Fast @ Muirhead
Day Care of Children

St. Barbara's Primary School
Elmira Road
Muirhead
Glasgow
G69 9ER

Telephone: 07824 884 601

Type of inspection:
Unannounced

Completed on:
23 April 2024

Service provided by:
Reid, Rhonda

Service provider number:
SP2006008353

Service no:
CS2016345178

About the service

The service is provided by Rhonda Reid. The service operates from premises within St Barbara's Primary School, Muirhead, North Lanarkshire. The service has exclusive use of a classroom, kitchen area and access to the gym hall.

Fast @ Muirhead is registered to provide a care service to a maximum of 48 children attending primary school. The care service will operate Monday to Friday from 07:30 - 09:00 and from 15:00 - 18:00 during school term. During the school holidays they operate 07:30 - 18:00.

About the inspection

This was an unannounced inspection which took place on 22 and 23 April 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
- gathered the views of eight families of children using the service
- gathered the views of four staff and the management team
- observed staff practice and children's experiences
- reviewed documents.

Key messages

- Children enjoyed participating in fun daily experiences, this included regular outside play, in the local area.
- Children were confident making decisions about what they wanted to play and staff responded, supporting their needs and interests.
- Staff were confident implementing safety measures when they collected children from school, to keep them safe.
- The service had a welcoming and friendly atmosphere.
- Staff had formed close bonds with each other, the children and families. They communicated well and worked as a team.
- Staff skills and knowledge of child development, self-evaluation and planning for improvement will continue to grow as they become a more confident and skilled workforce.

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 welcomed at school by friendly and approachable staff. Children gave staff a welcome smile and some gave staff a cuddle. Children were pleased to see staff and very chatty, they were keen to get to the service and go to the park. The children came from different local schools. All the children played together which created a real feel of community within the setting. When children arrived at the service, they settled quickly into playing with their friends.

Staff had effective procedures in place to monitor and ensure the children's safety at collection time. One child did not show as planned and immediately staff contacted parents to check attendance, following good safety measures.

On arrival at service children were familiar with their routine, hanging jackets and bags and washed their hands ready to play. The shop and junk modelling were of keen interest. Older children sat on sofas to chill and read books, some wanted to draw. Children told us they were happy in the service and that they liked getting to play with friends and learn new skills, such as sewing.

Children were informed when snack had opened and staff continued to make announcements until all the children had their snack. Snack time was relaxed and unhurried. Snacks were offered in a buffet style, which encouraged children to self select and prepare their own food, such as fruit kebabs or wraps. All the parents told us the children can choose from a healthy range of snacks and meals that reflect their individual cultural and dietary needs. Children were happy with the snack choices, a few children told us they loved the snack. In the morning, children had breakfast, if they wished. This was a calm and relaxed experience, followed by brushing teeth before going to school.

Staff were able to verbally discuss children's needs and how these were being supported. They knew the children well and provided a good balance of daily experiences to support them. Each child had a personal plan in place, which staff used to identify and plan the right care and support to meet their needs. All parents told us that they were fully involved in their child's care, including developing and reviewing their personal plan and that they had a strong connection with the staff caring for their children. One parent told us 'We regularly fill in the official paperwork, but staff listen at drop off to any issues and always look out for the kids.' and another that 'Staff share the plan and provide lots of updates.' Personal plans could be further enhanced by having better consistency in the recording of what matters to the child and how best staff can support this. More emphasis should be placed on meeting the children's wellbeing needs, rather than activities they wished to participate in, especially for children with specific needs or higher dependency levels. The service can find more information about personal planning for providers, on the Care Inspectorate hub.

Quality Indicator 1.3 Play and learning

The children's daily routine was well planned to support their needs and interests, however the routine was flexible. Children were very comfortable within the setting and familiar with the routine at the breakfast club and afterschool sessions.

The breakfast club provided children with an opportunity to play, have breakfast and have a positive start to their day. Children were able to come along to the service, relax and play with friends until they started school.

The afternoon sessions were relaxed but provided lots of opportunity for active play and learning opportunities. They had daily visits to the local park and access to the school gym hall, which children told us they enjoyed. Children made decisions about their experiences, for example choosing to either play, chill or go to the park. Children lead their own play and learning, supported by staff that listened and responded to their requests. Children often learned new skills, such as play cards and sewing, which provided them with a sense of achievement and success.

Children talked about attending the service during school holidays. They spoke positively about this, sharing stories of recent trips. One of the things they really enjoyed was putting on a show to perform their talents.

