

Yoker Out of School Service Day Care of Children

Clyde Campus Primary School
170 - 200 Hawick Street
GLASGOW
G13 4HG

Type of inspection:
Unannounced

Completed on:
9 February 2024

Service provided by:
The Committee Blairdardie Out of
School Service

Service provider number:
SP2003001241

Service no:
CS2021000029

About the service

Yoker Out of School Service provides a care service to a maximum of 47 primary and secondary school aged children at any one time. The service operates from Clyde Campus Primary School, Yoker, Glasgow. During operating times, the service has use of a large gym hall, various classrooms and secure playground areas within Clyde Campus Primary School. The service is close to transport routes and other amenities.

About the inspection

This was an unannounced inspection, which took place on 8 February 2024. One inspector from the Care Inspectorate carried out the inspection. To prepare for the inspection we reviewed information about the service. This included, registration information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:

- spoke with children using the service and received survey responses from six parents or carers
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children were cared for by staff who displayed warm and nurturing approaches, which made children feel welcome and supported.
- Staff regularly engaged in a range of professional learning activities that built on and sustained their practice.
- Staff were confident about the procedures to follow in the event of concerns for children's welfare.
- We found that staff promoted a culture within the service that focussed on promoting the children's rights to play.
- Planning approaches focused on capturing and responding to the play interest of a child or group of children.
- Personal planning should be more collaborative and provide children with a greater sense of ownership of their next steps for play and development.
- We highlighted the value of providing professional learning opportunities linked to wider champion roles for staff.
- We highlighted the potential benefit to outcomes for children of ensuring staff were deployed in ways which maximised free flow access to outdoor play.

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

Quality indicator 1.1: Nurturing care and support

We made an evaluation of very good for this quality indicator as we found performance that demonstrated major strengths in supporting positive outcomes for children. Performance evaluated as very good does not require significant adjustment.

We looked at how the service's planning approaches for children's care, learning and development ensured they experienced positive outcomes. Throughout the various play sessions we observed it was clear that children experienced sensitive and respectful caregiving. We observed staff adapting daily planned activities and being responsive to children's changeable interests and demands. Children were spoken and listened to in ways that encouraged them to feel valued and included. One parent commented: "Good communication with parents. Children have a nice relationship with workers." Another parent told us: "I like that staff are always friendly with parents and children". A third parent stated: "Staff are warm and nurturing, I feel like they really care about the kids and enjoy working with them."

We discussed with staff approaches that may make a gathering of personal planning information more collaborative and provide children with a greater sense of ownership of their next steps for play and development. Staff agreed that this would provide time and space for children to regularly review, evaluate and adapt their plans. It can enhance the existing approach to personal plans by ensuring they become a meaningful forward-looking planning tool that supports children's ownership of developmentally challenging play opportunities.

Staff demonstrated a good understanding of the policies and procedures in place to ensure care and welfare of children including child protection. All staff received regular professional learning in safeguarding and understood the indicators that may suggest a child is at risk of suffering harm. Annual refresher training for staff served to enhance the robust systems already in place for monitoring and maintaining child protection records and supported the continued safeguarding of children.

Quality indicator 1.3: Play and learning

We made an evaluation of good for this quality indicator as we found performance that demonstrated a number of important strengths which, taken together, clearly outweighed areas for improvement. The strengths had a significant positive impact on children's experiences and outcomes.

We found that staff promoted a culture within the service that focussed on promoting children's right to play through a wide range of creative and physical play experiences. One parent commented: "My children love outdoor play and arts and crafts." Another parent told us: "This service got better each year. My children came home with learning new skills each day. They like all the staff and really enjoyed their time. They really think about children's happiness and their interest and make changes and provide them all the necessary stuff they need. Such a brilliant team." A third parent commented: "Their summer holiday service is especially good. The range of activities is excellent and they even helped teach my daughter to ride her bike." Staff told us how they placed the interests of children at the centre of their planning approaches for play and learning. We found children had opportunities to participate in a variety of creative and active play experiences including: gymnastics, tennis coaching, football, den building, yoga, construction, wave n' rave, drawing, gloop making, action figure play and dragon games.

The balance of organised and freely chosen extended play opportunities provided opportunities for children to develop social and physical skills, confidence and self-esteem.

We discussed Playwork strategies with staff including use of observation tools that would support planning approaches that focused on capturing and responding to the particular interests of a child or group of children. Staff told us that these strategies had the potential to build on existing approaches for recognising children's play interests as well as extend opportunities for child-initiated play. We identified a need to adapt daily routines and play environments to include a social space that better accommodated the particular needs of older children using the service. Staff agreed that the suggested changes had the potential to increase older children's sense of engagement while attending the service.

We discussed with the management team the value of widening training options to ensure a greater focus on play based training for staff. The manager agreed to consider future development opportunities for staff including topics such as physical activity training, improving play practice, inclusive play, loose parts play, STEM (Science, Technology, Engineering and Maths) learning through playful resources. Improvement initiatives like this have the potential to enhance the variety and level of challenge children experience through the play opportunities on offer.

