After the Bell OSC
Day Care of Children

Toryglen School
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Glasgow
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Telephone: 07543109108

Type of inspection:
Unannounced

Completed on:
21 May 2024

Service provided by:
Daynor Muldoon

Service provider number:
SP2022000165

Service no:
CS2022000242

About the service

After the Bell OSC is a service offering day care of children. The service was registered with the Care Inspectorate in August 2022 to provide a care service to a maximum of 50 school age children at any one time. At the time of inspection 14 children were using the service. The service is located within Toryglen Primary School within the Toryglen area of Glasgow, with access to local transport links, parks, local shops, and amenities. Children using the service have access to the school hall and playground area.

About the inspection

This was an unannounced inspection which took place on 20-21 May 2024 between 14:30 and 17:30. 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 children using the service
- spoke with staff, management, and the provider
- reviewed 10 completed questionnaires
- observed practice and daily life
- reviewed documents.

Key messages

- Children enjoyed attending the service and had fun with their peers.
- Staff were nurturing in their approach to children and families.
- Children benefited from robust personal planning.
- Children had access to a wide range of resources that supported them.
- People's views were respected by staff and management.
- Staffing models supported very good staff deployment.
- Feedback from staff, families and children about the service was very positive.
- The manager and provider should continue to develop the approach to quality assurance, self-evaluation, and improvement planning.

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?	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.

Quality indicator 1.1: Nurturing care and support.

Children were nurtured and supported throughout their daily experiences. Staff were warm in their approach. They cared for children sensitively and with compassion in line with their personal needs recorded within their plans. All parents who provided feedback strongly agreed. One commented, 'Overall, I am happy with the care and support my child receives in this service'. Strong relationships were evident between children, staff, and families. This was reinforced by families being welcomed into the service daily. This meant children and families benefited from a nurturing, respectful and inclusive service.

Children experienced an unhurried and social snack time with their peers. They sat with their peers as they enjoyed a nutritious snack of wraps, cold meat, crackers, and fruit. Children with dietary requirements were catered for sensitively, and respectfully. Staff planned the snack menu in consultation with children. On the first day of inspection, we spoke to staff and management about encouraging children to self-select their own snacks at the table while staff sat beside them to facilitate conversations. On the second day of inspection staff tried this out. Children and staff commented positively about children self-selecting their own snacks and spending time chatting with staff. We concluded that staff were facilitating a social and enjoyable snack time experience that supported children to develop their social skills and independence.

The management and staff were using a robust personal planning approach that supported children to reach their full potential. We sampled personal plans and found they reflected the individual needs of each child. Plans were created in partnership with parents and reviewed and updated in line with guidance. The management team had recently introduced a new wellbeing section using the wellbeing indicators Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, and Included (SHANARRI). This meant staff could use the information recorded to respond quickly and sensitively to changes in children's lives. Staff should continue to use the SHANARRI section to capture children's input within their plans.

The service had systems in place to store and administer medication safely. There were no children requiring medication at the time of inspection. The medication policy and procedures were in line with best practice guidance. Staff knew the procedure well and were confident in administering medication safely. This helped keep children safe.

We found staff were confident in reporting child protection concerns. Child protection lead officers had been appointed and all staff had taken part in child protection training. We were satisfied that staff were aware and confident in their roles and responsibilities of keeping children safe and protected.

Quality indicator 1.3: Play and learning.

Children confidently led their own play and learning. Staff planned experiences, and developed them throughout the session in response to children's interests and play ideas. This helped children feel valued and supported them to have fun while learning through play. For example, children outdoors asked to play a game of "Tig", staff facilitated this by joining in and having fun with children. Children were observed to be laughing with excitement and enjoyment. Staff, children, and parents were very positive about the play and learning opportunities at the service. Some of the comments we received included:

"The experiences have a fun element to them and foster the type of activities children would take part in at home like bracelet making, den building drawing and so many more." (parent).

"Each child is listened to, and their views/opinions matter very dearly. To make after school care more enjoyable we plan activities or go outdoors, or plan snack all based on the children's suggestions" (staff).

"I love playing with the scooters, and we get to choose different games to play each day" (child).

We concluded that children benefited from staff who responded to their play interests by facilitating stimulating and fun play and learning opportunities.

Staff used appropriate language and vocabulary during their conversations with children to extend their skills. Various experiences were available to support their skills including board games, mark making and creative resources, Lego, physical play resources, and small world/ imagination toys. Staff were on hand to support, and guide play where appropriate. Staff skilfully supported children's social, numeracy and literacy skills throughout their interactions. For example, staff skilfully supported children who were playing dominoes to use numeracy skills, and problem solve.

Children's group learning was recorded in a floor book and some group experiences were shared with families through social media. Individual photographs and observations were shared via an instant messaging app. We reviewed the floor books and found staff were good at capturing children's views to inform their planning. We spoke to the manager and provider about further developing the floor books to show how children's views were responded to and how their play, and learning developed when at the service. We concluded staff were skilled at empowering children to be fully involved in their learning by using skilled observations and interactions.

Children enjoyed spending time in their local community. They enjoyed walking back from school at the start of the session, visiting the local park, and shops. We reviewed observations where children had been involved in creating dog waste bag holders for the community. This encourage them to develop their community links and be responsible citizens.

