Bishopbriggs Out of School Care - Balmuildy Primary
Day Care of Children

Balmuildy Primary School
Stirling Drive
Bishopbriggs
Glasgow
G64 3AJ

Telephone: 01413 700 927

Type of inspection:
Unannounced

Completed on:
12 May 2023

Service provided by:
Bishopbriggs Out of School Care Ltd

Service provider number:
SP2007009103

Service no:
CS2015343384

About the service

Bishopbriggs Out of School Care - Balmuildy Primary is a daycare of children service registered to provide a care service to a maximum of 70 children, at any one time, of primary school age. It operates a breakfast and after school service. The provider is Bishopbriggs Out of School Care Ltd.

The out of school care service is in the Bishopbriggs area of East Dunbartonshire and is near to transport links and local amenities.

The children have the use of the school's main hall and toilet facilities as well as direct access to the outdoor play areas within the school grounds.

About the inspection

This was an unannounced inspection which took place over three afternoons. Thursday 27 April 2023 between 15:30 and 18:00 when 23 children attended the service. And, Friday 28 April between 15:30 and 18:00 and Friday 5 May 2023 between 15:15 and 18:45; three children attended each of these afternoons.

On 27 April 2023, the inspection was carried out by two inspectors from the Care Inspectorate. One inspector inspected on the other two afternoons. We also made a visit to the head office on Thursday 27 April 2023 to view documentation. Feedback was provided to the supervisor on 5 May 2023 with additional feedback given to the manager on 12 May 2023.

To prepare for this inspection we reviewed information about the service. This included previous inspection findings, information submitted by the service and intelligence gathered throughout the inspection year. To inform our evaluation we:

- spoke with children using the service
- spoke to four parents/carers
- received feedback from 13 parents from our questionnaires
- spoke with three staff, the supervisor, the manager and the provider
- observed practice and daily life
- reviewed documents.

Key messages

- The children really liked coming to the service. They were very happy, relaxed and had lots of fun as they took part in a good range of activities that challenged and excited them. Activities were linked to their current interests.
- Children had very good opportunities to play outdoors, get fresh air, take part in physical activities, develop skills, and build their confidence. We saw that the children played very well together and helped and encouraged each other as they played. There was lots of laughter and chat as they excitedly took part in the treasure hunt game.
- Staff were kind and caring towards the children. They were building nice, nurturing, and warm relationships with the children. Staff listened to the children and supported, praised and encouraged them as they played.
- The children told us they liked the snacks and they were able to access fruit and water throughout the session.
- There were nice relaxed interactions between the parents and staff. Parents spoke highly of the service and the staff working there.
- Staff really enjoyed working at the service and felt supported by the management. They had taken part in a good range of training which had helped them to develop their skills in their childcare roles.
- The management and staff should continue to develop the children's personal plans and ensure that these are reviewed and updated every six months or before dependent on the needs of the child.
- The manager and staff should review and update their risk assessment procedures.
- Management and staff should continue to develop the service's formal quality assurance procedures.

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?	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? 5 - Very Good

We made an evaluation of very good for this key question. We found significant strengths in aspects of the care provided and how these supported positive outcomes for the children attending the service.

We found that staff had good procedures in place which helped them get to know the children and their families. This approach helped the children settle well into the service and build positive relationships with staff and the other children. Through discussion and observation, we found that staff were warm, kind, caring and nurturing towards the children. They understood them and were able to meet the children's individual needs.

We saw that the children were very happy and relaxed. They told us they enjoyed being at the service, being with their friends and they really liked the staff. Children's comments included:

"Yes, I enjoyed coming a lot. I just like having fun and XXX [staff member] is really funny."

"I like to play football."

"I love everything."

"Staff are nice. They do a lot of things for us."

A parent told us: "I love it. I think all the people who work here are great. They do loads with the kids. They are friendly and really helpful. Everybody is lovely. Emails and stuff is great. I don't have any problems with it. I am very happy ..."

Children told us they enjoyed the snacks, and these were available to them throughout the session. Staff were aware of the individual child's dietary needs and this was taken into account when planning snacks and food experiences. Staff sat with the children during snack time, and this gave them opportunities to relax and chat with each other. This helped build warm, positive and caring relationships between the staff and children. Staff and children washed their hands before preparing and eating the snacks. This approach helped support good infection prevention and control procedures. Fresh water was available for the children throughout the session which helped them keep hydrated.

Good communication between the parents and staff ensured that medication and other supports were in place for children as needed. Detailed plans were in place to support staff to administer medication safely. We looked at the documentation and found that some of the information needed to be updated. At our second visit, we saw that this had been addressed. This approach helped staff to deliver continuity of care and respond quickly and sensitively to changes in a child's life.

