Crazy Capers - Bushes
Day Care of Children

Bushes Primary School
Grampian Avenue
Glenburn
Paisley
PA2 8DW

Telephone: 01418 894 404

Type of inspection:
Unannounced

Completed on:
14 June 2024

Service provided by:
Crazy Capers Limited

Service provider number:
SP2010011029

Service no:
CS2008173010

About the service

Crazy Capers Bushes is registered to provide a care service to a maximum of 44 children aged from Primary 1 to 14 years.

The care service will operate between the times of 7.30am and 9am and 3pm to 6pm during term time, and between the hours of 8am and 6pm during school holidays. During the operating times the service will have the exclusive use of the dining hall. During school holidays, the service will also have exclusive use of the gym hall.

The service is located in Bushes Primary School, Paisley, Renfrewshire. The service is close to local parks and other amenities. The children are cared for in the dining hall and gym hall. Children may also access the enclosed playgrounds within the grounds.

About the inspection

This was an unannounced inspection which took place on the 10th and 11th June 2024. 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 people using the service and their family through MS form questionnaires.
- Spoke with three staff and management.
- Observed practice and daily life.
- Reviewed documents.

Key messages

- Children were happy, confident, and having fun on the days of inspection. Staff treated them with kindness, and compassion.
- Children were actively involved in leading their play and learning experiences which respected their right to choose.
- Staff planned activities to reflect children's current interests, requests and wishes.
- The team should continue to embed their culture of self reflection and evaluation to support ongoing improvements in the service.
- The quality assurance processes should continue to be embedded to support high quality play and learning for children accessing the service.
- Staff were warm and responsive in their approach to children and each other. They were patient and respectful in their interactions, which promoted a happy, relaxed atmosphere.

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

Quality indicator 1.1: Nurturing care and support

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

Children were happy, confident, and having fun on the days of inspection. Staff treated them with kindness, and compassion. We heard staff and children chatting and laughing together. Staff were respectful in their engagement, this enabled children to express their views and opinions, which supported them to feel valued and listened to. One parent told us "My child absolutely loves it here which speaks volumes."

The service had made links with a national food supplier who provided a good supply of snacks and breakfast options. Children told us they enjoyed the snack options available and liked trying the different flavours of bagels. Snack time was a sociable and relaxed experience for the children who sat together with staff and shared news of their day. Children would benefit from more involvement in preparing and serving snack, which would further promote life skills and their independence in the setting. Water was available throughout the session to ensure children remained hydrated.

Staff knew children well and told us about their individual needs, personalities, and interests. All children had personal plans in place, which contained relevant information about their likes, dislikes, and health needs. Following the previous inspection, the team had trialled a variety of new personal plan templates. We encouraged the team to select one of the templates, with clear links to SHANARRI, and embed it into the service for each individual child. We suggested children could be involved in updating their plans to empower them in the ownership of their play and learning while attending the service. One parent told us "We have open communication with the team about my child's needs." Another told us "We will be updated on any changes for my child. We can then discuss a plan on what to do."

Children's health and wellbeing was supported by a clear administration of medication policy and procedures. The service was storing medication appropriately in line with best practice guidance 'Management of medication in day care and childminding settings.' We sampled the nursery's medication consent forms and health plans and found these were in line with current best practice guidance. This meant that children were being kept safe and healthy.

Children's emotional wellbeing was promoted by the team using the recently introduced Bounce Back programme. This helped children build resilience, develop emotional awareness and interpersonal problem-solving skills. Staff provided positive role models for children with kind, responsive and sensitive interaction. As a result, children were becoming aware of how to self-regulate their emotions.

Quality indicator 1.3: Play and learning

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

Children were actively involved in leading their play and learning experiences which respected their right to choose. There was a good balance between planned and spontaneous play experiences each day. For example, some children had shown an interest in guitars.

This led to a member of the team offering 1:1 guitar sessions for children. This opportunity supported children to learn and develop skills they were interested in. One parent told us "Crazy Capers provides lots of different activities for the children to get involved."

Opportunities for literacy and numeracy learning were woven across experiences in the service. Children had been involved in writing and drawing posters of club rules and for the community. Books were available for children to read together or with staff. Children could engage in arts and crafts activities which supported their creativity.

Staff planned activities to reflect children's requests and wishes. This included trips to parks, beach, and museums during the school holidays. Children were asked to provide suggestions about toys and games they wanted to play with, if the team did not have the resources, they were either purchased or borrowed for other service to ensure children's play was extended. One parent told us the team "find interesting things for the children to do and take them to various places some interesting and some fun." As a result, the children felt valued and respected.

Children enjoyed spending time in their local community. They enjoyed walking back from school at the start of the session, visiting the local park, and library. We saw opportunities where children had been involved in creating dog waste posters and reminders for the community. This encouraged children to develop their community links and be responsible citizens.

Children shared their play and learning in floor books, which were also used to plan their future experiences. The floor books showed a good range of play and learning experiences. Children told us they had recently enjoyed being included in nerf wars and water fights in the playground. We discussed with the team, how the floorbook could be further developed to record children's voices and achievements. The team agreed to develop this with the children.

