Girdle Toll Out of School Care (Ardeer)
Day Care of Children

Ardeer Neighbourhood Centre
Shore Road
Stevenston
KA20 3LA

Telephone: 01294 211 654

Type of inspection:
Unannounced

Completed on:
13 June 2024

Service provided by:
Girdle Toll Out Of School Care

Service provider number:
SP2003000879

Service no:
CS2013315040

About the service

Girdle Toll Out of School Care (Ardeer) is a daycare of children service and can provide a care service to a maximum of 32 children attending primary school and up to the age of 16 years only. The service is based in Ardeer Neighbourhood Centre in Stevenston, North Ayrshire. The accommodation is on ground level and consists of a cloakroom, main playroom and secure outdoor play area. The service is within walking distance to local primary schools, shops, parks and other amenities.

About the inspection

This was an unannounced inspection which took place on 3 and 4 June between 15:00 and 18:00. The inspection was carried out by one inspector 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 11 children using the service and 7 of their families.
- Spoke with three staff and management.
- Observed practice and daily life.
- Reviewed five family questionnaires.
- Reviewed documents.

Key messages

- Children were happy, safe and secure.
- Children were engaged in their play and having fun with their friends.
- Children led and directed their own play.
- Staff were kind, caring and had a supportive approach.
- Staff had developed positive relationships with children.
- Quality assurance and self-evaluation processes should be further developed.
- Families were happy with the quality of 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?	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 indicator 1.1 Nurturing care and support

Children were happy, safe and secure in the care of staff who knew them well. Staff had formed positive relationships with children and this was evident through their kind, caring and supportive approach. They were calm, responsive and listened to children as they made choices about how they wanted to spend their time at the service. As a result, children were happy and comfortable in the service.

We observed respectful relationships between children and staff. Children were relaxed and confident within the service and asked staff for support when needed. Staff praised and recognised children's achievements. They offered gentle encouragement as children persevered in tasks and took responsibility for their actions. This helped contribute to children's confidence and self-esteem.

Snack time was a relaxed and sociable experience. Children talked with their friends about their day and how they were going to spend their time playing at the service. Children were consulted about the snack menu and they were given a choice of snack each day. Water was available during snack time and throughout the session. This meant that children could self-select and remain hydrated. We asked the service to consider more fruit options to promote children's health and wellbeing.

A calm corner had recently been developed by staff and children to enable them to rest and relax if they needed to. Children were using the area well and they had made suggestions about how it could be further developed to help them regulate their emotions. This supported children to rest and relax in a safe and comfortable area.

Children's health, safety and wellbeing was supported through good use of personal plans. Staff involved children in developing their plans and they were able to speak confidently about their needs, interests and preferences. We asked the service to include targets to reflect children's learning, achievements and next steps. This would support staff to identify and meet children's needs and show progression.

Quality indicator 1.3 Play and learning

Children were having fun as they played together and independently. They had access to a range of tabletop games, puzzles and small construction toys. They led their own play and used their imaginative skills to build dinosaurs and role play in the 'house'. Children were actively engaged in their play and spent long periods of time exploring and creating their own ideas. This meant that children were involved in meaningful play experiences.

Children preferred to play outdoors. They chose resources from the storage container which sparked their interests such as prams, dolls and accessories to dress, feed and put the 'babies' to sleep. Other play opportunities included ball games, skipping, and using soft play blocks to balance and use their physical skills to challenge themselves. For example, they were trying to avoid falling off. This enabled children to enjoy the benefits of physical play and exercise.

Staff interacted with the children and joined in on their play when children invited them. They sat with the children and encouraged them to participate in arts and crafts and jigsaw puzzles. They played on the floor with the children and helped develop their skills in language, literacy and numeracy. For example, they were helping children sort and match small constructions pieces into different shapes and colours. As a result, children's learning was being extended.

On the second day of inspection, children were unable to play outdoors due to poor weather conditions. Staff brought resources from the outdoor store indoors such as dressing up clothes. Children dressed up as princesses and witches and were having fun using their imagination. They were dressing up and making a 'bedroom' for the dolls using indoor furniture from the playroom. This helped promote children's imaginative skills.

We asked the service to review the play equipment and resources available to children. Some games and puzzles had missing parts and there were limited resources available for children to access. New resources would provide children with more opportunities to play and learn.

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

Staff safely collected children from school each day. They kept children safe as they walked to the service, mindful of road safety and the railway crossing. Staff knew how to support individual children and offered them reassurance when needed. This helped children feel safe and secure.