While we acknowledged that staff knew the children very well. And good action plans were in place to support children who had an identified need. When we looked at the recorded information which made up a child's personal plan, and considered the SHANARRI indicators (safe, healthy, achieving, nurtured, active, respected, responsible and included), we found that the children's personal plans had not been routinely reviewed and updated. We discussed this with the manager. He confirmed that plans were in place to improve how they gathered, recorded and updated information which related to the children's wellbeing needs. He explained that they were introducing a new app. This should help support staff to ensure that a

child's individual personal plan would be updated every six months or before to reflect the changing needs of the children (see area for improvement 1).

Paediatric first aid training was part of staff induction and available to all childcare staff. Staff had recently undertaken this training. Staff confirmed that this approach helped support them to respond effectively to the care needs of the children.

Staff listened to the children and responded warmly to their requests and ideas. The planned and spontaneous activities available were child-centred and responsive to the child's interests. This meant that the children were actively involved in leading their own play. Staff interacted warmly with the children as they played, and were on hand to support them as needed. This approach helped to enrich the children's play and learning and encouraged their imagination, creativity and curiosity.

A parent told us: "I think he's [child] having a good time. He is really fond of the staff here. Especially one of the guys. A male role model. I think he does lots of active activities. They know what he likes. There is lots of choice. It is always really busy. The staff are kind to the children. When I came in last week they were planning and they were asking the children what they wanted to do next month. It is nice that it is really child led."

The children were very happy, confident and content. They played very well together, and it was clear to us that they were having lots of fun. The children had a good range of activities to take part in. This included opportunities to play outdoors in the fresh air, and take part in a treasure hunt, football and running around. They also enjoyed constructing, baking and arts and crafts. Two of the children really enjoyed painting cardboard boxes and making a train. This approach helped the children to be active, have fun, develop their skills and confidence, build friendships, and celebrate their successes.

Children told us:

"We found it all [treasure hunt items]." The children were very excited about playing treasure hunt and really got into the game and worked well together.

"The hardest thing to find was a worm."

"I found a worm." The children all ran over to look at it.

"I love holding the worm, it's tickly."

"The squirrel is a fake one. The only real thing is the mushrooms. The mushrooms are in the ground." The bought mushrooms had been planted in the ground for the children to find.

Two children told us: "We have still to get a caterpillar and a spider."

"I'm having so much fun."

"I like football. I am a good striker."

"I like to play tig."

"I like football best."

"I like coming [to the after-school care]. I like the football and the activities. Baking and stuff."

Areas for improvement

1. The provider, manager and staff should ensure that children's personal plans are reviewed and updated every six months or before dependent on the needs of the child.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices" (HSCS 1.15) and "My needs, as agreed in my personal plan, are fully met, and my wishes and choices are respected" (HSCS 1.23).

How good is our setting? 4 - Good

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

Children had the use of the gym/dining area within the school. This was spacious, with natural light and ventilation. This meant that the environment enabled the children to have the freedom to safely run about, use their imagination, enjoy physical play, and take part in interesting activities that reflected their current interests. Children were able to decide what they wanted to do. They really enjoyed playing with the toys and taking part in all the activities, especially the baking.

Children had the use of the outdoor areas within the school grounds. We saw that the children had lots of fun as they played outdoors in the football pitch, and explored the grounds when they took part in the treasure hunt. They also enjoyed just running around or chatting with their friends. This approach enabled the children to be physically active, get fresh air, enhanced their wellbeing, stimulated their curiosity, and encouraged them to explore the outdoor environment.

Children's comments included:

"I like football and basketball."

"I like making slime. We are making slime today. Glue and colouring."

While taking part in a treasure hunt, children told us: "We found a leaf, a worm", "It's going to be hard to find a caterpillar" and "I see leaves, I see trees, I see grass and I see a cloud."

The children told us that they liked being outside: "Every day of the week, if it is not raining, we get to go outside."

Staff had undertaken, as part of their induction procedures, online training on infection prevention and control and food hygiene. Staff understood the cleaning arrangements within the service. Documentation including cleaning schedules was in place. This approach helped staff reduce the spread of infection and keep children and staff safe while at the service.

We saw that the staff communicated and worked very well together to keep children safe and secure while attending the service. Appropriate ratios of staff to children were in place. Staff monitored who was

entering and leaving the building. Children were accounted for at all times.

A parent/carer told us: "XXX [child] loves it. It's great, lovely staff, really nice. Keep me up-to-date every night. Being at the school is really good because they come straight in [from the school]. It is safe. I get emails, phone calls and I'm very happy with the service."

Risk assessment procedures were in place. Staff undertook daily checks of the building and outdoor areas. This procedure helped keep children and staff safe while attending the service. However, we found that management and staff needed to improve the effectiveness of the daily checks to make them more robust. This was to ensure that all aspects of the assessments were being undertaken in line with current policy and procedures including the reporting and recording of maintenance issues. At our next visit, we saw improvements had been made. This approach supported staff to show how they had identified and removed or reduced risks to children while attending the service (see area for improvement 1).

