Applebays Afterschool Torrance
Day Care of Children

Torrance Primary School
West Road
Glasgow
G64 4DE

Telephone: 07795 292 960

Type of inspection:
Unannounced

Completed on:
25 January 2023

Service provided by:
Applebays Afterschool Limited

Service provider number:
SP2013012175

Service no:
CS2019377628

About the service

Applebays Afterschool Torrance is a daycare of children service registered to provide a care service to a maximum of 40 primary school age children at any one time.

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

Applebays Afterschool Torrance operates from Torrance Primary School. Access to the building is through the secure door entry. Children have the use of the dining hall, gym hall, toilets and kitchen facilities. The rooms are well laid out, spacious and welcoming. Children have direct access to the enclosed outdoor areas, which they can use daily.

Applebays Afterschool Torrance operates a breakfast and after school club. The provider is Applebays Afterschool Limited.

About the inspection

This was an unannounced inspection which took place over two afternoons, Friday 18 November 2022 between 15:15 and 18:00, when five children were attending the service. And Wednesday 23 November 2022 between 15:15 and 18:45 when 23 children were attending the service. Final feedback was given on 25 January 2023. 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 the children using the service
- spoke with six parents
- spoke with three staff, the provider and the acting manager
- observed practice and daily life.

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. They particularly enjoyed the freedom to play games with the staff and run about outdoors in the dark.
- Staff were kind and caring towards the children and they had built loving and nurturing relationships with them. They listened to the children and supported, praised and encouraged them as they had fun playing with their friends.
- Children enjoyed the variety of play experiences as they moved between the halls and the outdoor area.
- The children told us they liked the snacks and were able to access fruit and water throughout the session.
- 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 should put in place cleaning schedules to compliment the daily check.
- Staff should develop a system that should help make it easier for the children to know the range of toys and equipment available to them. For example, a picture inventory book. This would help children to easily choose the equipment they want to use or play with.
- 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 processes in place which helped them get to know the families and the children. This approach helped the children and families settle well into the service and build positive relationships. Through discussion and observations, we found that the staff were able to meet the children's needs and personal preferences. We saw that the children were relaxed, happy and content, and clearly enjoyed being at the service. Staff were caring, warm and kind towards the children. They gave them lots of praise and encouragement, chatting to them, playing with them, and responding positively to their needs.

The children told us that they liked and enjoyed coming to the after school care.

"I've made friends. It makes it more fun."

"Love it very much."

Daily feedback between staff and parents when they collected the children helped to support effective communication and continuity of care.

Parents' comments included: "Really happy with the service. It is brilliant. I am so pleased they opened here ... The service is great, the girls are great, they are lovely, they are friendly, they are helpful ..."

"It's good. XXX seems to enjoy it. There used to be no such thing at Torrance and that wasn't so good. They enjoy it, and it is convenient. The staff are helpful. If childcare falls through for whatever reason on other days, they are always happy to take him the extra days. Flexible. He seems to enjoy it. It's excellent, it's something the village needed ... "

We found that staff knew the children well and gave them good support throughout the session. We looked at a range of documentation that helped the staff support the children and meet their ongoing needs, wishes and choices. This information made up the children's personal plans.

Staff were aware of individuals' dietary needs and this was taken into account when planning snacks. Staff and children washed their hands before preparing and eating the food. 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.

Appropriate procedures were in place to record accidents and incidents. These were discussed with and signed off by parents. The service had a medication procedure in place to support staff to administer medication safely.

Staff's approach to play and activities was child-centred and responsive to the children's interests, wishes and level of skill. Children had opportunities for fresh air and physical play. The children really enjoyed playing outdoors. They were involved in the planning and were able to choose what they would like to do for example, playing the octopus game and chasing each other. They particularly enjoyed chasing the staff and playing outdoors in the dark.

This approach helped the children feel included in decision-making and they had lots of opportunities to be active, have fun, develop their skills and confidence and celebrate their successes.

Children told us: "I can run quickly. I run round so quickly."

Children enjoyed making rockets. Then they raced them. There was lots of laughter.

"Mine was a sleigh."
"Mine was a rocket."
"Mine was a monster truck."
"That's the roof, that's the window, that's the person inside. It flies and it is going into space. I like to play with Lego best. I like playing outside."

Staff provided good play and learning experiences. They listened to the children and provided activities that linked to the children's current interests, offering challenge and fun. Children were fully involved in their play and learning and there was lots of fun and laughter as they played with their friends and staff. We watched the children as they made bouncy balls and planets out of air-dry clay.

Children's comments:

"Like to draw. Like art. Paint flowers ... I like glitter."

"I like to dress-up."

"I am making a planet, I am making Pluto."

"It's so stretchy."

"I'm making the Earth, can I have some green please? It still looks like Earth."

"I am making the Earth, can we take them home?"

"Look, I am holding Earth in my hands."

A parent commented: "I feel it is really flexible, more sociable for the kids ... There is always something different happening. They are always doing something new. As long as we have been here, it has been really good. It makes a big difference being in the school."