The service operated from Ardeer Neighbourhood Centre. The service consisted of a large playroom with free flow access to a secure outdoor play area. The playroom was warm and welcoming with plenty of natural light and ventilation. A fully functional kitchen was available for staff to prepare snack and children's toilets were accessible from the playroom. A cloakroom provided children with an individual peg to hang their jackets and bags which provided children with a sense of belonging. The service had a security system which was monitored by staff. As a result, children benefitted from a service that was designed to meet their needs.

The playroom was set up with a mobile dining table which children used at snack time and to play tabletop games. They played on the carpeted area to enjoy floor games, build dens and relax in the calm corner. They were able to select resources and play equipment from the open storage cupboards. This supported children to make choices about how and where they wanted to play.

Children used the indoor and outdoor areas well, allowing them to have free flow access to the areas. The outdoor play area enabled them to participate in physical play. There was a good selection of resources available to meet children's ages and stages of development and provide them with different play experiences. Children were creating their own games and using their imagination to challenge themselves and play co-operatively using large soft play blocks. As a result, children benefitted from outdoor play which contributed to their sense of health and wellbeing.

Children's artwork was displayed on the walls. We observed children displaying their pictures and staff praising their efforts. This helped celebrate children's achievements and provided them with a sense of

belonging. Other displays depicted and promoted children's health and wellbeing through examples of how they were included, active and respected. Articles from the United Nations Convention on the Rights of the Child, (UNCRC) were displayed, and reflected children's right to relax and play. This sent a message to children that they mattered.

Risk assessments were in place for accompanying children to the service and the areas used within the service. We asked the manager and staff to risk assess the outdoor play area when the grass was overgrown, as it was located next to a public path. Children could be involved in risk assessing, to give them a sense of ownership and responsibility,

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

The service provider had developed a shared vision which included aims and objectives. These were contained within the family information booklet and were reviewed annually. The aims were set out to provide a quality out of school care service that was warm, welcoming and ensured individual children's needs were met. We asked the service to review the aims to reflect the aspirations of children and families using the Ardeer service.

Quality assurance systems were still in the early stages of development. Some progress had been made in relation to identifying improvements. We asked the manager to consult with staff and children to identify aspects of the service that worked well and areas for improvement. This would help support self-evaluation processes. We signposted the service to the Care Inspectorate self-evaluation toolkit for daycare of children and school-aged childcare.

The staff and manager were committed to the service and improving children's experiences. We asked the manager to further support the service and to monitor and review documentation in relation to children's care, play and learning experiences. This would help ensure the manager had an overview of the service and improve outcomes for children.

The service had recently consulted with families about the quality of the service and their children's experiences. Feedback was positive and we reviewed questionnaires which indicated that families were happy with the service and the quality of care and support provided by staff. We observed that children experienced kind and caring support that met their needs.

How good is our staff team? 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 4.3 Staff deployment

Staff were calm, kind, and caring towards the children. They ensured children's individual needs were known and well supported. They knew children well and encouraged them to follow their interests and preferences to support their learning. Staff encouraged children to play together and care for each other. This helped

develop children's social and emotional skills.

Staff supported children's learning and helped promote their confidence. They provided praise and encouragement and acknowledged their achievements. For example, they encouraged children to persevere in completing jigsaw puzzles and supported them to follow instructions to build their models. This contributed to children's confidence and positive self-esteem.

Children played well together and independently. Staff knew when to join in with the children to extend their play and when to step back allowing them to explore their own thoughts and ideas. This meant that interactions were well timed.

Staff were organised and shared responsibility to ensure children's needs were met. For example, one staff member organised snack whilst the other sat with the children chatting and asking about their day. They communicated well and agreed to move between the indoor and outdoor areas to ensure they were spending time with most of the children throughout the session. As a result, children benefitted from a team that worked well together to meet their needs.

There were good opportunities at the end of the session for staff and families to share information about the children. Staff were able to share information from school to ensure continuity of care. We observed positive relationships between staff and families and children were actively involved in conversations. This helped families feel valued.

We spoke with several families during the inspection and they told us they were very happy with the quality of care provided and that their children enjoyed attending the service. This meant that children's care, play and learning was well supported. One family commented, "I get told things every night I pick them up in regard to how they got on that day and what they done at aftercare".

We asked the service to provide on-going training opportunities for staff to ensure they are up to date with current practice. This would help improve outcomes for children.

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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