Notre Dame Kids Club
Day Care of Children

Notre Dame Primary School
30 Havelock Street
Glasgow
G11 5JE

Telephone: 01413 399 526

Type of inspection:
Unannounced

Completed on:
15 December 2023

Service provided by:
Hyndland After School Club

Service provider number:
SP2003001223

Service no:
CS2015337282

About the service

Notre Dame Kids Club is registered as a daycare of children service. The service is provided by Hyndland After School Club. It is registered to provide a care service to a maximum of 70 school aged children. All children attending the service attended Notre Dame Primary School in Glasgow, where the service is based. The service is registered to provide care during term time only. Children can be accommodated at the provider's Hyndland After School Care service during school holidays.

The service is based in the dining hall and makes good use of the playground and gym hall. The service ensured it had additional staff to manage the layout of the building and playground as it was spread over a wide area.

About the inspection

This was an unannounced inspection which took place on 14 and 15 December 2023 between 15:00 - 18:00. One inspector 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 since the last inspection.

To inform our evaluation of the service we:

- observed practice and daily life
- spoke with children using the service
- gathered the views of 21 parents
- reviewed documents
- spoke with the manager, the external manager and the staff team.

Key messages

- Staff were welcoming and friendly and they had established positive relationships with the families attending the service.
- The service provided a healthy and nutritious snack. Staff had taken on board suggestions from children and made sure fresh fruit and vegetables were available throughout the afternoon.
- Children would like to play outside for longer periods of time and continue the free flow play opportunities.
- The toilet area should be clean and well-maintained.
- Staff worked well together as a team to take forward improvements.

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?	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? 4 - Good

We evaluated this key question as good as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

Quality indicator 1.1: Nurturing care and support

Staff were warm, caring and nurturing. Children shared with us the qualities they found in staff and examples of who was chatty and who was fun and who played the best games outdoors. This showed us that staff and children had developed positive relationships and formed bonds with each other. We saw positive interaction between staff and children. Children were being encouraged to work in teams to gather stars for a reward scheme; this was an incentive for children to be kind and helpful. Children enjoyed the success of this achievement and got to pick new resources for the club. Parents shared with us that the staff were "approachable" and "flexible". One parent commented that "the carers were real nice people".

Wellbeing meetings took place regularly to discuss and support children. Staff were responsive to the needs of children and ensured that they had plans in place to support the children. Staff had highlighted through these meetings that there were children that needed additional support with social, emotional and communication development. Each child had a personal plan and these were being reviewed and developed to ensure that they were easily accessible for staff to gather key information for caring for children. We signposted the manager to best practice guidance on personal plans. Staff had developed good links with the school and parents to ensure that children were well-supported.

Staff had attended child protection training. They told us what they would do if they had concerns about a child. Where staff had concerns, these were logged and shared with the child protection coordinator. We signposted the manager to best practice guidance in relation to recording chronologies. Staff shared that there was a clear policy for whistle blowing within the organisation. Staff told us there were good open channels of communication within the service to support staff and allow them to have a voice and discuss any issues. This showed that people were listened to and they were open and transparent.

Where children took long term medication this was stored securely within the service. Parents had signed consent and there were flow charts in place for the safe administration of medication. We asked the manager to add the signs and symptoms to the signed medication form along with a review date and this was logged on audit sheets. However, it was best practice to have this on the consent form also. It will also be easier to identify children's medication with a photograph on the individual bags.

Children enjoyed being active and playing outdoors. Key staff were based outside in the playground and were offering children a range of play opportunities. Children told us the staff member that they enjoyed playing with outside and this was reflected in the plans. Children were benefiting from regular access to fresh air and energetic physical activity.

Children enjoyed a healthy well-balanced snack throughout the afternoon. There were plenty of opportunities for children to access food and drinks. Fresh fruit was available for children throughout the afternoon. Children who were hungry, as it approached late afternoon, could have cheese and vegetables. Children told us they liked the snack and were glad there was plenty to eat throughout the afternoon. More opportunities for children to be involved in preparing and serving snack will give the children more independence.

Quality indicator 1.3: Play and learning

There was a range of play opportunities available for children both indoors and outdoors. Children were given lots of opportunities to make choices and suggestions. Children were engaged and happy and they knew what was on offer each day, as staff had planned and organised. The planned experiences were popular with some of the children as they enjoyed being creative. There was always a range of open-ended play materials available which children were using and enjoying playing with and having fun. Social games that connected small groups of children were on offer and children were socialising and talking with each other throughout the session. Children were actively engaged in the play environment.

Children shared with us that they liked being outdoors. In the winter months, outdoor play would end as the playground became dark. We signposted the manager to best practice guidance in relation to offering outdoor play in the dark. The service could minimise the space they use in the playground, make use of torches, and look for the more lit areas they could access. Children were keen to be outdoors for a longer period. The children benefited from having regular fresh air, exercise and energetic play. The multi-use games area was well used by the children for physical play. It was beneficial for children to play in teams and engage in sports which they had the opportunity to do. Children asked for more physical equipment including balls and wheeled toys and staff were responsive to this. The older group of children would benefit from a space where they could have some chill out space to relax and connect with each other.

Planning for activities and experiences was child-centred. Children were included in all aspects of planning and their ideas and suggestions informed the programme. Children could help themselves to a range of resources as their interests changed. The planned activities sparked the children's interests and extended their experiences. Children were happy and engaged in the play environment. Parents told us their children were happy and enjoyed attending the service.

How good is our setting? 4 - Good

We evaluated this key question as good as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

Quality indicator 2.2: Children experience high quality facilities

The service was based in shared accommodation that was flexible, and the staff were using all available spaces to ensure children could play and explore a range of experiences. The setting was welcoming with good ventilation and natural light. There was a good free flow system in place for children to access the indoor and outdoor environment, offering a range of play experiences to meet their needs.