This approach showed us that staff were fully aware of, and met the needs of, the children they were caring for.

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. Whilst some improvements were needed, the strengths identified had a significant positive impact on the children's experiences.

We found that staff had created a warm, welcoming and fun environment for the children to play and relax in. Children had the use of the gym and dining area within the school. These were spacious with natural light and ventilation.

This meant that the indoor environment enabled the children to 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. And they enjoyed playing with the toys and taking part in the activities. However, some of the equipment was stored in a cupboard and it was difficult for the children to select items they wanted to play with. As discussed, staff should consider setting up a picture inventory book. This approach would help children know what was available for them. And would enable them to choose from the full range of toys and equipment with ease. The management and staff should continue to develop the range of toys and equipment available to the children. And consider how to set up quiet areas or cosy spaces for the children to relax in.

Children had the use of the outdoor areas within the school grounds. We saw that the children really enjoyed playing outdoors in the pitch, running around and playing tig games with the staff. There was lots of laughter and it was clear that both the staff and children were having fun. This approach enabled the children to be physically active, get fresh air, enhance their wellbeing, stimulate their curiosity, and explore the outdoor environment.

"I run so fast."

"I like the octopus game, I can run quickly."

"I like to play with cars. I like playing tig."

"I like to do loads. I like to get outside to play. I come two days Wednesday and Friday. We usually watch a film and play games, random games in the gym hall."

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.

"It definitely makes a difference that the after school care is in the school ... They pick up the kids from school and I pick up from here. I know he is safe. I am quite happy."

Risk assessment procedures were in place. Staff undertook daily checks of the building and outdoor areas. This approach helped support staff to show how they had identified and removed or reduced risks to children while attending the service.

Procedures to help reduce the spread of infection and help keep children and staff safe were in place. Staff had undertaken training on infection prevention and control and food hygiene. This meant that staff were confident that the environment was safe for the children and staff. Although check sheets were in place to show cleaning had been undertaken, the manager needed to set up written cleaning schedules as part of

their quality assurance processes (see area for improvement 1).

The service was registered with the Information Commissioner's Office (ICO). This helped to ensure that information held by the service was managed in line with general data protection requirements.

Areas for improvement

1. The manager should put in place cleaning schedules to complement the daily check lists. Information relating to cleaning schedules can be found in the Health Protection Scotland best practice document: Infection Prevention and Control in Childcare Settings (Day Care and Childminding Settings).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "I experience an environment that is well looked after with clean, tidy, and well maintained premises, furnishings and equipment" (HSCS 5.22).

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. Whilst some improvements were needed, the strengths identified had a significant positive impact on children experiences.

The provider and acting manager put at the heart of the service the children, families and staff. They ensured that the service provided was inclusive. Feedback from children and families helped them to develop and improve the out of school care service. We found that the management encouraged an ethos where staff felt empowered to share responsibility for the development and improvement of the service. As part of their evaluation process, the service had an improvement plan in place. The management and staff should continue to develop their quality assurance procedures.

Staff sought and encouraged children to voice their opinions on the types of play and activities they would like to part in. This feedback helped staff plan future activities and ensured that children were involved in and influenced what happened within the service. Staff were flexible, kind, and responsive to the children's needs and wishes and had formed warm, nurturing bonds with them. The children were very happy attending the service. They liked the staff, had made friends, and enjoyed the activities.

Children's comments:

"I get to do fun activities. And they help you with things when you need help."

"I like coming, like going outside, treasure hunt. We had to find green leaf, 2 sticks. Liked running about. I helped set the toys on the floor. I like the toys. Colouring and connecting the sticks. I like how they [staff] help you and if you want something they go and get it for you. I wanted paper and they got it for me. I like coming to afterschool club. Very happy."

Feedback from parents told us that management and staff were supportive of their children and met their ongoing needs which meant the children felt supported and secure when they attended the service.

"XXX is always happy to come. Completely happy with it. Excited about the games and the activities and she does not want to leave. Very happy, she's happy."

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 there was sufficient staff to meet the needs of the children attending the service. The deployment of staff ensured that the children had continuity of care across the session. Staff positively interacted 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 the children.

Comments from children included:

"I get to do fun activities. And they [staff] help you with things when you need help."

"They [staff] are very supportive."

We found that staff worked very well together, and supported each other to provide very good care to the children throughout the session. They were flexible in their routines to ensure that the needs and wishes of the children were being met. Staff had undertaken a range of training to help them in their childcare role.

Staff were very 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 service.

Overall, parents and children were very happy with the staff team and the care the children received.

Parents' comments included:

"It's fine, he seems to really enjoy it. The girls are all really nice. He tells me not to get him too early. He settled in really well. Get updates. Filled in paperwork at the beginning ... Staff know my child. Girls are lovely, all really nice. Staff interact well with the children and get involved. Get outside in the better weather. Very happy."

"He loves it. And that is the main thing. The girls always have time and always make him feel safe ... They look after him well and that is the main thing. They do activities with him."

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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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

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