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.

Children had sole use of the gym/assembly hall for their time at the setting, along with the school playground. Inside was comfortable, furnished well, with lots of natural light and ventilation. Children had ample space for their needs. This sent a strong message to children that they matter.

Indoor and outdoor environments were developmentally appropriate. A very good range of toys and games were set up for children and they were able to make requests for other resources. Storage of resources within the hall cupboard enabled children to see what was available and make decisions. This meant environments were set out in response to children's interests.

Risk assessments were in place and detailed clear mitigations and measures in place to keep children safe. We spoke to the manager and provider about updating risk assessments to detail the potential hazards and risks on the recorded risk assessments. We found staff knew the potential risks and observed staff working together to identify and remove risks for children to play safely indoors and outdoors. For example, they positioned themselves carefully outdoors to ensure adequate supervision and support was offered to children. This kept children safe.

There were well functioning arrangements in place for monitoring, maintenance, and repair of the setting. We noted the manager had developed a trusting and positive relationship with the janitor who was on hand to report any maintenance issues and arrange swift repair. This meant children benefited from a safe and well-maintained environment.

During conversations, staff demonstrated an understanding of their role in keeping children safe. A register was in place, along with secure door entry to the school. We concluded this helped keep children safe and supported staff to account for children while they attended the service.

Infection, prevention, and control policies and procedures were in place. For example, we observed staff and children practice effective hand washing and the building was visibly clean. This protected children and staff from the spread of infection.

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.

Quality indicator 3.1: Quality assurance and improvements are led well.

Positive working relationships between the provider, manager and staff contributed to a shared vision for the service. All staff we spoke with told us they felt confident in their role and well supported in their practice. Staff spoke positively about the opportunities they had to meet as a team. They felt their views and ideas were welcomed by the management team and influenced what happened in the service. This contributed to a shared responsibility towards achieving positive outcomes for children.

Children told us they felt included in the service and knew their ideas would be listened to, they gave us examples of when this had happened. The manager and team valued families' views. We observed people's views being gathered informally at collection time. Staff took time to chat with parents when they came into the building to collect their child. We reviewed evidence of effective communication with parents via email, instant messaging aps, monthly newsletters, and using social media. Parents who provided feedback agreed or strongly agreed 'My child and I are involved in a meaningful way to help develop the service'. We noted the manager had begun to formally gather people's views. The manager should continue with their plans to share the response from the surveys to show they how they use people's views to inform their self-valuation and plan future improvements.

The provider had begun to develop an improvement plan. The plan was in early stages and only focus on play and learning. It was used to summarise the self-evaluation activities of the service, and plan improvements and enhancements to practice. Staff reviews were planned, this along with the frequent staff meetings allowed for the team to reflect on their practice and plan changes in line with their plan. This meant children benefited from a staff team who were reflective, and used self-evaluation activity to deliver high quality care and support that was tailored towards children and families' particular needs and choices. The provider should now extend self-evaluation approaches to reflect on more areas of practice.

The manager had a system of monitoring in place which included staff training, accidents, medication, care plans and cleanliness. The service was led by a competent experienced manager and provider who were driven to provide the best outcomes for the families using the service. The provider and manager carried out informal monitoring as they worked alongside the staff. We discussed monitoring could be improved by using a more formal approach and signposted them to the Care inspectorate Hub for support.

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 4.3: Staff deployment.

Staff worked well together and were committed to improving outcomes for children and their families. They communicated well with each other to ensure they maintained quality interactions with children. Staff had established trusting relationships with parents and children. Feedback from parents about the staff team was positive. Parent comments included:

"The staff are always on hand to answer questions and their communication is great."

"Staff know me by name. They take an interest in my children and can refer to things that are in their lives (for example swimming lessons, weekend activities etc)."

"Staff know my child and take a genuine interest in her. They appear to really enjoy working with the children and as a result create a positive, nurturing ethos that children thrive in".

Staff were enthusiastic and keen to develop their skills. They were placed throughout the service in an effective way, respecting children's rights, but also ensuring children were safe and secure. They had undertaken a range of training opportunities, including: child protection, play cycle, and adverse childhood experiences (ACE's) awareness. Staff spoke positively about the training opportunities they had and how it had benefitted their practice. We concluded that children benefitted from a staff team who were keen to reflect on their practice and better their skills to provide high quality play and learning.

The service was not operating to full capacity and benefited from additional staffing above the required ratio. The provider told us she planned a higher to staff ratio regardless of the number of children attending. Parents commented positively on the staffing levels. Staff spoke positively about this and how the additional staffing supported them to meet the needs of children in their care. The service had access to their own bank staff to support staff absence. This means staff who work in the service when people are off know the children well. The staffing model and arrangements for staff absence meant staff could provide consistent high quality care play and learning opportunities for children.

Staff were recruited safely, and they were registered with Scottish Social Services Council (SSSC) within the first three months of their employment. The SSSC provide public protection by promoting high standards of conduct and practice and support the professional development of those registered with them. Some staff were required to complete qualifications to meet their registration, and management were supporting them with this. We gave the provider some advice on making sure staff were registered on the appropriate part of the register for SSSC in line with their roles and responsibilities. The provider offered reassurance they would action this. This helped keep children safe.

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?	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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