GX Club Carrongrove
Day Care of Children

Unit 4
Carrongrove Road
Falkirk
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Telephone: 07767 110 929

Type of inspection:
Unannounced

Completed on:
25 April 2025

Service provided by:
Glenbervie Kindergarden Ltd

Service provider number:
SP2013012234

Service no:
CS2017357197

About the service

GX Club Carrongrove provides a care service for up to a maximum of 32 children of primary school age. The manager of the club is also responsible for managing another two GX clubs close by on a peripatetic management arrangement.
The club is located next to Glenbervie Kindergarden in Carron, Falkirk and is open 46 weeks per year. Indoor facilities are spread between a large playroom, an enclosed kitchen and toilets. There are designated areas for tabletop activities, floor-based play, physical games and cosy times. The children also have daily access to a large garden which comprises of a covered area, a shed, a climbing frame structure and a 'MUGA' pitch, which is an all-weather sports area designed to accommodate multiple sports, games and play activities.

About the inspection

This was an unannounced inspection which took place on 24 April 2025 between 15:00 and 18:05. A second visit to the service was made on 25 April 2025 between 13:30 and 18:15. 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 information gathered since the last inspection.

In making our evaluations of the service we:
- spent time with 21 children and their family members
- spoke with five staff and management
- observed practice and children's experiences and how they were supported with their care, play and routines
- reviewed feedback from five families using MS questionnaire forms
- reviewed documents.

As part of this inspection, we undertook a focus area. We have gathered specific information to help us understand more about how services support children's safety, wellbeing and engagement in their play and learning.

This included reviewing the following aspects:
- staff deployment
- safety of the physical environment, indoors and outdoors
- the quality of personal plans and how well children's needs are being met
- children's engagement with the experiences provided in their setting.

This information will be anonymised and analysed to help inform our future work with services.

Key messages

- Staff interacted with children in a warm, respectful and playful way. They knew the children well and responded sensitively to their needs.
- Children had developed a strong sense of belonging to the club and positive relationships with both staff and children from other nearby schools.
- Personal plans for each child were in place and linked to the Shanarri indicators, which meant staff knew what the children needed to be safe, healthy, achieving, and nurtured.
- Children led their learning and were offered fun, interesting and varied activities. This effectively catered for different ages, interests, needs and preferences.
- Indoors the setting was light and airy, well maintained and clean and it was inviting for children. The outdoor space provided interesting areas to create obstacle courses with loose parts, engage in sports, climbing, do art and craft, planting, bug hunting and play in the shed.
- The manager developed a clear vision for the setting and there was a strong ethos of collaboration among the team and with the parents.
- Staff showed a genuine enthusiasm and love for the children in their care. They took time to listen and acknowledge children's feelings, valuing their views and contributions and supporting them in being independent and have fun.

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?	5 - Very Good
How good is our leadership?	5 - Very 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.

Quality indicator 1.1: Nurturing care and support

Children were warmly greeted on arrival at the setting and there was a genuine sense of fun and excitement when they got in after school.

Staff interacted with children in a warm, respectful and playful way. Staff knew the children well and responded sensitively to their needs. For example, on arrival at the club after the school pick up a child did not feel like eating and decided to sit on the sofa to read a book. Staff allowed the child time to settle and checked on them discreetly making sure they would not interrupt the child's activity in the quiet corner. When another child hurt themselves outdoors, one of the practitioners skilfully used the newly created friendship bench to sit with them and comfort them, while allowing them to express how they felt in a safe and private way.
As a result, children had developed a strong sense of belonging to the club and positive relationships with both staff and children from other nearby schools.

Snack options were nutritious and varied. Children told us they were consulted on the snack menu, and we saw them volunteering to set the table, working together to lay out plates and bowls. We asked staff to ensure children use serving spoons or tongs when serving themselves. There was a very good handwashing routine in place before snack. We asked staff to encourage children to wash hands afterwards too.

Personal plans for each child were in place and linked to the Shanarri indicators, which meant staff knew what the children needed to be safe, healthy, achieving, and nurtured. The plans were reviewed regularly with children and parents. We discussed ways in which these could be streamlined and personalised further. For example, trying out a 'mood board' for each child which they could create using different materials. This should enable children to express themselves freely and creatively by representing aspects of their personality and traits that matter to them.

Medication systems were robust and in line with best practice. The manager established monthly audits to review the storage and administration of medication, consulting routinely with the parents in order to update any relevant information. They also had a comprehensive head injury protocol, which staff followed effectively.

