Dunard After School Care
Day Care of Children

35 Avenuepark Street
Maryhill
Glasgow
G20 8TS

Telephone: 07563 604 168

Type of inspection:
Unannounced

Completed on:
25 November 2024

Service provided by:
Maryhill Mobile Children's Services

Service provider number:
SP2003001275

Service no:
CS2010238093

About the service

Dunard After School Care provides an out of school care service to a maximum of 80 school age children who are over four years of age and who will be attending school after the summer holidays and up to children attending S1.

The service is provided from North Kelvinside Primary School, 200 Queen Margaret Drive, Glasgow, G20 8 NX for a maximum of 40 children and from 35 Avenuepark Street, Maryhill, Glasgow, G20 8TS for a maximum of 40 children. During term time times, the North Kelvinside Primary school based service has the use of a large gym hall, and secure playground and sports playing areas. The service is close to transport routes and other amenities.

About the inspection

This was an unannounced inspection, which took place between 21 and 25 November 2024. Two inspectors from the Care Inspectorate carried out the inspection. To prepare for the inspection we reviewed information about the service. This included, registration information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:
- spoke with 12 children and seven parents using the service and received survey responses from 11 parents or carers
- spoke with all staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children experienced warm and supportive caregiving and engaged in fun play experiences that were responsive to their changeable interests and demands
- We found that staff promoted a culture within the service that focussed on promoting the children's rights to play.
- Planning approaches focused on capturing and responding to the play interest of a child or group of children.
- Staff regularly engaged in a range of professional learning activities that built on and sustained their practice.
- Opportunities for engaging children in personal planning could be extended and provide children with a greater sense of ownership of their next steps for play and development.
- The management and staff had a clear vision of how they wanted to take forward quality improvements within 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 made an evaluation of very good for this key question as we found performance that demonstrated major strengths in supporting positive outcomes for children. Performance evaluated as very good does not require significant adjustment.

Quality indicator 1.1: Nurturing care and support

We looked at how the service's planning approaches for children's care, learning and development ensured they experienced positive outcomes. Throughout the various play sessions we observed it was clear that children experienced warm and supportive caregiving. We observed staff adapting daily planned activities and being responsive to children's changeable interests and demands. Children were spoken and listened to in ways that promoted self esteem, encouraged them to feel valued as well as responsible for their play choices. One parent told us: "The staff are wonderful. They take time to listen to the children and find out who they are and what they want as well as taking time with their parents." Another parent commented: "It feels like an extended family for my son and has been hugely beneficial for him to transition from nursery to school." A third parent stated: "Dunard After School Care do a brilliant job of taking care of my child while I am at work. I feel happy and extremely comfortable knowing she's there and having fun with her friends whilst being supported by an amazing staff team."

The manager told us how they worked with parents to ensure personal plans included the key information needed to provide appropriate care, meet any medical needs and take forward children's play interests. We discussed with staff approaches that may make a gathering of personal planning information more collaborative and provide children with a greater sense of ownership of their next steps for play and development. Staff agreed that this would provide time and space for children to regularly review, evaluate and adapt their plans. It can enhance the existing approach to personal plans by ensuring they become a meaningful forward-looking planning tool that supports children's ownership of developmentally challenging play opportunities.

We looked at the storage of medication for children who required long term medication to be stored on the premises. To support improvement we signposted the senior management team to current best practice guidance 'The management of medication in day care and childminding services' available on the Care Inspectorate Hub.

Quality indicator 1.3: Play and learning

We found that staff promoted a culture within the service that focussed on promoting children's right to play through a wide range of creative and physical play experiences. One parent commented: "The children have had ample opportunities to play outside either in the school or in parks or woodland areas. The service has taken field trips that my children love." Another parent told us: "From the time my child's been there, the staff do plan activities that support my child's development." A third parent commented: "My children consistently share their experiences with play that they enjoy but is also varied enough for them to learn while also having fun." A fourth parent stated: "My children sometime ask me to come back later as they are having fun and don't want to leave." Staff told us how they placed the interests of children at the centre of their planning approaches for play and learning.

We found children had opportunities to participate in a variety of creative and active play experiences including: woodland play, science based experiments, movie making, tree climbing, dancing, log cutting and decorating, bike riding, poster making, ball games, paper plane making, imaginative play, baking pizzas, making posters. Children and staff told us how they celebrated important annual cultural events including Burns Night, Chinese New Year, Valentine's Day, World Recycling Day, Oral Health Day, Mental Health Awareness week, World Turtle day, Martin Luther King day. The balance of organised and freely chosen extended play opportunities provided opportunities for children to develop social and physical skills, confidence and self-esteem as well as awareness of the needs of the wider community.

We found that staff regularly reflected on children's play experiences to support planning approaches that focused on capturing and responding to the particular interests of a child or group of children. Staff told us that this responsive approach helped them to build on existing approaches for recognising children's play interests as well as extend opportunities for child initiated play. It supported children's progress by positively impacting on the quality of planned play experiences.

We discussed with the management team the value of widening training options to ensure a greater focus on play based training to support staff to work with children with additional support needs. The manager agreed to consider future development opportunities for staff including strengthening staff skills in supporting children with communication difficulties and autism. Staff development opportunities like this have the potential to enhance and personalise the variety and level of challenge children experience through the play opportunities on offer.

How good is our setting? 5 - Very Good

We made an evaluation of very good for this key question as we found performance that demonstrated major strengths in supporting positive outcomes for children. Performance evaluated as very good does not require significant adjustment.

