

## Cumbernauld YMCA - Holy Cross ASC (POMP) Day Care of Children

Holy Cross Primary School  
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Croy  
Glasgow  
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**Type of inspection:**  
Unannounced

**Completed on:**  
21 February 2024

**Service provided by:**  
Cumbernauld YMCA-YWCA

**Service provider number:**  
SP2003000977

**Service no:**  
CS2003015516

## About the service

The service is part of the Peace of Mind for Parents (POMP) childcare service, provided by Cumbernauld YMCA-YWCA. This organisation provides a further seven out of school care services across three local authorities. Children attending this service have the opportunity to attend a holiday club held in another base during school holidays.

The service is registered to provide out of school care for a maximum of 30 children attending primary school and up to the age of 16 years. The service operates Monday to Friday during school term time from 15:00 until 18:00.

The manager of this service is also the manager of Cumbernauld YMCA Chryston OSC (POMP) (CS2003015515) and Cumbernauld YMCA - Colquhoun OSC (POMP) (CS2003003713).

The service is provided from Holy Cross Primary School in the village of Croy, on the outskirts of Cumbernauld. They have the use of the dining hall, gym hall and toilets within the school, as well as the school playgrounds and pitches outdoors.

## About the inspection

This was an inspection which took place on 21 February 2024. 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 a small group of children using the service
- we gathered the views from two staff and management
- we gathered the views from two families of children using the service
- observed practice and children's experiences
- reviewed documents.

## Key messages

- Children had ownership of their care, play and learning. They were aware of their rights and this was evident throughout the service. Children were extremely happy with the quality of the service they received.
- Staff had formed extremely positive relationships with the children and families. Staff interactions with children were caring and respectful. Staff were skilled at knowing when to intervene and when to observe, meeting the needs of the children.
- Improvements had been made to children's personal plans. However, further development is needed to ensure these support staff to provide the right care to meet children's wellbeing needs.
- Quality assurance systems were in place, leaders were more confident and we could see the positive impacts on the service. For example, good practice guidance being followed and further areas for improvement being identified.

## 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?	5 - Very 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 found several strengths that impacted positively on outcomes for children and clearly outweighed areas for improvement, therefore we evaluated this key question as good.

### Quality Indicator 1.1 Nurturing care and support

When children arrived at the service they were smiling and laughing and several children welcomed staff with a cuddle. We saw many children supporting each other. For example, older children helping the younger children to wash their hands or reach materials. When asked, children gave the service a thumbs up and told us they felt safe and had fun every day. There was a strong ethos of care and respect within the service.

The service had recognised an increase in the need to support children's wellbeing needs. In response, they had developed a small area with soft furnishings and books. Children told us this was a good space to relax and chill out. One child shared it was their favourite space and they loved it. The service should consider further consultation with children, to see if this area could be further developed.

The children told us about their citizenships charter. They were very proud of this and we could see that it meant a lot to them. We witnessed lots of positive interactions and had some conversations with children about their rights and how these were valued within the setting. They spoke about how they made decisions about their play and how staff responded and supported their interests. One child spoke about how the staff supported their passion for creativity and another child about their interest in history.

Mealtimes were a sociable event. Children liked to have snack time together around the tables and they told us it was a good time to catch up after their school day. They told us they liked the foods on offer and were regularly asked for ideas. They shared that there was always an alternative if you didn't like the first choice. Drinks were available throughout the session. The snack was unhurried and relaxed.

Staff knew the children and families extremely well. To support them identify and plan how best to support their needs, staff completed a personal plan for each child. The personal plan process had recently been changed and each child's plan was being reviewed using the new procedure. The leaders need to ensure staff are supported throughout this new process, to ensure the changes have the positive impact intended, helping staff to provide the right care and support to meet the children's needs. For example, the process supports identifying children's needs in a timely manner to ensure staff have appropriate strategies in place.

### Quality Indicator 1.3 Play and Learning

Children shared that they were asked what materials and activities they would like, these were recorded in the floor book. They could also ask for materials from the cupboards. They told us staff listened and provided play and materials meeting their needs. The play space was set up for children on arrival. This inspired children to select preferred areas of play. Some choose to play badminton, some to draw and others construction. Throughout the session we saw children engaged in their experiences and moving freely between different types of play.

The pace of the day from children arriving from school to home time was relaxed and we found children were happy and having fun. Children told us that they can choose to play outside and had fun in the school grounds.

We saw several children being praised and recognising their own successes. For example, one child jumping with joy after creating a structure with building bricks and another smiling after staff praised their drawing. To further enhance children's experiences, they were asked monthly questions to share views and opinions. This helped staff to reflect and ensure experiences offered met the children needs, wishes and choices.

## How good is our setting?

**5 - Very Good**

We found significant strengths that impacted positively on outcomes for children and clearly outweighed areas for improvement, therefore we evaluated this key question as very good.

### Quality Indicator 2.2: Children experience high quality facilities

We found that the main entrance to the premises was secure and monitored. The service had their own door bell at the school entrance. Children were signed in and out of the building. Staff were aware of the children being cared for and were vigilant about attendance numbers.

