Bishopbriggs Out of School Care - St Helen's PS
Day Care of Children

St Helen's Primary School
Wester Cleddens Road
Bishopbriggs
Glasgow
G64 1EH

Telephone: 01413 700 927

Type of inspection:
Unannounced

Completed on:
22 December 2022

Service provided by:
Bishopbriggs Out of School Care Ltd

Service provider number:
SP2007009103

Service no:
CS2017358863

About the service

Bishopbriggs Out of School Care - St. Helen's PS is a daycare of children service registered to provide a care service to a maximum of 50 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 operates from St. Helen's Primary School which is in the Bishopbriggs area of East Dunbartonshire. It is close to transport links and local amenities.

The children have the use of the school's main hall, packed lunch hall and library. Plus, toilet and kitchen facilities. Children have direct access to the outdoor play areas within the school grounds.

About the inspection

This was an unannounced inspection which took place over two afternoons. Friday 25 November 2022 when five children were attending the service and Wednesday 30 November 2022 when eight children attended the service. The inspection was carried out by one inspector from the Care Inspectorate. Feedback was provided on 22 December 2022.

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 children using the service
- spoke with four parents
- spoke with three staff and the acting manager
- 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 range of activities that challenged and excited them. Activities were linked to their current interests.
- 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 were involved in the menu planning. They had lots of fun and enjoyment as they took part in tasting various Scottish foods while celebrating St. Andrew's Day.
- Staff really enjoyed working at the service and felt supported by the management. They had taken part in a 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 staff should continue to develop opportunities for children to be more involved in the full snack experience.
- Management and staff should review and update the current risk assessments to bring them up-to-date.
- 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 the 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.

A parent commented: "At the beginning, you fill out your form about the children and their needs. The children know that they can go to the staff for whatever they need. Very happy."

Children told us that they helped choose the snacks and that they liked them. They really enjoyed tasting a range of Scottish foods when celebrating St. Andrew's Day. There was laughter as they spent time together discussing the different tastes and what they liked best. This approach helped encourage the children to try different foods. As agreed, staff should continue to develop the snack experience to give children opportunities to be involved in preparing, setting up and clearing away the foods. Although staff were on hand to help children during snack time, we discussed the benefits, to both staff and children, if staff sat with the children when having their snack.

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 found that medication was stored appropriately and administered effectively to children as required. A parent shared with us a situation when their child needed medication and additional support due to a mobility issue. "I feel they [staff] have been really great. I've been confident to leave XXX [child] here. XXX was phased back in here [out of school care], and the staff have been amazing and have made it easier for me." In relation to supporting their child, the parent told us: " ... the school worked with the out of school care to ensure that they had the [medication] timings right. They did this seamlessly for me ... Staff were good at following instructions ... I would recommend them." 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 general recorded information which made up a child's personal plan, and took account of the SHANARRI indicators (safe, healthy, achieving, nurtured, active, respected, responsible and included), we noted that the children's personal plans had not been routinely reviewed and updated. Discussion with the acting manager confirmed that plans were in place to improve how they gathered, recorded and updated information relating to the children attending the service. A new app was being introduced to support these changes. Once implemented, 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 for all childcare staff. First aid was currently being arranged for staff who required it. This approach helped support staff 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.

The children were very happy, confident and content. They played very well together and it was clear to us that they were having fun. The children had a good range of activities to take part in. This included physical play, food tasting, painting flags, dancing, construction and arts and crafts. This approach helped the children to be active, have fun, develop their skills and confidence, build friendships and celebrate their successes.

A parent told us: "I love it, the kids love it. XXXX [child] has been coming since primary one and XXXX just started this year, and they love it. Transition from nursery has been great and communication has been really good. We find out everything when we come in. What they've been doing, what activities, very interactive. They do lots of activities which I like. There is never a day that they're not doing something. And it caters to different ages as well. I am really pleased."

Areas for improvement

1. The provider, acting 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 main hall and dining area within the school. These were spacious and bright with natural light and ventilation. This meant that the children had the freedom to safely run about, use their imagination, enjoy physical play and and take part in interesting activities which reflected their current interests.

Children had the use of the outdoor areas within the school grounds. However, during our visits we noted that the children did not go outdoors. We spoke with the supervisor and it was agreed that they would look at how they could improve the opportunities for children to have daily access to outdoor play. This approach would give children opportunities to get fresh air, enhance their wellbeing, stimulate their curiosity and explore the outdoor environment.

Procedures to help reduce the spread of infection and help keep children and staff safe were in place. Staff had undertaken, as part of their induction procedures, online training on infection prevention and control and food hygiene.

We saw that the staff communicated and worked very well together to keep children safe and secure while attending the service. Staff monitored who was entering and leaving the building. Children were accounted for at all times. Parents told us how good it was that the service was within the school their children attended and they felt their children were safe.

Parents told us: "I like the fact that it's all very secure and my children are collected from the door and are brought into this environment. And the doors are locked ... I need to know that they are safe."

"Having incredible staff was such a help for me. Being in the school means that it's safe for the children. They're not having to travel [to the out of school care]."

Risk assessment procedures were in place. Staff undertook daily checks of the building. However, we noted that the risk assessment documentation needed to be reviewed and updated. The acting manager agreed to address this. This approach would help support staff to show how they have identified and removed or reduced risks to children while attending the service.

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).

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 acting manager offered very good support to the staff. He was enthusiastic, knowledgeable and motivated. He was 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 acting manager and staff and felt that they were approachable, helpful, and really cared about the children and the families.

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. 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 management 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).

Areas for improvement

1. The management 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 and keep them safe while attending the service. The deployment of staff ensured that the children had continuity of care across the session. A parent confirmed that changes to staff were communicated effectively.

"Get information about the staff. They have changed quite a few staff but everyone is excellent. There is information about the staff and they also introduce themselves."

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. The parents we talked to spoke highly of the staff and management.

A parent told us: "I think the staff are brilliant ... They keep me up-to-date with emails. Any changes, they are right on it. Good communication. If I ask them for a special request, they go beyond what I have asked them. They are very, very, very accommodating ... I am 100% happy [with the service]. She [child] enjoys it and doesn't want to go home."

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.

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 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.

Overall, we found that good communication between the staff and parents meant that parents were very happy with the staff team and the care their children received.

"When I come to pick the kids up, they tell me there is going to be change [of staff], when it's going to take place. And they give us enough notice so that I can tell the kids."

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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