Clarkston After School Service (Giffnock)
Day Care of Children

Glasgow Maccabi Youth Centre
May Terrace
Giffnock
Glasgow
G46 6LD

Telephone: 07496894265

Type of inspection:
Unannounced

Completed on:
10 September 2024

Service provided by:
Clarkston After School Service Limited

Service provider number:
SP2014012263

Service no:
CS2023000408

About the service

Clarkston After School Service Giffnock is registered to provider a care service to a maximum of 64 children attending primary school at any one time. The service may operate before and after the school day and during school holidays.

The service is located in the Maccabi Centre, Giffnock, East Renfrewshire. The service is close to local parks, schools and other amenities. The children are cared for in a large hall with access to a gym hall and enclosed outdoor garden.

About the inspection

This was an unannounced inspection which took place on 9th and 10th September 2024. The inspection was carried the out by two inspectors 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 registration.

In making our evaluations of the service we:

- Spoke with people using the service
- Gathered feedback from seven families through online questionnaires
- Spoke with three staff the manager and provider.
- Observed practice and daily life
- Reviewed documents

Key messages

- Children were happy, engaged and having fun at the after school service.
- Children were confident, nurtured and supported throughout their time at the setting by a responsive staffing team.
- Children benefited from regular access to outdoor play spaces.
- Management were very visible and engaging with children and their families. They worked alongside the team to deliver high quality play experiences for children in their care.
- The team should continue to develop the environment and resources as the service continues to grow and evolve.

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?	5 - Very 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? 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.**

1.1 Nurturing care and support

Children were happy, settled and having fun on the days of inspection with each other and the team. Children and young people benefitted from warm, caring, and sensitive interactions from skilled practitioners. This supported a nurturing environment where children felt welcome and secure. One parent told us that staff "interact well with the children and provide support and encouragement for them to develop".

Children experienced snack times that were sociable, relaxed, and unhurried. A separate area within the playroom had been developed to provide snack on a rolling basis. The area was well-organised, with homely touches, which supported children to be independent and develop health eating habits. They had opportunities to self-select and self-serve which promoted developing life skills. Children enjoyed a very good variety of snacks from fruits, cereals, wraps, and pasta. Children told us they enjoyed the snack menu and could influence the choices offered on a weekly basis. Many children told us they enjoy the snacks available at the service.

Staff were very compassionate and intuitive in their approach. They knew children and young people very well and were responsive to their needs and wishes throughout the session. Personal plans were in place for each child attending the setting. Children completed the 'all about me' section of the plan which highlighted their likes, preferences, and interests. We suggested personal plans could be further developed by reflecting children's goals and how the team would support them to be achieved. This was actioned by the team promptly. Information available enabled staff to respond to children, appropriately and sensitively, in line with their needs, personal interests and preferences.

Staff understood their role in promoting children's health and wellbeing needs. Several staff were trained in first aid should children require medical assistance. Although there was no medication administered by the service on the days of inspection, we discuss the policy, process and procedures that would be followed and were satisfied they were in line with current best practice guidance.

1.2 Play and learning

Children were safe, confident, and secure within the setting, they moved around the play spaces independently, choosing what they would like to do. They chatted confidently with us about their experiences telling us the things the enjoyed at the after-school service. One child told us "I like arts and crafts." Another told us "'I like all the activities." From our discussions, we found that children felt a strong sense of ownership of their service which was reflected in the many opportunities they had to have their say.

Children were actively and meaningfully leading their own play and learning. Staff took a genuine interest in children's play and took the opportunity to join in with experiences, having fun together. One parent told us "there is always great activities to do".

Interactions were warm and encouraging as staff recognised and celebrated children's achievements. Children had developed friendships and had fun together throughout our visit.

Opportunities to engage in literacy and numeracy were woven across experiences in the play space. On the day of inspection were observed children reading together in a cosy space. Children also engaged in arts and crafts activities which supported their creativity and developed their letter and number formation.

Children's choices were respected and responded to through planning systems which were child centred. Staff observed and consulted with children to find out about their interests and used these to develop a plan together with children for each week, ensuring a responsive approach to planning. We observed staff talking to children at the start of each session and sharing the experiences that would be available that day. Children were empowered to express their views and opinions, confident they would be respected and listened to. One parent told us "my child loves the variety of activities every day."

The team had developed a floor book to share children's play and learning experiences through pictures. We made some suggestions of how the team could further enhance the floorbook to support the planning cycle with the addition of children's comments, team evaluations and linking to the play work principles. This would help celebrate children's achievements and continue to extend their play and learning opportunities in the setting.

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.

Children accessed an environment that was well-maintained, clean, and bright. It was furnished to a good standard and benefitted from plenty of natural light and ventilation. Designated areas for play and eating promoted children's comfort. Children had an area for rest in a quieter space of the room with a large den, bean bags and cushions where they could enjoy relaxing and some reading. One parent described the setting as "a nice, friendly ambience".

