and areas for development. One to ones allowed staff to identify any training needs and reflect on their practice. Staff also reviewed their practice yearly with management which offered the opportunity to identify what worked well and any support or improvements that were required.

A family support coordinator helped to maintain and develop strong links with families. The quality coordinator was responsible for quality assurance of the service and staff to ensure that children and families were having a positive experience of the service.

The views of children and families were sought to make any necessary changes or improvements. These were incorporated into the services action plan. Photos were shared with families so they could see how their comments had affected changes. Children had the opportunity to take part in committees such as eco group and inclusion group. This gave them the sense of belonging and ownership of the service.

## How good is our staff team? 5 - Very Good

We evaluated this key question as very good, where significant strengths supported positive outcomes for children.

**Quality indicator 4.3: Staff deployment**

The service was appropriately staffed to meet ratio's and the needs of the children.
Children benefitted from a staff team which had a mixture of experience and skills. Staff used these skills to determine what activities they developed to ensure that children had a variety of experiences. Staff participated in a variety of training which helped to develop their skills. This allowed them to offer care to the children which met their needs.

Staff development was encouraged and some of the staff were completing leadership and mentoring training. Staff were passionate about their work and their aim to provide children with high quality care and learning. One parent commented, 'Staff are always engaged with the children and my child loves how they get involved with playing with him'.

Staff worked well together as a team and communicated when leaving areas, or when children were moving between areas. Radios were used well to aid in this communication. Staff were vigilant of children at all times and used a register to record when children entered and left the service. A system was in place for staff absences. Management aimed to have the same sessional staff covering absences to ensure that children were familiar with them.

Staff told us that they felt one of the strengths of the service was how well staff worked with each other and how passionate they were about providing the best service for the children. One staff member commented, 'We care and are always looking to support each other to protect and support our children/ families within the setting.'

A staff photo board was on display to allow children to see which staff worked at the service and what their roles were. Children had also been part of creating this by drawing the staff members and having their drawing beside each photo. This let children know who everyone was and helped them feel included.

## 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**

Management should monitor the procedures for the storage and administration of children's medication ensuring staff implement best practice.

Management and staff should refer to the Care Inspectorate guidance: Management of medication in daycare of children and childminding services (2014).

**National Care Standards Early Education and Childcare up to the age of 16. Standard 3: Health and Wellbeing and Standard 14: Well-managed service.**

**This area for improvement was made on 8 November 2017.**

**Action taken since then**

During our inspection we reviewed the procedures for storing and administering medication. The service stored medication appropriately and in line with best practice guidance. The medication policy clearly outlined procedures for staff to follow to ensure children's medication was administered safely. This area for improvement had been met.

## 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? | 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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