Cambuslang Out Of School Care Project
Day Care of Children

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Type of inspection:
Unannounced

Completed on:
22 November 2024

Service provided by:
Cambuslang Out Of School Care Project

Service provider number:
SP2011011521

Service no:
CS2011285763

About the service

Cambuslang Out of School Care Project is provided by a voluntary management committee. The service is situated in a housing estate in the Cambuslang area of South Lanarkshire. It is registered to provide a care service to a maximum of 30 children of primary school age, of which one named child can be of secondary school age.

The service operates between the hours of 07:30 to 18:15, Monday to Friday. During school term, the service provides afterschool care and during school holidays, full day care.

The service has sole use of the building during operational times and has a large outdoor play area.

About the inspection

This was an unannounced inspection which took place on 21 and 22 November 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 a small group of children using the service
- we gathered the views from 13 families, of children using the service
- spoke with staff and management
- observed practice and children's experiences
- reviewed documents.

Key messages

- The children were happy and confident within the setting. Their voices were listened to and influenced the care, play and learning they received.
- The service had continued to make good progress in using self evaluation tools and planning for improvements, improving the outcomes for children.
- Parents were encouraged to be involved in the service, sharing their views and were involved in aspects of the service, as part of the management committee.
- The provider had made positive improvements to the premises, to ensure it is maintained and fit for purpose. There was still some work planned, but significant improvements had been made.
- The staff were more confident and aware of good practice guidance documents. They were now using these frequently to reflect on the quality of the service provided and improve the outcomes for 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 indicators 1.1 Nurturing care and support

Children were happy and confident in the setting. They were familiar with the daily routine and had formed close bonds with staff and other children. The children told us they were happy and liked attending. When children were collected from school, staff greeted them with a smile and a cuddle. Children had a sense of security and felt safe.

The children's interactions with one another were friendly. Some parents shared that friendships were an important aspect of the service. One parent told us this was because their child got to interact with children from other schools, allowing them to mix with children they may meet when going to secondary school. One child told us "I like to play outside, play football, I like playing with my friends (from different schools)." Children had made positive friendships that supported them within the service and the local community.

Children were able to make choices about their daily experiences. They told us they made decisions about what they wanted to play. This meant that children got to participate in play that met their needs and interests, such as playing a football match with friends outdoors, baking and bingo being a favourite.

Staff were kind and caring towards the children. They spoke to children in a sensitive manner. For example, when encouraging children to put on their jackets to play outside, as it was an extremely cold day. Staff treated children with respect and their personal choices were considered.

Snack time was calm and unhurried. Good infection prevention and control measures were in place. Children washed hands before snack, we asked them to be mindful about hand washing after snack. Children were able to self select from a range of healthy foods and drinks. Snack time was a sociable experience for the children, promoting independence and opportunities to learn new skills.

All children had a personal plan in place. These provided staff with information to ensure they met children's wellbeing needs. Most parents told us they were involved in completing these. One parent told us "We are asked to review and sign our children's personal plans regularly and to make the staff aware of any changes so they can have a note of them." and another parent shared "I review my child's development plan regularly and have opportunity to update any information or comment on staff notes." Children had noted in their plan what mattered them, in their own words. Staff used this information to ensure they provided the right care to support their needs.

Quality Indicator 1.3 Play and learning

Children had the opportunity to participate in a wide range of play. Most of the play on offer gave children the opportunity to choose play experiences without staff direction. However, some play was directed by staff, this provided a good balance between staff and child led play.

Materials were easily accessible, providing children with the opportunity to self-select and make choices about what they wanted to play. There were opportunities for children to be creative, problem solve, use their imaginations and be active. Play encouraged curiosity and challenge, in response to the wide range of children's ages and development needs.

Children were engaged and happy at play and were playing with friends throughout the setting. Most children chose to play outside, they were having fun with ropes, playing hockey, hopscotch and football. Some children told us they liked to perform and recreate concerts from their favourite artist, on the outdoor stage.

When indoors, children enjoyed arts and crafts, imaginative play and space to relax after school. A few children told us they liked arts and crafts and playing games. Children were heard laughing and singing. The play experiences on offer supported children's needs and interests.

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.