The playroom was laid out effectively with a good variety of resources. Staff had taken time to set out some activities to ensure areas were interesting and appealing to children. Children could self-select from resources on tables and on the floor. We discussed ways to support children to make more choices about the resources and equipment that could be set out each day. We would encourage the service to continue to expand their resources, open ended materials and loose parts play as the new service grows and develops.

We found that children were routinely consulted on all aspects of the service provision and could suggest and influence the purchase of new resources through discussions and a suggestion box. We would encourage the service to continue to empower children to drive the development of the environment.

Children could access a larger gym hall which supported active and physical play. Children could also access an enclosed outdoor garden with adult supervision. Parents told us their children enjoyed playing outdoors at the services. The manager discussed ideas they had to continue to extend children's play and learning experiences outdoors with a planting garden and purchasing den building equipment. We would encourage the service to continue to develop their outdoor spaces as the new service continues to grow and evolve.

Infection prevention and control was promoted through effective cleaning of resources and equipment. Hand washing was promoted, with children and staff washing their hands on arrival at the setting and prior to having snack. This helped prevent the spread of germs and kept children healthy.

Staff worked well together to keep children safe and identify risks. A range of risk assessments were in place, which highlighted potential risks to children and contained clear mitigations and measures for staff to follow. Staff utilised walkie talkies to communicate with each other which ensured children's safety and supervision when moving between the rooms available and outdoors.

Children's personal information was stored securely in locked cabinets. Staff were able to access key information when required. This meant children's personal information was being stored and managed securely and respected their privacy. The service was appropriately registered with the Information Commissioning Officer.

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**.

We found that the team, manager, and provider engaged very well in the inspection process. They were motivated and enthusiastic about providing a quality service for children, young people, and their families. The service had created a vision, values, and aims that underpinned practice and the principles of the service, placing children and their families at the heart of the setting.

The manager of the service was visible, friendly, and approachable to children, their families, and staff. This created a positive ethos which focused on relationships and effective communication, creating conditions where people felt confident to discuss ideas, improvements, and issues. The new manager was motivated, organised, and enthusiastic about delivering a high-quality service to all children in their care. This showed us the service had a very good capacity for change. One parent told us the manager was "very approachable and kind."

The manager, provider and staff team were committed to delivering a quality service for children and families. They worked well together creating a supportive culture and shared responsibility for the ongoing development of the new service. The manager undertook regular quality assurances to ensure a high-quality service was delivered was delivered to children.

Children and their family's views were actively sought and valued by the team. This was achieved through newsletters, evaluation forms and face to face discussion. Feedback, ideas, and suggestions received were discussed as a team and incorporated into the services improvement plans. This ensured children's rights were respected and families accessing the service could influence the play and learning experiences, as well as the environment. Parents told us communication with the team was a strength for this service. One parent told us "We receive weekly plans for activities and snacks".

We sampled the services policies and procedures and found they reflected current best practice and legislation.

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.

Children were supported in a service that was appropriately staffed to meet their individual health, welfare, and care needs. Staff were aware of the importance of compliance with prescribed adult to child ratios indoors and outdoors to keep children safe and ensure high quality outcomes. Parents agreed that there were always enough staff in this setting. The team were flexible in their deployment and followed children's interests across the session.

Staff communicated well with each other when leaving areas of the environment, to maintain ratios and ensure children's safety. Staff shared key messages about children's needs, which helped provide continuity of care children received. The service also had the use of walkie-talkies to aid communication when staff were in different areas. This supported children's safety across the variety of play spaces.

Children were kept safe and protected as staff were appropriately registered with the Scottish Social Services Council. We highlighted the National Induction resource to the manager and provider to support a planned and consistent approach to induction for new staff members.

Staff accessed training inhouse and through online courses. They had opportunities to undertake professional qualifications relevant to their role which, was supported by the provider. We would encourage the team to continue to develop their knowledge, skills and practice using best practice guidance and frameworks to support positive outcomes for children, including, using the Care inspectorate HUB and Play work Scotland.

Most staff had taken part in child protection training. When speaking with staff we found they were aware of their responsibility in reporting safeguarding concerns and knew the process to do this. We suggested the child protection coordinator undertake lead protection/safeguard training to maintain and build on the good practice in place.

Throughout our visit, staff treated children with respect, and we could see that children had very positive relationships with staff. Staff knew children very well and responded considerately and patiently to their needs, conversations, and questions. Staff and children had lots of fun together during our visit. This meant that attachments and relationships were strong, resulting in children being happy, safe, and settled in the service. One parent told us "The staff who look after my child are fantastic and have built a strong bond with them." Other comments we received from families described the team as "friendly", "professional", "considerate" and "kind".

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?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good

How good is our staff team?	4 - Good
4.3 Staff deployment	4 - Good

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