The setting had clear auditing processes in place for accidents and incidents too, with a focus on identifying any significant patterns or reoccurrence. As a result, children could feel safe and protected.
Staff were fully aware of their responsibilities safeguarding children in their care. They had regular training to refresh their skills and knowledge in the protection of children.

Quality indicator 1.3: Play and learning

Children led their learning and were offered fun, interesting and varied activities. This effectively catered for different ages, interests, needs and preferences. Staff skilfully provided choice and challenge to stimulate the children's curiosity and imagination. This supported children to be independent and to freely decide which activities to engage with. For some children there was scope to provide some extra challenge, for example when older children created a spaceship with cardboards. The manager agreed that staff could think of what provocations and tools to provide to support this further.

Staff used observations effectively to understand children's preferences in play and interests. They told us: 'Through observing and consulting with the children, I can establish interests that will develop the children's skills and knowledge of the world around them'.
Staff used "mind maps" to gather children's existing knowledge of current events and interests they have observed in practice. These effectively informed the next steps in how to develop the interest or explore any upcoming or significant events. As a result, children were offered learning opportunities that help them explore their interests in meaningful ways. Staff also told us that evaluation was essential in reflecting on the experience and inform any further planning: 'I strive to ensure that the children evaluate their experience, I may scribe for them, they may write or draw their thoughts, and this informs my own reflective practice.'

Parents appreciated this approach too and told us: 'They involve the children in designing what activities are on offer. Really creative ideas for activities and always a wide range on offer'.

There was a very good balance between child initiated and adult initiated activities. For example, children engaged in interesting adult-led projects about world countries and chose to explore the concept of space. Children were supported to develop skills in language, literacy and numeracy through the skilful use of open-ended questions. This effectively supported the children's critical thinking skills, extending their interests and sustaining their engagement for longer.

The carefully chosen resources helped children to access a wide variety of activities and play opportunities. During the inspection, children engaged in sports play and art and craft with beautifully coloured mosaic pieces. There was also lots of imaginative play with objects purchased in charity shops by the children themselves, as well as building and engineering with loose parts and natural materials.

Staff used a floorbook which was a colourful and fun working document which evidenced the rich learning and the deep, meaningful experiences children engaged in. Staff also supported children to revisit the learning, which in turn helped them to plan for new activities and projects.

Staff promoted positive behaviour through praise and encouragement, modelling kindness and respect and encouraging children to reflect on their emotions and actions.

The setting has developed very strong links with the local community: Children regularly visited local attractions, parks, the hospital, and various shops. They also contributed to the community through foodbank donations, toy appeals and national charity events such as the STV Big breakfast appeal and Macmillan Cancer afternoon tea fundraiser. Staff were in the process of identifying which parents might have meaningful connections with the community and wanted to involve the children in deciding what links they would like to strengthen further. As a result, children were developing a strong sense of respect and a deep love for others, nature, the environment, and animals.

How good is our setting? 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.

Quality indicator 2.2: Children experience high quality facilities

Indoors the setting was light and airy, well maintained and clean. It was inviting for children and provided areas where the children could unwind and relax as well as well as more defined play areas. Some parents said they would welcome a partition to provide a quieter space on a busy afternoon. We discussed this with the manager who was aware of the request and had identified the outdoor shed as an area which could provide this.
Parents commented: 'outside settings are excellent and special events are planned regularly.'

Recent and current projects were displayed on the walls, children's achievements were celebrated through an achievement board which staff updated regularly. Children's voices were visible throughout the setting and gave a strong message that children mattered.

Risk assessments were regularly carried out before any activity took place and at the start of each session to ensure the setting was safe for the children and staff. We saw children actively leading the risk assessment outdoors.

The outdoor space provided interesting areas to create obstacle courses with loose parts, engage in sports, climbing, do art and craft, planting, bug hunting and play in the shed.

Resources were well thought out, rotated effectively, and positioned mostly at child's level. This contributed to create an environment that was interesting, inviting and calm.

The staff team understood the importance of maintaining a high level of hygiene and robust infection prevention measures. The surfaces and resources were regularly cleaned and there was a good handwashing routine in place. Washing hands after snack could be encouraged further.

The children's safety was ensured through an entrance with an electronically controlled system, the garden was securely fenced off throughout, and all staff implemented close monitoring of children's movement indoors and outdoors. This provided free flow while ensuring children's safety.

There was an effective system in place for dropping off and picking up children from school. The manager communicated effectively with the schools and the parents to make sure children were accounted for at all times. Registers were updated regularly to make sure information was accurate. This meant children were safe in the care of the out of school club.