Quality Indicator 2.2 Children experience high quality facilities

Overall, there had been significant improvements in the service facilities. The provider had taken action following the last inspection and confirmed that the building was fit for purpose. They had made some improvements to enhance the premises which included some new windows. The main playroom had new windows. This had a positive impact, not only to retain heat, but brighten up the room and provide more natural light. Staff had made the windows a feature with Christmas lights. We were informed the remaining windows will be replaced when funds become available.

The premises was secure and entrances and exits were monitored by staff. The main front gate securing the perimeter was kept closed. The front entrance was monitored by staff using a visual monitoring entry system. Only those permitted, were able to enter the facilities.

The entrance hall had been repainted and most displays had been removed, the entrance was calm and inviting. The children's cloakroom area provided space for children to keep personal belongings. Staff photographs were displayed, informing parents and visitors who worked in service caring for the children.

The kitchen door was closed when we arrived, reducing cross contamination. The kitchen was clean and tidy. We were informed the temporary netting on the windows was due to be replaced, this was requested from the food agency. Their last visit to the service was on 13 November 2024, they awarded a pass rating. We were satisfied that the food preparation area had been improved and was better maintained.

The toilets were better maintained than previously. There was no obtrusive odour, mould or damp on celling or walls. The manager shared they haven't had any issues so far since they were cleaned and repainted. The service plans to monitor this closely over the winter months. We noticed they were cold, however the manager stated they had already noted a fault with the heating, as temperature had changed this week. They confirmed they had scheduled a job for the heating to be checked. We asked the manager to monitor water temperature in the taps, as they got warm if left running, they agreed to check the valve setting.

Outside, in the garden there had been a good clean up, a new gardener had been employed to maintain grass, the large overgrown area had been cleared, creating a better space. The new outside light meant children could play outdoors for longer in the winter, when it was dark. The large apparatus around the garden had been assessed by the manager as being unsafe. These were taped off and children and staff were aware not to use them. The manager had priced and sourced for these to be removed.

New resources had been purchased since the last inspection. For example, different types of cloth for the role play area to let children create their own costumes. Having more open-ended materials for children allowed children to use their imaginations and be more creative.

The main playroom had been redesigned to include more floor space to give children better access to resources and different surfaces, such as turf tray and lower tables. This supported children's choice to play on the floor, kneel or sit at the tables. In the art area, they had replaced the storage units with open and clear boxes, letting children see what was inside, increasing children's ability to self select and make choices of what materials they wanted. Staff were more aware of the importance of creating the right space for children to feel comfortable to play and learn.

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.

Quality indicator 3.1 Quality assurance and improvement are led well

Self evaluation and planning for improvements had become more embedded into the service every day life. The management team were more confident using self evaluation and monitoring tools. This had led to improvements being made, maintained and, if identified, being further developed.

Staff were more involved as a team in making positive changes in the service. They were more aware of using good practice documents and how their new learning can be used to improve outcomes for children. They had worked hard to deliver a more child led daily experience which offered different types of play, to support children's range of needs and interests.

Parental views, continued to be valuable source within the service commitment to improving outcomes for children. This was achieved through questionnaires, daily discussion, reviews of children personal plans and parents management committee. One parent commented "They are always good at consulting parents about ways to improve the service - including asking for feedback on what trips the kids liked and why. It is clear to see that they have really put in a lot of work over the last couple of years to really make positive changes to the service." and another shared that "Communication is also a strength, as parents we know what is going on."

The changes to the staff approach on how they planned children's care, play and learning, it was now more child led. Consultations with children were more meaningful and they made more decisions about the service the received. For example, some of the older children wanted a library space to chill and relax, this was provided but to ensure equality the younger children got the same time allocation to use the space for things they wanted. Staff had a weekly plan in place, however this was flexible and adapted through consultation with the children each day.

The service had further enhanced the safer recruitment policy and staff files. New staff files were well organised and information was easy to find, records contained the relevant information. Safer recruitments procedures had been followed and a more formalised interview processed had been adapted. These changes had provided the manager a more effective system to assessment and safely recruit new staff.

How good is our staff team? 4 - Good

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

Quality assurance 4.3 Staff deployment

Staff were well organised and communicated effectively to ensure that they were deployed appropriately during school collections and when back at base. To promote continuity for children, designated staff, where possible, collected from each school. However, all children knew all staff, in case of any changes. Children were confident at school collection time and they knew where to find staff when they came out.

