High Flyers
Day Care of Children

Kirkhill Church Hall
Cairns Road
Cambuslang
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Telephone: 07863093671

Type of inspection:
Unannounced

Completed on:
25 November 2022

Service provided by:
High Flyers Childcare Limited

Service provider number:
SP2016012672

Service no:
CS2016345582

About the service

High Flyers is registered to provide a daycare of children service to a maximum of 94 children term time, 60 children both school holidays and breakfast club. This number may include a maximum of eight children during the summer holiday prior to them commencing primary school, and a maximum of three children who may be attending high school, the remainder being children who attend primary school.

The service operates from a church hall set over two storeys in Cambuslang, South Lanarkshire. The premises are located close to main roads, public transport routes, and local amenities.

Care is provided from a large hall, small hall, quiet space and dedicated art room. Children also have access to a secure area for outdoor play.

About the inspection

This was an unannounced inspection which took place on 22 November 2022 between the hours of 14:00 and 17:30. We returned to the service on 23 November 2022 between 08:00 and 09:00, and between 12:50 and 17:30. We gave feedback to the manager and provider on 25 November 2022.

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 12 children using the service and 10 of their family members
- Spoke with eight staff and management
- Observed practice and daily life
- Reviewed documents

Key messages

- Children benefited from secure, nurturing relationships with staff. Staff and families worked closely together to plan for children's care.
- The dedicated art room provided a unique learning environment where children were supported to progress and achieve.
- Children were supported to lead their play and learning, and had access to a wide variety of play types each day. Staff were responsive to children's play cues, supporting them to have choice in their play.
- The model of staff deployment supported continuity of care and effective supervision.
- Risk assessments and policies on the use of personal devices should be updated to ensure they reflect all potential risks and steps taken to lessen risk.
- An ethos of improvement was evident within the service. The provider, manager and staff were keen to work with children, families, and other stakeholders to continue developing the quality of care, play and learning.

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

1.1 Nurturing care and support

Children experienced nurturing care and support from staff who interacted with children warmly, helping them to feel loved and secure. Each child was respected as an individual and staff were highly responsive to children's needs, including where they needed help or reassurance. This provided an enabling environment where children were able to develop their confidence and had their wellbeing carefully considered.

A balanced and nutritious menu was available for the breakfast club and afternoon snack. As well as main options such as cereal, toast and wraps, children could choose from a selection of fresh fruit and vegetables, helping to support a healthy lifestyle. Fresh drinking water was available throughout the session which ensured children remained hydrated. We highlighted how increasing opportunities for children to be independent at snack time would support them to develop their skills and abilities.

Staff worked closely with families to plan children's care, including where additional support was required. Children and families' wishes were central to the care being provided which helped ensure each child received the care and support that was right for them. A parent told us, 'The staff know my children very well and do a wonderful job at ensuring the needs of my children are met.'

Children were supported to progress and achieve within the service as staff helped them to identify some targets they could work on. A group of children confidently told us about the different things they had worked on while attending the service, with one saying, 'I have got much better at art and also knitting, because staff have helped me.'

Parents told us that they were very happy with the care and support provided, with one saying, 'We have only been here a short time but I already know we will be here for a long time as everyone is treated like one big family.' This was made possible by the positive atmosphere and ethos of ensuring all children and families were included and respected within the service.

1.3 Play and learning

Children were meaningfully involved in leading their play and learning within the service, where the right to play was firmly embedded in daily practice.

The play opportunities on offer each day covered a wide range of play types which helped to keep children busy and engaged throughout the session. There were enough resources to ensure all children could take part in their chosen play, with staff being quick to recognise where additional materials or space were needed. One child told us, 'There are lots of things to do here.' While a parent said, 'High Flyers provide a wide range of role-play equipment, arts and crafts materials and imaginative play as well as playing traditional games as a group, all of which my daughter adores.'

Children were responsible for creating the weekly activity plan which meant that children's contributions were valued and the activities available were based on their current interests. To further enhance opportunities for spontaneous, imaginative play, consideration could now be given to having more resources available for self-selection.

A daily art workshop had been established which was led by a designated staff member. This was a popular choice with children and was a very positive experience for those who chose to take part. As well as learning different art techniques, children enjoyed socialising with staff and peers in the art room. Skilled questioning from staff helped extend children's learning on a range of subjects. The large displays of children's artwork helped celebrate children's progress and achievements. A parent commented, 'I really feel they learn things here that they might not even learn at school.'

On the days of our inspections, families had been invited in for a tea afternoon where they could see what their children had been learning in the art room. This was in addition to the daily updates families received when collecting children. This demonstrated that the manager and staff understood the importance of involving families within the setting, creating an atmosphere of collaboration, and partnership working, to support positive outcomes for children.