Quality indicator 2.2: Children experience high quality facilities

We found the accommodation to be bright and airy, with considered organisation and layouts of play spaces that reflected children's interests. The setting mainly comprised a large assembly hall, secure outdoor play spaces and an office/storeroom. The building was modern, clean and there was ample space to meet children's play needs. We found the environment and resources within it were effectively managed to support positive outcomes for children. Staff told us they adapted play spaces to meet different needs of children at different ages and stages. For example, a corner space had previously been set up to older children to have the time to socialise together. We were able to see systems were in place for maintaining and monitoring children's accidents. Staff told us that accident records were shared with the child's parents to provide reassurance that their child had been cared for by staff and to make sure there was continuity in their child's care.

The indoor environment was clean and well maintained by school janitorial staff. Children were kept safe and healthy through the good infection prevention and control measures implemented by staff. For example, we heard children being reminded to wash hands thoroughly before eating healthy snacks. Staff worked well together to identify and remove hazards in the way of children's safety. Risk assessments were completed for inside and outside the setting.

We found that the service supported children's physical activity through access to the secure outdoor play area. Children's access to the school playground was considered a strength by parents. The playground provided plenty of space for children to engage in group games, run and develop gross motor skills. Children could play a variety of ball games and experiment with the loose parts materials which stimulated their team building, imagination and problem-solving skills. Children understood the boundaries and how to use different spaces and equipment. Team meeting minute records showed that the management team were committed to widening the range of materials available to support children's play both indoors and outdoors. This can extend the opportunities for children to learn actively through play, be creative and think critically.

We could see that robust systems were in place for ensuring the safety of children's personal information. Any stored personal information was for the purposes of delivering safe, and effective care for children.

How good is our leadership? 5 - Very Good

We made an evaluation of very good for this key question as we found performance that demonstrated major strengths in supporting positive outcomes for children.

Quality indicator 3.1: Quality assurance and improvement are led well

We found that the management team had a clear vision of how they wanted to take forward quality improvements within the service. The inspection team were impressed by their commitment to leading positive changes that will contribute to future improvements to the quality of children's outcomes and experiences. Ten of the eleven parents who completed our survey agreed or strongly agreed with the statement: "My child and I are involved in a meaningful way to help develop the service." One parent commented: "The staff share and discuss with my children and myself what has been developing." Another parent commented: "My children are involved in meetings where they discuss and plan activities. Parents also have an opportunity but as a busy mum I don't always participate. I know I can talk to the manager and the rest of the staff if I needed to." Parents and carers were actively involved through the use of quality questionnaires, regular parent and carers' meetings and open evenings. External agencies were also encouraged to contribute to the service's self evaluation process. Parental engagement included a fundraising night with a quiz, karaoke raffle and a 'Chip and Toss' at Maryhill Football Club.

Regular staff team meetings were used to discuss planning issues, improvements and the progress of the service. Staff told us how they benefitted from participating in focussed discussions on the outcomes and experiences of children using the service. This helped staff to consider what if any action is needed for improvement to enable children to have the best possible experiences whilst in the service. We found the strategies in place for engaging parents and carers increased all stakeholders sense of ownership of future development priorities for the service.

The staff had a sound understanding of what was needed to meet the needs of children and families using the service. Staff told us they feel empowered to take forward ideas and activities. We found a range of child-centred self-evaluation processes were embedded within team practices. Children were consulted using variety of approaches including: children's meetings, a choosing board, staff talking and listening to the children, floor books, helicopter stories, children's evaluation questionnaires. The manager told us how they dedicated time to analysing children's, staff and parents' contributions to any consultations and extracting the key messages, themes or ideas put forward. This helped to ensure that the improvement planning approach closely reflected the aspirations of children.

The manager carried out formal one-to-one support meetings with staff. This provided an opportunity to recognise staff skills and offer a planned approach to staff's professional development.

How good is our staff team? 5 - Very Good

We made an evaluation of very good for this key question as we found performance that demonstrated major strengths in supporting positive outcomes for children

Quality indicator 4.3: Staff deployment

Staff felt very well supported by the manager both formally and informally through their open door approach. They told us that they felt able to approach them with any concerns. Staff worked well together and supported each other. This helped to contribute to a happy and welcoming atmosphere. There were 24 children on the first day of our visit and five staff. Service manager was absent on the day of the inspection but her role was covered by another manager. The cover manager told us they always took steps to ensure that the service was appropriately staffed and recognised as being essential to the health and safety of the children using the service.

Arrangements for supporting children's movement from Dunard Primary to North Kelvinside Primary school were well planned and appropriately risk assessed. This meant that the staffing levels in place ensured children's needs were met at these travel times. Ten of the eleven parents and carers that responded to our survey strongly agreed or agreed that the setting always had enough staff to meet their child's needs. One parent told us: "There are always enough staff for the number of children in the service. I've never seen any issues." Another parent commented: "There's always plenty of staff to talk to." A third parent stated: "The staff have budgeted who can attend which days according to staff to support them and not over extend themselves so that they can provide the best service for the children." We found the staffing arrangements in place helped support the play needs of children and supported their wellbeing.

We observed staff communicating well together to ensure that children experienced effective supervision across different play areas and activities. Staff had lots of time for quality engagement with children across the session. Staff told us they had sufficient support from within the team to allow for extended conversations and sharing of information with parents at pick up time. Staff told us how they were deployed flexibly across the range of services offered by the provider. This included deployment in feeder early learning and childcare settings. We found this approach supported career development opportunities and stability within the staff team as well as continuity in the children's care. Overall, we found that the staff deployment arrangements within the service promoted children's sense of security and helped foster positive relationships with parents and carers.

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?	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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