Children confirmed that they were regularly consulted and that their ideas influenced the experiences on offer. They told us they did this through meetings, questionnaires, informal discussions and completing one wish and star sheets. When we asked what could make the service better, children's comments included having a rights champion to further enhance positive interactions, chill out area to be reinstated, have a band and one child suggested an event to welcome parents and show them all the things they do at the service.

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

The service premises were secure and staff supervised children when they moved around the premises. Staff were vigilant to ensure they kept children safe. For additional safety, children wore high visibility vests when out in the local community.

The premises were well maintained, clean and with suitable heating and ventilation. The service had sole use of the classroom, this allowed them to store items here. Staff set up the play areas each day, they selected materials that reflected children's needs and interests. This included materials to create art and crafts, use their imaginations and take part in physical play. Children told us they were happy with the play opportunities and confirmed they knew where to access materials and, if they asked, staff accommodated.

The materials on offer could be further improved by being more open ended, and more gender neutral. The classroom set up could be further enhanced, in consultation with the children. For example, the older children told us they would like a designated space to chill out, read books and listen to music. On a few occasions we heard children asking staff for materials such as sticky tape or calculator. Children should have easier access to such a materials which would result in less disruption, more freedom and empowerment.

Good hand hygiene was being followed, for example staff and children washed hands on arrival at the service and before and after food. The service followed good practice guidance to keep children safe this included management of medication and safe guarding. We did discuss a couple of items were improvements could be made. For example, the storage of medication, the manager agreed and took swift action.

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 staff had worked hard to create a team, that worked well together. Staff met regularly to discuss and reflect on the quality of the service. They used good practice guidance to evaluate how well they were doing. Staff felt supported by the management and that their views were listened to. This included a meaningful induction and mentoring system for new staff.

Children's voices were included and used to create the daily experiences, for example in the types of play and snacks offered. In addition to the daily discussions, children completed a wish and a star sheet and completed all about me sheets. These were a good start to giving children a voice. Staff should explore further with children, their right to have a voice and influence the care they receive. The children we spoke to had some good ideas, we shared them with staff. These included more ideas on how to ensure their Right's were fully embedded.

Parents views were gathered by the service to find out how well the service was doing. Feedback to date had been positive. Parents told us they were happy with how the service was managed. When asked about the most positive aspects of your child's experiences in the service, parents told us their children feel safe, get to socialise with friends, are entertained and cared for by nurturing staff. Parents were welcomed into the premises, they were able to see their children playing and interact with staff on a daily basis.

Overall, the service had systems in place to evaluate how well they were doing, which included the staff, children and parents and carers views. Reflection on how well the service was doing, was happening. As staffs knowledge and skills were being enhanced this will become more meaningful. The staff team were currently undergoing various training and development which should help them achieve this. The manager can find more information on planning for improvement on the Care Inspectorate Hub, under the improvement programme.

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

The service was staffed to meet the needs of the children and the service. They were well organised and communicated well to ensure that they were deployed appropriately.

For example, during school collections, whilst out in community and when back at base. Designated staff covered the breakfast club providing continuity and consistency for the children. Staff told us there was always enough staff to meet the children's needs and ratios.

Staff and children had formed positive relationships and strong bonds. Parents confirmed that they had positive relationships with the staff. One parent told us 'The staff are very friendly and my child enjoys their company and feels safe and secure in their care.' and another parent shared 'The staff take time to talk to me at collection time and are open to communication and welcome feedback.'

Staff shared the daily tasks and supported each other by sharing new information and skills. Most staff were undergoing further training and development, including qualifications in childcare. Staff recognised the need to work together and demonstrated a willingness to learn and improve their practice.

Staff were happy in their roles and felt supported by each other and management. Being a small team, they worked hard to create a welcoming and friendly environment for children and families. One parent told us 'Staff are very attentive and supportive. They go out their way to help and have good communication.' and another shared that they are 'Supportive, caring incredibly patient.'

Children had formed close relationships with staff. We saw interactions that reflected respect, compassion and love. When asked to describe the staff, some of the descriptions by children included 'Wonderful', 'Kind', 'Hard working' and 'Helpful'.

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

Monitoring records should be improved to include the outcomes for children and any actions taken to contribute to the improvement of the service.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that: 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes'.

This area for improvement was made on 8 November 2018.

Action taken since then

There were different evaluation systems in place that involve gathering the views of the children, families, and staff.

The service had an organisation plan and service improvement plan that showed that improvements have been identified to improve outcomes for those using the service

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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