Connections had been made within the local community to enhance children's play and learning. This included a visitor helping to teach children knitting skills, taking part in litter picking at the local park, and forming a choir to visit a local adult care home.

How good is our setting? 4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

2.2 Children experience high quality facilities

The premises were bright and airy with lots of natural light. Regular cleaning helped ensure all areas, including toilets and play spaces, were kept in suitable condition which reduced the risk of infection being transmitted. Some opportunities for children's handwashing were missed, with more reliance on hand sanitiser. We discussed this with the manager who agreed to revert to proper handwashing practice using soap and water.

Children had the freedom to choose where they played, and the layout of the premises supported them to move between different spaces depending on the activity they wanted to take part in. There was ample space for children to play with a variety of different spaces including the main hall, art workshop, small hall, and enclosed outdoor area. The quiet room was unavailable at the time of our inspection due to flooding, and we asked the manager to consider if an alternative comfortable area could be provided. This would help ensure children had a space to rest and relax.

Children's safety was carefully considered across the setting. The secure entrance was carefully monitored by staff who ensured children were supervised effectively. Children told us that they felt safe when attending the service. One child said, 'The staff always make sure they know where we are if we're going to another room.'

The policy and risk assessment on the use of mobile devices should be reviewed and updated. While staff only had their personal devices during school pickups for emergencies, we highlighted the need to ensure the policy and risk assessment reflected all measures in place to protect children's privacy and dignity. (See area for improvement 1).

Areas for improvement

1.
To ensure children's privacy and safety, the risk assessment and policy on the use of personal mobile devices should be reviewed and updated. This should include, but not be limited to, ensuring that all potential risks, as well as the measures required to reduce risk, are included in the policy and implemented effectively.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS), which state: 'I experience high quality care and support based on relevant evidence, guidance and best practice.' (HSCS 4.11), and 'I experience high quality care and support because people have the necessary information and resources.' (HSCS 4.27).

How good is our leadership? 4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

3.1 Quality assurance and improvement are led well

Children's contributions were valued and they were offered the opportunity to share their views on a regular basis. This included designing the daily activity plan and also on wider issues such as what activities they would like to add to the 'club within a club' programme that has been paused during the pandemic. As a result, the swimming club was planned to be reintroduced and a new knitting club had been set up. This ensured children's voice was contributing to the ongoing development of the service.

Families told us that communication was a strength and that they found the manager and staff to be approachable. Conversations between the manager and families took place on a daily basis, which helped build professional relationships that contributed to children's care. The service should now consider how more formal opportunities to involve families in their quality assurance could be provided.

Staff commented positively on the strong leadership from management, which was supporting them to develop their own practice and gain confidence in their roles. The skills and qualities of each staff member were recognised and played a key role in providing the high quality play and learning opportunities observed at this inspection.

An improvement plan was in place and had identified key practice areas such as loose parts play, child protection and other training as the focus. As a result, staff were developing their knowledge and understanding in these areas. For example, staff confidently described the process they would follow if concerned about a child. We were confident staff would respond correctly should concerns arise. We highlighted how the improvement plan could be enhanced by adding timescales and detailing the success criteria to help measure the impact of improvement. The manager had started to implement this during the inspection.

The manager and staff were reflective and keen to improve the service. The team were receptive to feedback we provided during the inspection and engaged in professional dialogue with us. Further opportunities for staff to reflect and contribute to self-evaluation should now be considered. This could include evaluating training courses and the impact they will have on practice.

How good is our staff team? 5 - Very Good

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

4.3 Staff deployment

Staffing levels were carefully planned to ensure there were enough staff to meet children's needs. Staff were highly responsive to children's needs as well as ensuring suitable supervision throughout the session. We observed staff being flexible in their approach to ensure children's play preferences were supported.

Families told us they knew staff well and enjoyed a positive relationship with them. One parent said, 'The staff have all been very welcoming to us all as a family and are all knowledgeable and experienced in their job roles.' Children also commented positively on staff with one saying, 'The staff are lovely.' The positive approach that staff brought to their interactions with children and families was contributing to a welcoming environment that supported high quality play and learning.

Busier times of the day such as school pickups were well-managed. Staff were fully aware of the measures in place to keep children safe at these times. We accompanied staff on a pickup and observed how staff kept children safe and helped them have a positive start to their day at the service. Consistency of staffing for schools also helped support continuity of care for children and ensured staff were familiar with the routine of each school.

The individual skills and qualities of each staff member were utilised effectively. For example, staff led on key projects such as the art workshop and the choir, which meant they were able to support children to progress and achieve by teaching them new skills.

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
4.3 Staff deployment	5 - Very Good

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