To ensure that children's personal information was kept safe, the service had procedures in place to comply with general data protection requirements. The company was registered with Information Commissioner's Office (ICO).

Areas for improvement

1. The management and staff should review and update the service's risk assessments and maintenance procedures and ensure that these are kept up-to-date and implemented effectively.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "My environment is secure and safe" (HSCS 5.19).

How good is our leadership? 4 - Good

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

We found that the manager and supervisor offered very good support to the staff. They were enthusiastic, knowledgeable and motivated. They were keen to ensure that the service provided to children and families met their needs. To help achieve this, parental feedback was sought through regular discussions, emails and texts. The handbooks for staff and parents, and the documents displayed on the service noticeboard, gave information about the out of school care's aims and objectives. This approach helped share the vision management and staff had for the service and helped them to support the children in line with company policies.

The parents we spoke with had confidence in the management and staff, and felt that they were approachable, helpful, and really cared about the children and the families.

Parents' comments:

"I get an update of what they have been up to when I come in. It is a really good vibe. The kids seem to enjoy it, outside in the summertime for nice weather. Would act on it if I raised an issue. Really good no complaints at all."

"Friendly staff. Good variety of activities. Physical, crafty, and educational. My daughter enjoys being there."

As part of their evaluation process, the service had an improvement plan in place. Staff sought and encouraged children to voice their opinions on the types of play and activities they took part in. For example, through one to one and group discussions and recording ideas on mind maps. This feedback helped staff plan future activities and ensured that children were involved in and influenced what happened within the service. However, we found that the management and staff needed to improve their formal quality assurance processes and make them more robust. Discussion with the manager confirmed that they were in the process of installing an app which should help them to develop formal evaluation systems. This approach should help measure the outcomes for children and their families using the service (see area for improvement 1).

One child told us: "I like chatting to my friends. I like practical things. Sometimes I take part in football. I like the way it is. I don't think it needs anything else. The staff are good, friendly, kind, and caring. The staff ask us what we would like to do. And they are receptive to answers. I am happy."

Areas for improvement

1. The manager and staff needed to improve their formal quality assurance processes and make them more robust.

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).

How good is our staff team? 5 - Very Good

We made an evaluation of very good for this key question. We found significant strengths in aspects of the care provided and how these supported positive outcomes for the children attending the service.

We found that the service was appropriately staffed to meet the needs of the children. The deployment of staff ensured that the children had continuity of care across the session.

Staff interacted positively with the children and were very supportive, kind, nurturing and caring towards them. They clearly enjoyed being with the children and ensured that the activities and play experiences challenged and interested them. Children really liked the staff, and we heard lots of laughter and saw that they were having great fun.

The following comments from children were included in responses from the parents' questionnaires when asked 'What I like about this service?'

"I like to bake. I like to play with the blue and orange sticks and build dens out of them. I like to go outside. I like the staff because they're funny and caring."

"Playing with XXXX [staff member], playing with toys, making baby Yodas with XXX [staff member] and baking with XXXX [staff member]. Playing football, playing with Lego."

This was a relatively new staff team. We found that the supervisor and staff worked very well together and

supported each other to provide very good care and sensitive support to the children. They were flexible in their routines to ensure that the children's needs were being met and that the children were having fun. Staff had undertaken a good range of training to help them in their childcare role. The deployment of staff was very good and linked to the staff members' skills and interests. For example, sports coaching, football, baking, crafts and physical play. This meant that the children were encouraged to develop new skills and interests.

Staff were respectful of each other and clearly enjoyed their work and being with the children. This approach helped staff bond with each other and the children. They worked very well together to provide good play and challenging experiences and activities. This ensured that there was a positive work/team ethos which benefited the children and helped them settle and enjoy their time at the out of school care.

We found that good communication between staff and parents meant that parents were happy with the care their children received.

Parents told us in our questionnaire:

"Staff are consistently positive, enthusiastic and very supportive of the children. Getting to know them as individuals and providing access to a wide variety of activities to keep children happy and engaged."

"Staff really care about the kids. Really enthusiastic and set up nice activities each day to boost their imaginations."

"My child really enjoys going (often doesn't want to leave) and seems to be thriving."

As part of our feedback, we shared the responses from the questionnaires and discussions with parents with the supervisor and manager.

We looked at the organisation's staff recruitment procedures; and viewed four staff files. We found that the recruitment of staff had improved since our last inspection. We saw that the provider and manager had revised and updated their systems to make recruitment more robust and to ensure that the procedures were being applied consistently; in line with the Care Inspectorate and Scottish Social Services Council document: Safer Recruitment Through Better Recruitment. As discussed, the provider should continue to develop and monitor their recruitment procedures. This is to ensure that their recruitment keeps in line with the above best practice guidance.

