Rookies After School Care
Day Care of Children

Home Church Scotland
Lammermoor Road
Kirkintilloch
GLASGOW
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Telephone: 01414040057

Type of inspection:
Unannounced

Completed on:
1 May 2023

Service provided by:
Rookie Rockstars

Service provider number:
SP2021000124

Service no:
CS2021000209

About the service

Rookies After School Care is located in Home Church in Kirkintilloch and is provided by Rookie Rockstars.

The service is registered to provide care for 50 primary school age children. The service has access to a large hall within the church and safe and secure outdoor play space.

About the inspection

This was an unannounced inspection which took place on 19 and 20 April 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 registration information, information submitted by the service and intelligence gathered since registration.

In making our evaluations of the service we:

- spoke with twelve people using the service and received 29 completed questionnaires from parents
- spoke with four staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- The management and staff team had created a welcoming, inclusive, nurturing, safe and caring environment for children.
- The manager was passionate about and committed to delivering positive outcomes for children.
- Children benefited from regular access to outdoor play spaces.
- Staff were committed to their roles and the delivery of child centred, responsive care.
- The provider, manager and staff should continue with plans to further develop quality assurance processes.
- The manager and staff should ensure that children's personal plans are fully completed and reviewed with parents so that information is shared and exchanged.

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.

1.1 Nurturing care and support
Staff were very responsive and caring. They supported children well, allowing children to make choices and lead their play at their own pace. Children experienced warmth and caring and nurturing approaches to support their wellbeing. We observed very good relationships between staff and children. Staff engaged effectively with children using appropriate language and questioning to extend discussion and learning. These approaches helped children to feel secure and settled in the service. Children confidently engaged with us telling us about their after school care. We observed supportive friendships between children which gave them a sense of belonging and positively impacted on wellbeing.

Children were provided with a very positive, sociable experience during snack time. They told us they enjoyed the range of healthy snacks available and choosing where to sit with friends.

Communication with parents was a strength of the service with the manager and staff openly welcoming parents into the service and taking time to chat with them about their children. Children's meetings were held regularly giving children a voice and the opportunity to be heard. We discussed with the manager how meetings could be further developed by giving children more autonomy, for example, through children leading their meetings or developing a children's committee.

Children's wellbeing was supported through the use of personal planning. We discussed with the manager the benefits of children and families being central to this process, ensuring that important information was effectively shared. We shared the Care Inspectorate guide for providers on personal planning. The manager planned to review personal plans and to maintain a consistent approach to securing information to enable staff to fully support children. Settling children into the service was tailored to individual children and families.

The manager was supporting staff to increase their knowledge of best practice guidance and current approaches in early learning and childcare and planned to encourage staff to further explore this.

We checked medication procedures for children and found that these were satisfactory.

A child protection policy and procedures were in place. There were two designated child protection officers and staff had received training. This ensured they knew how to respond to concerns about a child.

Parents' comments included:
"Staff are very friendly"
"There is a fun, homely and safe environment for the children".

1.3 Play and learning

We observed good quality play, learning and development opportunities for children. Children were empowered to lead their play and learning through the support and interactions of staff. The manager and staff provided a stimulating, creative setting that supported children to engage in self-directed play. Children played independently and in small groups. We saw them relaxing with friends, playing imaginatively and enjoying group games outdoors. Staff intervened appropriately when needed to support children's play.

A variety of resources were available to children both indoors and outdoors. Some learning provocations were set up to spark children's interest, stimulate thoughts and ideas and encourage questioning, for example, arts and crafts. Children proudly showed us their artwork and items they had made using craft materials. We discussed how loose parts and transient, open ended materials could be available at all times for children to promote enquiry, investigation and creativity. Children enjoyed a range of trips and outings during school holidays.

The manager was successfully supporting a relatively new staff team to develop their skills. She planned to increase access to training for them and share and discuss current best practice guidance in early years. We discussed how helping staff to track children's development and progress and involve children in this process would help to enhance play and learning and provide appropriate support to children.

Parents' comments included:
"My daughter loves going to rookies, she has made friends from different schools and loves all the staff as they spend time with her to chat and play".
"Some days she doesn't want to leave".

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.