How good is our setting?

4 - Good

Quality indicator 2.2: Children experience high quality facilities

We made an evaluation of good for this quality indicator as we found performance that demonstrated a number of important strengths which, taken together, clearly outweighed areas for improvement. The strengths had a significant positive impact on children's experiences and outcomes.

We found the accommodation to be bright and airy, with considered organisation and layouts of play spaces that reflected children's interests. Children's use of available play spaces was compromised by lack of access to the main hall space for a part of each after school session. This limited the range of challenging play experiences that were available to children on the day of the inspection. Outdoor play was not evident on the day of the inspection. Staff told us of their recent success in securing Scottish Government grant funding for the future development of the available outdoor space. The plans centred around the addition of an outdoor adventure playground space within the school grounds. They included a trim trail, large pirate ship a variety of climbing apparatus, seated social areas and a covered outdoor classroom space. All the staff we spoke to agreed that this had the potential to significantly increase children's sense of enjoyment and challenge when engaging in outdoor play.

We found the environment and resources within it were effectively managed to support positive outcomes for children. Staff ensured the health and safety of children's environments by keeping logs for risk assessments and cleaning. Effective systems were in place that removed or minimised any potential play hazards. The staff consulted with children to jointly evaluate the extent to which resources were effectively supporting their enjoyment of play.

Children and parents confirmed there were frequent opportunities to take part in active play opportunities, indoors and outdoors. The main gym hall and outdoor areas were regularly used for energetic activities, sports and group games. Team meeting minute records showed that the management team were committed to widening the range of materials available to support children's play both indoors and outdoors. This can extend the opportunities for children to learn actively through play, be creative and think critically.

We were able to see systems were in place for maintaining and monitoring children's accidents. Staff told us that accident records were shared with the child's parents to provide reassurance that their child had been cared for by staff and to make sure there was continuity in their child's care.

How good is our leadership?

4 - Good

Quality indicator 3.1: Quality assurance and improvement are led well

We made an evaluation of good for this quality indicator as we found performance that demonstrated a number of important strengths which, taken together, clearly outweighed areas for improvement. The strengths had a significant positive impact on children's experiences and outcomes.

All parents and carers who completed our survey strongly agreed with the statement: "I am confident the setting is well managed". We found that the management team had a broad vision of how they wanted to take forward quality improvements within the service. The inspection team were impressed by their commitment to leading positive changes that will contribute to future improvements to the quality of children's outcomes and experiences. Regular team meetings with staff were used to discuss overall planning and progress of the service. Staff told us how they benefitted from participating in focussed discussions on the outcomes and experiences of children using the service. This helped staff to consider what if any action is needed for improvement to enable children to have the best possible experiences whilst in the service.

The manager told us that the culture of self-evaluation for improvement was at an early stage of development with the staff team. A third of the parents that completed our survey disagreed or responded "don't know" to the survey statement: "My child and I are involved in a meaningful way to help develop this setting and our ideas are used to influence change." The manager told us how they dedicated time to analysing children's, staff and parent's contributions to any consultations and extracting the key messages, themes or ideas put forward. We highlighted how "A quality framework for daycare of children, childminding and school-aged childcare" (Care Inspectorate, 2022) tool could be used to increase parental involvement and engagement in the development of the service improvement plan. This tool was already being used as part of a general quality assurance approach. The manager agreed that the strategies we suggested for widening consultation with children and parents would increase all stakeholders sense of ownership of any future development priorities for the service.

We identified a need for the manager to adapt the provider's broader business plan. This set out planned developments across the service as well its two related services at Blairdardie Out Of School Service and Corpus Christi Out of School Service. We discussed the value of developing of a specific improvement plan for the Yoker service. We highlighted how this could more closely reflect the aspirations of children, families, partners and the local community. The manager agreed that this would help promote and sustain a shared vision that was unique to the setting.

How good is our staff team?

4 - Good

Quality indicator 4.3: Staff deployment

We made an evaluation of good for this key question as we found performance demonstrated a number of important strengths which, taken together, clearly outweighed areas for improvement. The strengths had a significant positive impact on children's experiences and outcomes.

Staff felt very well supported by the manager both formally and informally through their open door approach. They told us that they felt able to approach them with any concerns. Staff worked well together and supported each other. This helped to contribute to a happy and welcoming atmosphere.

The manager carried out formal one to one support meetings with staff. This provided an opportunity to recognise staff skills and offer a planned approach to staff professional development. The staff routinely engaged in a range of professional learning activities that built on and sustained their practice. Recent staff development topics had included: autism awareness training; food hygiene; infection control; child protection; paediatric first aid; mental health; leadership and management. These learning experiences helped to provide assurance to children and parents that staff were well equipped to fulfil their play practitioner roles.

The provider told us how they planned to build on the current skills and qualification mix within the staff team. This included building a consistent staff team that included opportunities for newly recruited and less experienced staff to fulfil roles as qualified support workers and play work practitioners. These plans have the potential to enhance the capacity of the team to support children to experience the highest level of challenge and positive outcomes through play.

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	5 - Very 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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