The dining and gym hall, provided a very good space to promote various play experiences. The space had been well planned and divided to create different types of play experiences. Staff set up the spaces for children arriving, to inspire and encourage their play. For example, table top games, physical activities, crafts and reading. Children moved freely around the areas, selecting to play either on their own or in small or larger groups. When asked about their experiences and materials on offer, they told us they were very happy.

The new addition of a quiet cosy area with rugs, books and cushions had been well received. Children were able to choose to play at tables, on the floor and with or without staff. We did see children regularly ask staff to play with them. Children were given the space to play giving them a sense of freedom and choice.

Children were supervised when using the school toilets. The staff should remind children about being respectful when walking through the school. As we saw, because of the noise level and speed, a school staff member had to remind them.

Overall, we found the premises and resources to be well maintained, clean and tidy. They were making extremely good use of the space and resources. They regularly reviewed how they used the space and the types of materials children had access to ensure they met the needs of the children.

## How good is our leadership?

**4 - Good**

We found several strengths that impacted positively on outcomes for children and clearly outweighed areas for improvement, therefore we evaluated this key question as good.

## Quality Indicator 3.1: Quality assurance and improvement are led well

The provider's vision and aims for the service included to provide peace of mind for parents to go to work, know children are in safe hands and children are kept safe, warm and welcome. The service ensures that, when undertaking quality assurance, this is at the heart of all self-evaluation and reflection.

As part of the part of the Peace of Mind for Parents (POMP) childcare service provided by Cumbernauld YMCA-YWCA, this service is managed by a peripatetic manager. This means as well as this service, the manager oversees the management of two other services owned by this provider. The manager of this service is supported by a management team, with designated roles, such as human resources. The provider had taken positive actions to evaluate how well the services was doing and had developed an improvement plan. This included making improvements to the facilities and children's access to materials.

The service manager had a new system in place, this was supporting them to monitor how well the service was doing. This included attending the service at least one day per week, on an agreed day. As a result, staff, children and parents were informed when they would be onsite. They shared that they had found this new procedure to be extremely helpful enabling their peripatetic manager role. They now had designated time in each service to monitor the quality of the service, identifying strengths and areas for improvement with each service they managed.

Overall, we found that the manager and staff knew the service well. They consulted with children and families, to gather their views. However, this is an area where further improvements could be made. For example, if using questionnaires, these should link to the service improvement plan priorities. To support planning for future improvements, the service can find more information on the Care Inspector Hub.

## How good is our staff team?

4 - Good

We found several strengths that impacted positively on outcomes for children and clearly outweighed areas for improvement, therefore we evaluated this key question as good.

## Quality Indicator 4.3: Staff deployment

The staff employed within the service to deliver direct care and support to the children, were appropriately registered with the Scottish Social Service Council (SSSC).

The staff team provided a good mix of skills and experience of working with school age children. They worked well as a team and they told us they were happy in their roles and had formed positive relationships with the children and families. Staff deployed themselves well during our visit, supervising the different play areas and meeting the needs of the children.

Staff regularly reflected on what worked well and identified where positive changes could be made. They worked hard to provide a quality service and were committed to keeping themselves well informed about good practice. This included completing training and development courses such as first aid and qualifications in childcare.

Staff and children had formed extremely positive relationships. Parents and children gave positive feedback about staff and their relationships with them. Staff were skilled at positioning themselves and being accessible. Staff interactions with children were supportive and respectful. Staff found time to speak to parents when they collected children, creating positive bonds.

Being a small team required the staff to work closely together, they did this well. They had formed a close working relationship, as a result they had effective communication and a shared vision.

## What the service has done to meet any requirements we made at or since the last inspection

### Requirements

#### Requirement 1

By 7 October 2019 the provider must ensure safer recruitment practice is in place. In this instance the provider must undertake and complete PVG checks including updated checks for all new staff prior to commencement in the service. Where there are exceptional circumstances relating to PVG checks and recruitment matters these must be discussed and agreed with the Care Inspectorate. Review and develop their safer recruitment practice through the Safer Recruitment Through Better Recruitment document [http://hub.careinspectorate.com/media/428646/safer-recruitment\\_final.pdf](http://hub.careinspectorate.com/media/428646/safer-recruitment_final.pdf).

This ensures care and support is consistent with the Health and Social Care Standards which state "I am confident that people who support and care for me have been appropriately and safely recruited" (HSCS 4.24). It also complies with Regulation 9(1) -fitness of employees of the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011.

**This requirement was made on 26 September 2019.**

#### Action taken on previous requirement

At the last inspection for this service on 8 November 2019, it was identified that the provider had made improvements. As a result we were satisfied that they had made the require improvements.

Since 2019 we have reviewed several staff recruitment files as part of inspection in others services, by the same provider. We have found on each occasion safer recruitment guidance has been followed.

We have spoken to the human resource staff responsible for safer recruitment, we were satisfied that they fully understand and were aware of the roles and responsibilities around this.

**As a result, this requirement was met.**

**Met - within timescales**

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com).



## Detailed evaluations

How good is our care, play and learning?	4 - Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	4 - 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?	4 - Good
4.3 Staff deployment	4 - Good

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