

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

Chryston Cultural Centre  
Lindsaybeg Road  
Chryston  
Glasgow  
G69 9DL

Telephone: 01236 721382

**Type of inspection:**  
Unannounced

**Completed on:**  
28 February 2024

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

**Service provider number:**  
SP2003000977

**Service no:**  
CS2003015515

## 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 six 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 - Holy Cross ASC (POMP)(CS2003015516) and Cumbernauld YMCA - Colquhoun OSC (POMP) (CS2003003713).

The service is provided from Chryston Cultural Centre on the campus of Chryston High School. Children have sole use of the centre's gym hall on four days a week, and a smaller general purpose room on one day a week.

## About the inspection

This was an unannounced inspection which took place on the 26 and 28 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 seven families of children using the service
- observed practice and children's experiences
- reviewed documents.

## Key messages

- Children were engaged in their play and had formed positive friendships. They enjoyed being creative, playing physical activities and playing outdoors.
- The facilities and materials were found to be well maintained, spacious and clean.
- Children's Personal plan format had been changed. However, further development is needed to ensure these changes support staff to provide the right care to meet children's wellbeing needs.
- Staff worked well together and knew the children. Their interactions were caring and kind.
- Quality assurance systems needed further development, to further promote improvement and ensure the services policies and procedures were followed.

## 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 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

Children were welcomed by staff at the school. When they arrived at the service they were keen to play with their friends. Children were happy and familiar with the daily routine. They told us they liked attending the service and enjoyed playing outside and making things. Children were keen to share their experiences at school with each other and staff. Staff provided children with the opportunity to share things that were important to them. For example, things they were learning at school.

Staff communications were calm and relaxed. When talking to children, staff did so with respect and kindness. Parents commented that the relationships between staff and children was positive. One parent's comment, when asked about staff, was 'Kind, friendly staff. Organised, lots of activities available. Staff really know my child' and another shared 'Always friendly and helpful staff.' When children were asked about the staff and their relationships, children gave them a thumbs up.

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. We saw that children were keen to use this space to relax and chill out. Staff told us that this was a popular area, especially by a small group of children. We discussed with staff to consider further consultation with children, to see if this area could be further developed. For example, creating more cosy, chill out areas including dens. They agreed, as they could see the benefit for the children's wellbeing, providing more intimate safe and secure spaces.

Children were regularly consulted about the snack choices and were involved in the preparation. We found children were able to self serve and were learning important life skills. Snacks were a relaxed, sociable time of the day. Staff sat with children having fruit and drinks. Children shared they were happy with the various foods on offer, including bagels and wraps. Drinks and a fruit bowl were available throughout the session, we watched some children standing around the fruit bowl eating and chatting. This was a comforting sight.

Staff knew the children and families 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. This is to ensure the changes have had 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. However, the space and materials on offer could be further enhanced to create a more inspiring play space.

This could be achieved by creating, for example a more inviting art area, with a wider range of materials and use of more open ended materials for children to explore how they work.

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 that when they asked to go out, staff responded. Children enjoyed physical play, a small group of children enjoyed skipping. Children's physical play experiences could be further enhanced by staff incorporating more playground games.

## How good is our setting?

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

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

Children were supervised when accessing the toilets in the community centre and outdoors when they used the school pitches.

Overall, we found the premises and materials to be well maintained, clean and tidy. They were making good use of the space and materials. They regularly reviewed how they used the space and the types of materials children had access to, to ensure they met the needs of the children. However, the set up of the play space could be further enhanced. For example, redesigning the layout, having more cosy areas and more materials to inspire children's natural curiosity.

## 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 quality assurance systems 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.

The managements review of the medication procedure, was due. The manager told us they planned to update all children's care plans with the new organisation medical consent form. We suggested a further adaption to the medication forms. For example, to include a section , if medication is given following when required instructions, to record outcome. We found the forms print size to be small and provided limited space, if being completed by hand and not online, as designed. They should consider the format to ensure it is easy to follow and provides the reader with clear and accurate information.

At the inspection we identified that the service registration conditions need to be updated. During a previous variation they had one of the service conditions changed. The condition currently reflects that the gym hall will be used for four days per week, at the time of the inspection they used the gym hall for 5 days. The manager agreed to submit a variation, once they had clarified the wording of this condition with the provider.

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 could link more 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 were experienced school age childcare staff. They worked well as a team and they told us they were happy in their roles and that they 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 were vigilant when collecting children from school. They were very clear about their roles and responsibilities.

Staff reflected on what worked well and they worked hard to provide a quality service. They kept themselves informed about good practice. This included completing training and development courses such as first aid and qualifications in childcare.

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, however the discussions could be more meaningful. The manager agreed to undertake a consultation and see if there were any improvements that could be made.

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 good communication and a shared vision. We did discuss the need to consider options around staff deployment to support children's choices. For example, to play inside or outside. The manager agreed.

The staff shared tasks well. For example, with one staying with children supporting their play whilst the other had a small group of children preparing a snack. The daily tasks did not interrupt children's play as children were provided the opportunity to get involved, which they enjoyed.

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

### Areas for improvement

#### Previous area for improvement 1

Where additional needs were identified on enrolment forms, staff should ensure their personal plan was in place before they started the service, then reviewed at the 28 day stage. This would allow them to record any needs specific to a child and how they should support these before planning at a more general level within 28 days.

National Care Standards Early Education and Childcare up to the age of 16, standard 6: Support and development

**This area for improvement was made on 13 October 2017.**

## Action taken since then

Each child had a personal plan in place. These plans had been reviewed on several occasions since the last inspection. The service was working hard to find a format to ensure they supported staff to identify and meet children needs. They had made good progress. They will now need to consider what works well and make changes if needed.

**As a result, this area for improvement had been addressed.**

## Previous area for improvement 2

Quality assurance in the service should improve.

-There should be clear links between the service improvement plan, staff training, feedback from parents and children, and any areas for improvement found at area manager monitoring visits.

-Staff training should be recorded and evaluated to assess its impact on staff practice and outcomes for children.

-Supervision records should include how training and/or other experience/opportunities will support any areas for development identified.

-Floor books could be better used to record children's views and discussions held around Rights, bullying and respect.

-Better links should be in place within children's personal plans, and activities planned and evaluated in floor books.

National Care Standards Early Education and Childcare up to the age of 16, standard 14: Well-managed service.

**This area for improvement was made on 13 October 2017.**

## Action taken since then

The provider had development systems to support the service to drive forward improvement. The provider had an improvement plan in place for the organisation and each service they provided.

The organisation had effective induction procedures and staff supervision meetings to identify and support staffs development needs.

In consultation with staff they had a training calendar in place and were monitoring staffs progress.

Children views were being incorporated into the daily routine and their personal plans. Children shared their views in the floor book, through questionnaires and daily during discussions.

We did discuss with the service manager how self-evaluation and quality assurance could be further developed and directed them to the Care Inspectorate Hub, where they could find more information on planning for improvement. They agreed to watch the bitesize videos.



As a result, this area for improvement had been addressed.

## 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	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

## To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at [www.careinspectorate.com](http://www.careinspectorate.com)

## Contact us

Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

0345 600 9527

Find us on Facebook

Twitter: @careinspect

## Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iartras.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿੱਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.