Staff understood their roles in keeping children safe. They had undertaken child protection training and were aware of their roles and responsibilities.

Daily discussions were held to ensure staff knew which children they were to collect from school, who was responsible for each play experiences on offer and plan daily tasks. Staff continued to communicate throughout the session to ensure tasks, such as cleaning up after snacks, were completed with minimal impact on children. They worked well as a team, communicated with one another and shared tasks.

Staff met regularly to share new information and learning from training and development events. Staff were progressing well with training and development, to gain childcare qualifications and to be aware and understand good practice guidance. For example, recently they had been focused on play, the different types and how these can be offered. This had led to the increase in children's right to have their voices listened to and influence their experiences in the setting.

Parents gave positive feedback about staff. Staff welcomed them into the service, kept them informed about their child's needs and interests. One parent shared that "Staff are always friendly and communicate clearly with regards to what is happening within the service. Most importantly I trust them with my children and know they will do the best for them." and another shared "I am able to approach them with any queries I have in relation to my children's wellbeing."

Staff recognised the need to work in partnership, consult with children and to develop their skills and knowledge. They were keen to continue their own learning and improve their practice.

Staff were happy in their roles and felt supported by each other and management. They recognised the importance of creating a welcoming and friendly environment for children to play and learn.

What the service has done to meet any requirements we made at or since the last inspection

Requirements

Requirement 1

By 3 January 2024, the provider must ensure the they building used for the provision of the service is fit for purpose. To do this, the provider must, at a minimum:

(a) ensure it is suitable for the purpose of achieving the service aims and objectives;
(b) ensure it is of sound construction and kept in a good state of repair externally and internally;
(c) has adequate and suitable ventilation, heating and lighting; and
(d) is decorated and maintained to a standard appropriate for the care service.

This is to comply with Regulation 10 (1) and (2) (Fitness of premises) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I experience an environment that is well looked after with clean, tidy and well-maintained premises, furnishings and equipment' (HSCS 5.24).

This requirement was made on 4 October 2023.

Action taken on previous requirement

The service had taken direct action following the inspection visit. The provider ensured that professional agencies completed health and safety checks on the building. It was found to be of safe construction. No significant damage. They did decide that some redecoration was needed which was completed. New windows were to be installed, most have now been replaced. The remaining windows will be added to the outstanding works list. Heating as been checked and were needed work will be completed. The service had passed the food agency inspection, at their last visit.

There was significant improvements to the premises and grounds. The provider has agreed that any remaining or future works needed, will be added to the outstanding work list and be prioritised when funds can be allocated. Such as the remaining windows that need replaced.

As a result, we have concluded that the premises was fit for purpose and that this requirement has been met.

Met - within timescales

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

To support children's wellbeing, learning and development, the provider should ensure the premises are well maintained and kept clean in line with good practice infection prevention control procedures. This should include, but is not limited to, the toilets and food preparation areas.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I experience an environment that is well looked after with clean, tidy and well-maintained premises, furnishings and equipment' (HSCS 5.24

This area for improvement was made on 4 October 2023.

Action taken since then

The service environment was clean and tidy. The kitchen and toilets had been maintained and kept clean. There was no significant concerns in relation the cleanliness of these areas. The service had been awarded a pass on the last food agency inspection visit. The service had good quality assurance procedures in place to monitor and maintained the premises and ensure good practice was being implemented.

As a result, this area for improvement had been met.

Previous area for improvement 2

The service should have an effective quality assurance system in place, to drive forward the improvements needed to raise the quality of the service provided. To achieve this the service needs to measure the impact of changes made.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19); and 'I experience high quality care and support because people have the necessary information and resources' (HSCS 4.27).

This area for improvement was made on 4 October 2023.

Action taken since then

The service had continued to use self evaluation tools and planned for improvements, which had positive impacts on the service. The management team were now more aware of, and confident to use, guidance documents and tools to maintain and drive forward improvements.

All staff had been involved in the improvement plan priorities and had been on training or attended meetings to discuss and reflect how well they were doing.

However, the management team had further plans to continue to enhance their skills in this area for example, by attending care inspectorate webinars.

As a result, 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?	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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