2.2 Children experience high quality facilities

The setting was well planned, comfortable and welcoming. Children had lots of space to freely move around indoors and outdoors. Staff had created a homely environment with space for children to relax. Play spaces reflected children's interests and provided a range of opportunities for active play and learning. Resources were of good quality and were accessible to children.

The play and learning environments were safe and secure. Both indoor and outdoor environments took account of children's stages of development and learning and provided a range of experiences for children. Spaces were bright, spacious and welcoming with good facilities, providing opportunities for children to develop creativity and imagination.

Children's health and wellbeing was supported through regular exercise and fresh air. We saw children having fun outdoors, enjoying the freedom to run around with friends. Trips to various venues during school holidays inspired children to explore and build their own learning and understand and manage risk. Staff encouraged friendship groups where children enjoyed playing together.

Children were kept safe through a range of safety measures, for example, attendance records, secure entry to premises. Staff were vigilant about children's safety and used a range of risk assessments to evaluate potential risk. Children's school pick ups were very structured and well organised.

Robust infection prevention and control practices ensured safety for children. Cleaning was undertaken on a daily basis. Children were protected through clear policies and procedures which were understood and implemented by all staff.

Children's personal information was safe and protected. The premises and resources and equipment were well maintained.

All parents who completed questionnaires agreed that their children were safe in the setting and the setting was clean and well maintained.

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.

3.1 Quality assurance and improvement are led well
The service had developed a shared aims, values and vision for the service and this was reflected in staff and management practice. This was shared with parents which helped to create a feeling of unity.

Self evaluation and improvement plans were in place but were in the early stages of implementation. The manager was motivated to facilitate continuous improvement and support improved outcomes for children and families. The manager had aspirations for the service. She planned to regularly engage with children and parents to encourage them to share in their child's learning and inform planning and development of the service. Staff told us that frequent communication with the manager ensured that they felt involved in the service improvement journey. Staff demonstrated a shared understanding of service improvements. We discussed how the manager and staff could use Care Inspectorate guidance, 'A quality framework for daycare of children, childminding and school-aged childcare' as a tool for self evaluation and include children and parents in this process.

Communication with parents was very effective. Staff spoke with parents each day when children were collected. Email updates, newsletters and photographs were shared and surveys were issued to parents and children to collect feedback. Parents told us management and staff were visible, available and very approachable.

Regular staff meetings gave staff opportunities to review the quality of the service and share ideas. We discussed the benefits of recording minutes and action points from staff meetings and the manager agreed to do this. Staff told us they felt very supported by the manager and that she was approachable and supportive. As a result, staff were happy to be at their work.

The manager was beginning to introduce quality assurance systems to monitor how well the service was doing. Staff were beginning to reflect on practice and identify training needs. Some staff held leadership roles and the manager intended to expand this by providing more opportunities for staff.

The service was well led by a strong, approachable manager who delegated some responsibility to staff and involved them in the development of the service. Good direction was provided to the team who were committed to providing children and families with positive experiences. High staff morale impacted strongly on children's experiences.

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.

4.3 Staff deployment
Staffing levels supported delivery of good care and positive outcomes for children. A full complement of staff meant that children received one-to-one care when needed.

Staff were well deployed to ensure that their differing experience, knowledge and skills were well used to support experiences for children. This also helped to promote continuity of care for children with staff sharing information and observations of children with other staff. Effective staff deployment also ensured good supervision of children, for example, staff communicated when a task took them away from their responsibilities, ensuring children were safe.

Staff were flexible and managed changes to their routine well. Staff told us how well they were supported and mentored.

Children were cared for by kind and caring staff who knew them well. Very good relationships were observed. Parents told us that they valued the relationships children had with staff. Staff worked very well as a team. There was a strong ethos which helped children to feel happy, safe and valued. Staff supported each other well and were clear about their roles and responsibilities. All staff had participated in some training to enhance practice and help children reach their full potential. There were plans for further training for staff.

To keep children safe, staff were safely recruited. We noted that three staff members were not fully registered with Scottish Social Services Council (SSSC). The manager immediately supported staff to complete this process and put supervision and risk assessments in place for these staff. We saw that newly recruited staff were supported by an induction process and a mentoring system. As a result, staff were confident in their roles.

Parents' comments included:
"Our child seems to get on well with staff in the morning, and tends to have positive things to say".

Parents who completed questionnaires strongly agreed that they were confident that staff were nurturing and responsive to their children's needs.

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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