Play 4 All
Day Care of Children

Craigmarloch School
New Port Glasgow Community Campus
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Telephone: 01475 715 718

Type of inspection:
Unannounced

Completed on:
24 November 2023

Service provided by:
Inverclyde Council

Service provider number:
SP2003000212

Service no:
CS2009229250

About the service

The service operates from Craigmarloch School in the Port Glasgow area of Inverclyde. The main aim of the service is to provide affordable out of school care for children and young people with additional support needs, living in the Inverclyde area.

The service operates from 2.50pm to 5.30pm during school term-time and between 9.30am and 2.45pm during school holidays. Current registration allows the service to care for a maximum of 15 school age children at any time. An additional 20 children and young people who are of primary and secondary school age with additional support needs can be accommodated four weeks of the summer holiday period with a minimum adult:child ratio of 1:5.

About the inspection

This was an unannounced which took place on 23 November 2023 between 14:00 and 18:00 and 24 November between 14:00 and 17:30. 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
- spoke with staff and management
- observed practice and daily life
- reviewed documents

Key messages

- Children and young people felt safe, secure and included.
- The service provided a valuable service to families whilst offering high quality care, play and learning opportunities to children and young people.
- Communication strategies were a focus for the service and this ensured an inclusive ethos.
- There were strong connections between the service and families.
- Children and young people benefitted from a passionate and knowledgeable staff team.

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

Quality Indicator 1.1: Nurturing care and support

Children and young people benefitted from warm, caring and sensitive interactions from skilled practitioners. Children and young people were very well supported to be included within the service. This meant that attachments and relationships were strong resulting in children being happy, safe and settled in the service.

Staff were very compassionate in their approach. They knew children and young people very well and were responsive to their needs and wishes throughout the session. Staff offered children and young people drinks, new experiences, and places to relax at a time that suited their individual needs. This resulted in the children feeling respected. One parent told us, "It is a great service that provides after school care in an environment that is tailored to my sons individual additional support needs. All staff are excellent at providing this care and encompass my sons individual hobbies and activities."

All children and young people had a personal plan in place which contained valuable information. This included information which supported the wellbeing of children and young people. This supported staff to plan and provide a service that was tailored to individual needs.

Most children attending the service also attended Craigmarloch primary or secondary school, this allowed for good communication between services. For example, staff were told about children who were tired during the school day and a space to rest and sleep was made available. This meant that children and young people were given the right care at the right time.

Communication between the service and parents was very good. Parents were able to come into the service at the end of the day to collect their children, which allowed regular discussions on children's wellbeing and development. Staff were able to access home link diaries which were used by parents, the school and the Play 4 All staff. This promoted good communication and relationships between parents and the service. One parent told us, "The staff are truly wonderful with our daughter. She is non verbal and they go above and beyond to help her needs be met. All the staff know her and know us and provide us with a lovely update every day to let us know what activities she's done, how she's been, what she's eaten etc." This approach was fostering strong positive relationships and a strong sense of connection within the service.
Children and young people were offered a snack during the session. Most children and young people were supported to sit together as a group during this time. This offered a time to be sociable. Some children and young people could be included in the preparation of the snack time. This would allow an opportunity for children and young people to further develop their independence skills.

Medication information and permission forms were in line with good practice guidance. The manager of the service had adapted a form from the provider to include information if the medication did not have the desired effect. This information helped to keep children safe and healthy. However, the service should seek clarity on any medication that has not been administered in recent years. This will further ensure that children will receive the right care and support should a medical issue arise.

Children and young people were supported to sleep if they choose whilst respecting individual needs and family wishes. A cosy space was set up in a quiet corner of the room with soft furnishings and calming lighting. As a result children's wellbeing was very well supported.

Quality Indicator 1.3: Play and learning

Children and young people attending the service were given valuable opportunities to be part of a sociable group out with their school day. Some young people were able to support communication and play experiences with others attending the setting. This meant that children were benefitting from learning skills for life.

Communication and language was a focus for the setting. They had sought advice form other professionals on techniques to enhance communication strategies throughout the setting. This included the use of objects of reference, now and then boards and board maker in various formats. As a result, all children and young people were able to communicate their basic needs, preferences and achievements. This allowed them to feel included within the setting.

Experiences on offer were responsive to the needs of the children and young people in attendance. Staff were motivated and enthusiastic when supporting children and young people during play. They offered lots of praise and encouragement. This increased participation and meant that children and young people were having fun.