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

The provider, manager and staff should ensure that children's personal plans are reviewed and updated every six months or before dependent on the needs of the child.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices" (HSCS 1.15) and "My needs, as agreed in my personal plan, are fully met, and my wishes and choices are respected" (HSCS 1.23).

This area for improvement was made on 23 December 2022.

Action taken since then

This area for improvement has not been met and remains in place.

The provider and manager are currently in the process of introducing the app in stages; management, staff and then parents. The app will enable staff to collate information about all of the children on an individual basis. And, will allow families, staff and children to input onto the document and keep up-to-date in real time, the progress and needs of the children. The manager confirmed that parts of the app had gone live. For example, the staffing information and linking to the recruitment information. However, they are still working on the parts that the parents will be able to access and update. They are hoping to have this started for August with the final stage of the app going live next year.

Previous area for improvement 2

The management and staff, in consultation with the children, should look at how they can involve the children more when planning their day to day experiences, types of play and range of equipment available. Staff should ensure that children have a good range of equipment and activities to enhance their play experiences. Staff should also consider how to develop the outdoor play and make it easier for children to move between the indoor and outdoor spaces.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "As a child, I play outdoors everyday and regularly explore a natural environment" (HSCS 1.32) and "As a child, I can direct my own play and activities in a way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity learning and creativity" (HSCS 2.27).

This area for improvement was made on 23 December 2022.

Action taken since then

This area for improvement has been met.

We saw that there was a very good range of toys and equipment available to the children and that they were fully engaged in their experiences. Staff listened to the children and responded to their ideas. Parents were very happy with expediencies and play opportunities and the increased opportunity for the children to play outdoors.

Previous area for improvement 3

The provider should review and update the service's risk assessments and maintenance procedures and ensure that these are kept up to date and implemented effectively.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "My environment is secure and safe" (HSCS 5.19).

This area for improvement was made on 23 December 2022.

Action taken since then

This area for improvement has not been met and remains in place.

The manager had removed the poles, sticking out of the grass, that a child could fall on to. This had made the outdoor area safe for children. However, what we noted was that aspects of the risk assessment daily checks were not being recognised/applied or had been missed by staff. The reporting of maintenance issues had to be more formal and monitored to ensure the actions were being taken. Speaking with the manager and supervisor, we were satisfied that they had the capacity to make improvements to benefit the children and keep them safe. They had spoken with staff and they were keen to do this and take it forward.

Previous area for improvement 4

The management should look at how they will support the staff and help them look at ways to ensure that children are more involved in influencing their day-to-day experiences. Evaluation procedures should link to future plans and service improvements.

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).

This area for improvement was made on 23 December 2022.

Action taken since then

This area for improvement has not been met and remains in place.

There had been a change of manager within the service and the new manager, who used to be the depute, was taking on this piece of work to look at how they gathered information to help them to evaluate the service and link this to future plans. An improvement plan was in place. Introducing the Famly app would allow the staff, the children and the parents to offer feedback on the evaluation in a formal process and look at outcomes. Enabling them to look at how they would improve in the service and how to take this forward. It is clear that children influenced what they were doing on a day-to-day basis and that staff were warm, kind, caring and nurturing to the children and would support them in decision-making. Parents also felt that they would respond positively to ideas for improvement. However, this just needs to develop and formalise the evaluation procedures. Linking all the processes together to show clear outcomes.

Previous area for improvement 5

The provider should continue to monitor and improve their recruitment and retention of staff procedures and ensure that it is in line with the Care Inspectorate and Scottish Social Services Council document: Safer Recruitment Through Better Recruitment.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "I am confident that people who support and care for me have been appropriately and safely recruited" (HSCS 4.24).

This area for improvement was made on 23 December 2022.

Action taken since then

This area for improvement has been met.

The provider and the management have made very good improvement to the recruitment procedure. They will continue to monitor and evaluate the process and make sure that it is in line with Safer Recruitment Through Better Recruitment guidance.

Previous area for improvement 6

The management should improve their staff deployment arrangements to help promote continuity of care for the children attending the service. They should look at how they can keep families and children informed of, and introduced to, the new or temporary staff in the team who may be caring for their children.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "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 23 December 2022.

Action taken since then

This area for improvement has been met.

The supervisor told us that when a new member of staff, from one of the provider's other out of school care services, visited their service they would make sure that the person was introduced for the full week to ensure that all the children and parents knew who they were. The new Famly app, once operational, should be able to keep parents informed of the staffing within the service that day. Children will be introduced to the staff over the week. This approach should help parents and children know who is being deployed within the service and also support the staff to know who the team is.

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?	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
4.2 Staff recruitment	5 - Very Good
4.3 Staff deployment	5 - Very Good

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