Personal and sensitive information was stored confidentially and securely.

How good is our leadership? 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.

Quality indicator 3.1: Quality assurance and improvement are led well

The manager had developed a clear vision for the service, which was effectively shared with staff and families. This provided strong foundations to create 'an enabling environment which offers opportunities to explore and high-quality learning experiences which reflect the different ways children learn both indoors and outdoors.'
The manager and staff's practice directly reflected the values and aims they wanted to promote in the service, which meant everyone knew they had an important role to play in achieving these. It also meant they had clear expectations about children's care, play and learning experiences.

There was a strong ethos of collaboration among the team and with the parents. Family engagement was a key strength of the service. Families were meaningfully involved in making decisions about the service development and were consulted through questionnaires, daily conversations and newsletters. We discussed with the manager some creative ways in which parents and children could be consulted further.
Families commented positively on the quality of the communication with staff, which is a testament to the positive relationship the team had nurtured with the children and their parents. All families agreed and strongly agreed that they influenced change within the setting.

Children's views were genuinely valued and listened to and used to inform improvements as evidenced in the floorbook. Children also took part in a pupil council which parents commented positively on: 'my children have had leadership roles in GX which has helped to shape the service. We are always invited to share our thoughts and opinions about GX club.' Children created a charter on what matters to them. Aspects included: 'getting to know us, taking us seriously, involving us and respecting us'. This showed that children were at the heart of the club and gave them a strong sense of belonging and ownership.

Robust quality assurance processes supported improved experiences and outcomes for children and families. Staff were involved in the self-evaluation process and reflected well together which enabled them to bring about positive change. A cycle of improvement had been embedded with key priorities identified and actions followed up to assess whether changes resulted in improvements and what impact they had on children's experiences. For example, children were consulted on one of the key improvement priorities about the outdoor provision.
Staff and children worked collaboratively to develop a shared action plan based on the children's ideas which they were working on at the time of inspection.

Effective audits and monitoring informed the development of staff practice and improvements to the environment. As a result, children experienced high quality care and support which was tailored to their needs.

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.

Quality indicator 4.1: Staff skills, knowledge and values

Staff showed a genuine enthusiasm and love for the children in their care. They took time to listen and acknowledge children's feelings, valuing their views and contributions and supporting them in being independent and have fun. Families felt very positively about staff's approach and told us: 'we are very grateful to all the staff who have always made our son feel welcome and safe. He loves going to GX and there is never any complaint from him - even when he has to get up early! Thank you for all your hard work; 'they understand my child and can provide a detailed update on their time that session.'

Staff worked well together to ensure effective supervision. They showed flexibility when a task might take them away from their position. As a result, children experienced consistency of care throughout the session. This also supported children to have free flow between indoors and outdoors. Staff spoke to each other with kindness and respect, which provided the children with a very positive role modelling for their interactions.

Staff demonstrated a highly professional attitude to their role. They engaged in reflective dialogue about their practice during informal conversations, staff meetings and 1:1 meetings with the manager. The manager understood the importance of supporting staff in identifying their professional goals as well as taking ownership of their mental and emotional wellbeing. Staff told us they were inspired by the manager's passion and felt valued and appreciated for their drive and enthusiasm.

The manager ensured staff could access various training courses such as trauma-informed practice, building positive relationships, and understanding children and young people's mental health. Relevant learning was shared among the team.
One practitioner told us about a training session in which they learnt the concept of slow pedagogy. They told us that this helped them to develop a new approach to practice, taking time to observe the children, not rushing them from one activity to the other, actively listening to them and supporting them to develop their interests.

The manager made sure the staff team kept up to date with best practice and guidance through a variety of online hubs and websites such as the Care Inspectorate hub. They also organised monthly quizzes on aspects such as safeguarding and first aid, which sparked a professional conversation among staff and helped refresh their memory on relevant topics. This created a positive learning environment for staff and contributed to keep children safe.

While there were not formally assigned leadership roles being a small team, staff shared their interests, skills and strengths to lead activities. This enriched the play experiences. A newly appointed member of the team shared with us that both the manager and the rest of the team were very open to new suggestions and contributions. This helped staff to offer interesting learning opportunities which ensured variety and excitement. As a result of this, children benefitted from the practitioners' own creativity, initiative and sense of fun.

The setting had a clear induction process in place for new members of staff, while mentoring provided guidance and signposting to relevant materials which staff told us assisted them in their new role. A member of staff shared with us: 'I feel strongly that induction is crucial in supporting new colleagues and enables them to ask questions and identify support.'.

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?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good

How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good

How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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