Children and young people were offered a variety of experiences throughout the session. Children enjoyed going outside and this was encouraged by the staff. One parent told us, "My daughter loves being outdoors and they give her lots of opportunities to play outside." This supported the mental and physical well-being of children and young people.

Parents were kept updated on play and learning experiences on offer daily through a daily diary and a Twitter page. One parent told us, "I really like the provision of the daily diary and the pictures the staff provide on twitter etc of the activities that my child does throughout play4all. As my child is pre-verbal and unable to tell us about his day it is always great to see the fun activities they provide."

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 and people, therefore we evaluated this key question as very good.

Quality Indicator 2.2: Children experience high quality facilities

The service shared a space with the school onesery - the nursery and P1 children from Craigmarloch school. Staff ensured the space was adapted to suit the needs of older children and young people. For example, larger tables and chairs were provided. This meant that the physical environment supported children and young people to be included.

Resources were provided to match the needs, interests and wishes of children and young people attending each day. We saw a variety of resources such as sand, musical instruments, paint and water. This provided the children and young people with opportunities to take part in sensory play and develop their creativity skills.

Children and young people benefitted from other spaces within the school building. This included a sensory room, a swing, large gym hall and break out spaces. One parent told us,
"The setting is excellent, there is a large variation of toys and activities provided. It also provides nice sensory rooms and soft play and the option is always provided for my child to play outdoors which he also loves doing." This meant that children and young people were able to access a variety of spaces to meet their individual needs, allowing them to feel comfortable and confident in the setting.

Staff were aware of the infection prevention and control measures required when using a shared space. Cleaning took place between the sessions and Personal Protective Equipment (PPE) was replenished. We suggested staff carry some spare PPE with them when accessing other parts of the school to support personal care. This will enhance the infection prevention and control measures already in place and will help to support children's health, welfare and safety needs.

We saw children and young people accessing the toilet to wash their hands before snack. Staff had access to hand washing in the main playroom, however soap was not always available. The manager and staff should ensure that handwashing facilities are checked and replenished throughout the session. This will help to ensure everyone is kept safe and healthy.

The service had recently adapted the way they carry out risk benefit assessments. This was putting a focus on the benefit of the experience whilst putting mitigating measures in place. The manager should continue to develop these assessments, specifically the dynamic risk benefit assessments, to include all of the potential hazards. This will ensure children are kept safe.

How good is our leadership? 4 - Good

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

Quality Indicator 3.1: Quality assurance and improvements are led well

The staff and manager engaged very well in the inspection process. They were motivated and passionate about providing a quality service for children, young people and their families. We would encourage the new manager to revisit the vision, values and aims of the setting including the views of children young people, families, staff, and other partners. This would support an updated shared vision to ensure the setting is continually meeting the needs of children, young people and their families.

The manager had worked hard to create conditions where people felt confident to initiate change and share the responsibility for this process. We spoke to staff who were enthusiastic about leading certain improvements within the service. For example, the well-being champion had implemented a wellbeing check-in and young people were now being enable to take part in leading this change. As a result, children and young people felt connected to the service.

The service, supported by the provider, had devised an improvement plan and more recently an action plan. The manager was in the process of evaluating feedback from parents regarding their holiday service. We would encourage the service to move forward with these plans. This will ensure the service continues to improve.

A quality assurance calendar was in place which helped to guide the manager throughout the year. We discussed with the manager how robust quality assurance processes would help to improve the quality of provision, including personal plans, medication and policies. The manager should ensure these processes are completed as this will support positive outcomes for children and young people.

How good is our staff team? 5 - Very Good

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

Quality Indicator 4.3: Staff deployment

Staff were extremely committed to their roles at Play 4 All. They were passionate and enthusiastic about ensuring all children and young people achieve their potential. One member of staff told us, "We have an amazing staff team who are all very supportive of each other. The service is very nurturing and we have lovely cosy and homely set up where children can feel safe." As a result, children received high quality care, play and learning experiences.

Levels of staffing were effective. The deployment of the staff team enabled them to be fully engaged and present in children's care, play and learning. We observed staff maintaining very good supervision through effective and respectful communication. This enabled staff to follow a child's needs and interests without comprising other children's experiences.

The team valued the effective communication they had in place. They worked well together and ensured there was time to discuss children and young people, what was important to them and their next steps. This meant that everyone was included and were clear about their role and responsibilities to support outcomes for all children and young people.

Staff were keen to take on any training that would benefit the outcomes for children and young people. Recent training included TACPAC, which is a structured programme to enhance communication through touch and music. These sessions were having a positive impact on children and young peoples overall experience.

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?	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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