There was a range of play equipment set up within the main dining hall and designated areas for coats and bags, snacks and tabletop games. These areas were known by the children but could be more defined. The stage area was used for a rest and relaxation space. During our visit, this area was out of use. The manager should link with the school to ensure flexibility when the stage couldn't be used. For example, access to the library or accessing the outdoor space for longer or investing in larger tents. This would ensure there were quiet and relaxing spaces for children.

There was a range of high-quality play equipment available and lots of games and activities for children to choose. Replenishable resources like art materials were always available and children were aware of what was on offer. Storage had become quite limited, and the manager was continuing to work with the school for a solution focused approach to working together to manage storage.

The playground had been enhanced with a trim trail and some natural play-based equipment that the children were enjoying. As part of the risk assessment, staff were positioned at the trim trail to ensure children were using the equipment safely. Daily checks of the space ensured that staff could decide, based on the outdoor conditions, whether a piece of equipment would be used. Risk assessments were dynamic, and staff were continually updating and reviewing them. To ensure children could free flow safely, staff were positioned on the bridge which was the entrance to the school. This was to monitor children moving between the spaces and to greet any parents or visitors. This helped to maintain a safe and secure environment.

The toilets had not been cleaned for children starting at the service and been used throughout the day by the school. There were empty dispensers, toilets needed flushed and overflowing bins. The toilets should be checked, maintained and hygiene items replenished. This is to ensure that the children have access to a clean area, where they have the right resources for handwashing. This will support good infection prevention and control.

How good is our leadership? 4 - Good

We evaluated this key question as good as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

Quality indicator 3.1: Quality assurance and improvement are led well

There was a clear statement of vision, values and aims that highlighted the service's approach to meeting the needs of children and families. The service had gone through a period of change with a newly appointed manager and chairperson, along with changes within the staff team and the service recovery from Covid-19. This meant that there were several changes to practice and processes that staff were well-supported with. The pace of change was considered to ensure the team was working well together. Staff took lead roles across the service to promote a sense of teamwork and responsibility. Staff shared that they felt valued as part of the team, and they were well-supported by the management team. This showed us that there were good open channels of communication and a commitment for improvement.

The service was a member of the Scottish Out of School Care Network (SOSCN). Meetings and links had helped to inform good practice. Children and families' views were sought to inform the improvement journey. This meant that the service was working with key partners for improvement. Quality assurance visits had been carried out by the general manager of the organisation. These were an important opportunity for feedback to staff on practice and areas for improvement and this informed the improvement plan. The manager had a quality calendar and was taking forward areas for improvement along with general audits. This informed staff practice and helped to build skills and confidence within the staff team. Regular staff meetings ensured that people had the opportunity to discuss any concerns and plan for improvement. Children had a voice within the service and were actively involved in planning, choosing resources and organising the play environment. For example, ideas for snacks were taken forward and some new resources were purchased as part of the reward incentive. The children were encouraged to take ownership of their club.

Parents shared that they felt the staff were approachable and professional. One parent commented "The management staff have always been very communicative, professional and clearly know what they are doing, with the health and wellbeing of children at the very heart of what they are doing." Another parent told us that the good channels of communication were down to strong leadership within the service.

How good is our staff team? 5 - Very Good

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

Quality indicator 4.3: Staff deployment

There was enough staff to support children across the session and allow for flexibility with the play space and accessing the indoor and outdoor space. Staff were assigned to different areas, and this included the bridge which was the entrance to the school building. This helped to maintain a safe and secure environment throughout the session. There was a new manager in post, and they were well-supported by an enhanced handover from the previous manager. This meant continuity for children and families. The staff team had been well-supported to establish good working relationships. Staff shared that it was a positive environment to work in, there was good communication and they worked well together as a team.

The staff team communicated well with one another, and the use of walkie talkies supported the flow of the session. The afternoon was fast paced. Staff were well-prepared to ensure that activities were planned and snack was organised for children coming back from school. Staff were responsive to the needs of children and worked well as a team to offer a varied programme of activities. Staff were well-organised, and routines were in place to promote children's independence. This was evident through the engagement and relaxed atmosphere we observed.

Staff were valued and felt well-supported by the leadership team. Leadership roles across the service supported the deployment of staff. They also ensured that people were well-organised and planned. This, in turn, continued to support engagement in the play environment. Children knew who was caring for them and were aware of staff that were off and when they would return. This showed us that there were good relationships and regular updates and communication for families. This made people using the service feel part of the out of school care community.

Systems were in place to support and mentor new staff. There was a clear induction process and mentoring roles were in place to ensure that all staff had the right skills and knowledge to care for children. Staff had been safely recruited into the service and there continued to be a planned programme of training and development for the staff team.

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

As a matter of best practice, the manager should continue to monitor the information within children's personal plans and these should be updated a minimum of six months or more regularly as required.

National Care Standards Early Education and Childcare up to the age of 16: Standard 3 - Health and wellbeing.

This area for improvement was made on 17 January 2018.

Action taken since then
The service ensured that each child had a personal plan in place.

This area for improvement has been met.

Previous area for improvement 2

As a matter of best practice, the manager should ensure that there are suitable arrangements in place for the recording and storage of medication being held within the service. This should be monitored regularly.

National Care Standards Early Education and Childcare up to the age of 16: Standard 3 - Health and wellbeing.

This area for improvement was made on 17 January 2018.

Action taken since then
The service had updated the way that medication was stored and recorded within the service.

This area for improvement has 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	5 - Very 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?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

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