How good is our setting? 4 - Good

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

Children had the use of the gym and dining area within the school. This was spacious, with natural light and ventilation. This meant that the environment enabled children to have the freedom to play safely, use their imagination, enjoy physical play, and take part in activities that reflected their current interests. Children were able to decide what they wanted to do. We asked the team to consider creating a resource folder of pictures to help children remember what other resources where available to them in the storage spaces.

Children played confidently both indoors and outdoors, leading their own play and choosing their own experiences. The play space was laid out and changed each day to meet children's needs and interests, respecting their ideas such as an active play space for basketball, a Lego table for construction and an arts and crafts table for creativity. Children also had a small, comfortable area to rest and relax if they wanted to. We have asked the service to continue to develop the cosy spaces available to enable children more space to rest, relax and regulate their emotions.

Children had the use of the outdoor areas within the school grounds. We saw that the children had lots of fun as they played outdoors with basketballs and a hoop and explored the larger climbing equipment. They also enjoyed just running around or chatting with their friends. Children told us about other activities they do in the playground such as making dens and climbing trees.

This approach enabled the children to be physically active, get fresh air, enhanced their wellbeing, stimulated their curiosity, and encouraged them to explore the outdoor environment.

Risk assessments had been developed to be specific to the setting, ensuring staff understood how to keep children safe and healthy. Children had been included in some discussions about risk and safety and this was helping them to understand how to keep themselves safe. Staff had reflected on risk with the children using the SIMOA guidance which encourages services to act responsibly to safeguard, protect and support children's wellbeing. As a result, children were able to tell us what they could do to keep themselves safe in the playground and the boundaries agreed.

Infection prevention and control measures where in place within the setting. We observed the team undertake regular cleaning of surfaces before and after children had eaten snack. Children were asked to wash their hands throughout the inspection, but it was not clear how staff monitored this. We asked the team to be mindful of supporting children to follow a good hand hygiene routine.

How good is our leadership? 4 - Good

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

The service had been through a period of change in staffing over the past year. The new team told us they had now formed and were keen to drive improvements in the setting to ensure positive outcomes for children in their care. This showed us that the service had the capacity to evolve.

Children at the service had created a set of shared expectations about how everyone should treat each other at Crazy Capers, creating a respectful space that was inclusive. Children told us they felt included in the service and knew their ideas would be listened to. They gave us examples of when this had happened recently with a planned water fight, nerf wars and trips planned over the school holidays. Children were also included in the recruitment process of new staff members. This showed us that children were well respected.

Parents who responded to our questionnaires told us they felt supported by the manager and would be comfortable to give suggestions, raise issues or make new requests. We encouraged the manager to continue to consider methods to include children and families more fully in influencing change and improvement in the service. The manager agreed to look at other ways they could engage with parents and carers.

Staff told us they felt supported by the manager and were confident to share ideas and make suggestions for improvements. We encouraged the manager to reintroduce regular staff meetings to enable the team, as a whole, to review improvement plans, new and updated best practice guidance and any new ideas to enable the service to continue to grow and develop.

Following the previous inspection, the manager had reviewed their approach to quality assurance processes. We made suggestions on how to further develop the quality assurance calendar by streamlining paperwork. In particular they should consider how to make clear any actions identified, who is responsible, when this action was completed and what the outcome was for children and their families. This will ensure that children benefit from a service that continues to improve.

The manager had continued to develop the service's improvement plan. However, the plan was still in the early stages due to the recent staffing changes and had yet to make an impact on outcomes for children. The team had begun to engage in self-reflection and evaluation linked to the SHANARRI wellbeing indicators and the quality frameworks. The team should continue to establish and embed their improvement cycle to ensure high quality play and learning for children in their care.

How good is our staff team? 4 - Good

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

Staff present on the days of inspection were welcoming, open, and participated well in the inspection process.

Staff were warm and responsive in their approach to children and each other. They were patient and respectful in their interactions, which promoted a happy, relaxed atmosphere. Children enjoyed quality time with staff, providing opportunities to build strong relationships. Staff encouraged children to be independent which helped to free up their time so they could engage in conversations and enhance children's play and learning. One parent told us "I know that my child is safe and looked after by the staff at Crazy Capers."

The service was appropriately staffed on the days of inspection. Staff worked flexibly as a team to meet children's needs and respect their rights and choices. Children were supervised during their time at the service. Staff positioned themselves across the playroom and outside, to help ensure children were safe and supervised but their play was not interrupted. This meant that children received the right care at the right time.

Staff spoke positively about working in Crazy Capers and told us they felt supported, listened to and able to share their ideas with colleagues and the manager. This promoted a positive ethos within the team that was evident on the days of inspection. We discussed, with the manager, opportunities for staff to take on leadership roles and help drive improvements in the service. The manager agreed to discuss this with the team and incorporate into the services improvement plans.

The team had accessed some training inhouse and through online portals. We would encourage the team to continue to develop their knowledge, skills and practices using best practice guidance and frameworks to support positive outcomes 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

The "Staff Recruitment & Vetting Policy" should be reviewed and further developed as detailed within the body of the report. NCS Early Education and Childcare up to the age of sixteen, Standard 12: Confidence in Staff.

This area for improvement was made on 21 April 2016.

Action taken since then

The manager had reviewed the recruitment process and we found this was now in line with safer recruitment guidance. They had created a checklist to ensure all information required was in place prior to new staff members commencing employment in the setting. Staff files were well organised and stored appropriately.

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

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