

# Big Voices @ Garnetbank OOSC Day Care of Children

Garnetbank Primary School  
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**Type of inspection:**  
Unannounced

**Completed on:**  
24 April 2024

**Service provided by:**  
Big Voices Childcare Services Ltd

**Service provider number:**  
SP2022000167

**Service no:**  
CS2022000246

## About the service

Big Voices @ Garnetbank Out of School Care is registered as a daycare of children service. It is registered to provide a care service to a maximum of 40 primary school age children at any one time. The service provides care during term time.

Big Voices @ Garnetbank Out of School Care is based in Garnetbank Primary in the centre of Glasgow. It is situated close to local shops and amenities. The service has one main playroom, a dining hall, and access to a library room and an enclosed school playground.

## About the inspection

This was an unannounced inspection which took place on Monday 22 and Tuesday 23 April 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 registration information, information submitted by the service and intelligence gathered since the service was registered. In making our evaluations of the service we:

- spoke with children using the service
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- received electronic feedback from seven parents/carers.

**Key messages**

- Children were happy, confident and settled in the service.
- Children were able to lead their own play and learning.
- Children benefitted from access to outdoors.
- Staff knew children and families well, and provided the support and care they required in a kind and nurturing way.
- The provider should develop quality assurance procedures.
- Children benefitted from a skilled staff team who worked well together.
- Management were friendly and approachable.

**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?	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?

4 - Good

We evaluated this key question as good, as several important strengths, taken together, clearly outweighed areas for improvement.

### Quality indicator 1.1: Nurturing care and support

Staff were kind and respectful in their approach with children, taking time to speak to children at their level. One parent commented, 'The staff are really friendly and easy going and my son said he feels comfortable and at ease when he attends.'

Children were happy and confident in approaching staff if they needed help or support. We could see positive relationships between staff and children, and children told us that the staff were nice to them and they liked coming to the sessions. A keyworker system was in place which helped staff to know the children and their individual needs. One parent told us, 'Caring and engaging team members help her build relationships with people of all ages and backgrounds. Her confidence has really been improved because of her interactions with a wide range of ages.'

Snack time was a relaxed and sociable experience, with children having the opportunity to take snack when they chose over a period of time. Children were able to develop their independence and life skills through self serving and pouring their own drinks. Children had the opportunity to make suggestions for the snack menu which was visible for them to see. A selection of fruit was available at each snack, ensuring children always had a healthy option.

Personal plans were in place for all children. Parents completed initial enrolment forms which contained information to help staff care for children and meet their needs. Children had ownership of the plans and they were reviewed regularly with children, who had the opportunity to complete them themselves. Plans took account of children's wellbeing needs and interests. Plans were in the process of being updated to include next steps and to give parents more involvement through their comments. This would help parents feel involved more in the service and allow them to share information about their child. We discussed with management that plans should be used as working documents, to ensure that all staff are aware of any changes to ensure children's current needs were being met.

We reviewed the procedures for the administration and storage of medication. We found that medication was stored safely and securely. Staff had attended child protection training and were aware of the correct procedures to follow to keep children safe.

When parents arrived to collect children, they would telephone the service, and staff would take the children to them. This meant parents were not getting access to the service. We discussed with management the importance of parents being able to feel part of the service. Management agreed that they would prefer for parents to be in the building too and would explore options to allow parents back into the setting.

### Quality indicator 1.3: Play and learning

We observed that children were having fun and were fully engaged in their play. Children experienced a balance of spontaneous and planned activities, and had opportunities to lead their own play and learning. They had the opportunity to participate in a variety of activities, including physical play, making treasure maps and planets and playing board games. One parent commented, 'There's always a good range of activities to choose from and my child has a close, trusted relationship with staff.'

We saw staff responding to children's interest and requests during the session. For example, children wanted the dolls' house out instead of the cars which were out, and chose to play 'capture the flag' outside. Children told us that they could choose what to do, and if they wanted anything out to play with they just had to ask.

Learning experiences helped to develop children's numeracy and literacy skills. For example, some children were playing a board game and using money, and staff encouraged children to count their own money and work out who had most.

Children benefitted from access to a large outdoor area. All children had the opportunity to play outside, and children told us that they got to go outside every day. Children chose when to go out and were given the opportunity to free flow between outdoors and inside. At the start of the session children would have to wait to go outside while staff organised the session. We discussed with management that children would benefit from accessing outdoors at all times during the session, allowing them more opportunity to lead their own play.

Planning for children was based on staff discussions with children to establish their interests. Children used mind maps to gather their thoughts and ideas on what they wanted to do, and staff would plan accordingly. We discussed with management that children's meetings should continue regularly to give them ownership of their play and learning. Planned experiences were shared with children on their notice board so they knew what would be happening each week. Children could choose whether to participate or not. Staff occasionally completed evaluations of activities and experiences. We discussed with management that they should ensure evaluations are regular, to ensure that children's learning needs were being met.

The service had recently introduced an online system for sharing photos and information with families so they could see how children were doing during their time at the setting. One parent commented 'I see exactly what Big Voices has in store for the children (the timetable /activities) and can ask about his wellbeing when attending'. This helped parents feel involved in their children's care.

## How good is our setting?

5 - Very Good

We evaluated this key question as very good, where significant strengths supported positive outcomes for children.

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

The setting was bright, clean and welcoming for children. As well as the use of the main dining room, children had access to a large outdoor area and library room for quieter times. The main room had tables and benches for children, and a small comfy area with beanbags and mats for children to rest and relax. The environment helped to give children the sense that they were important to the service.

There was a variety of resources for children to access, with more securely stored. Resources available took account of children's stages of development and interests. For example, there was a wide selection of Lego available, as this was very popular with the children. One parent told us, 'they really seem to enjoy going and participating in a wide range of activities'. Environmental print and children's work on the walls helped to encourage numeracy, literacy and language skills.

During our visit, we saw children having fun in physical play in a safe and secure outdoor area. They also had the opportunity to participate in risky play through loose parts and balancing equipment. One parent commented, 'It has given them exposure to activities that they may not have usually participated in'. The outdoor area also had seating areas for children to rest and relax if they wanted.

Equipment within the setting was safe, clean and well maintained. We saw appropriate infection prevention and control procedures followed. A handwashing sink had been placed in the room by the service and children encouraged to wash their hands when entering the service and before and after snack. Staff had completed training on infection prevention and control procedures, helping them to know how to care for children safely.

Risk assessments were in place for all areas for the service that children accessed. These were used appropriately by staff to keep children safe. Children were also involved in risk assessing areas, giving them the opportunity to develop life skills and to understand how to assess risk.

## How good is our leadership?

4 - Good

We evaluated this key question as good, as several important strengths, taken together, clearly outweighed areas for improvement.

**Quality indicator 3.1: Quality assurance and improvement are led well**

The manager was friendly, welcoming and approachable, and engaged well with the inspection. Staff told us they found the manager to be supportive and approachable if they needed any help. This meant that staff were supported in their roles to offer better outcomes for children.

Management understood the importance of seeking the views of staff, children and parents. Children had regular meetings with key workers to discuss and assess any improvements that were needed. Feedback from this was shared on a 'you said we do' board which children could also add to daily to make suggestions or requests. We discussed with management that these should continue regularly to ensure children's voices are being heard.

Questionnaires which evaluated the service were shared with staff and feedback given at staff meetings. Any issues arising from parent questionnaires regarding the quality of the service were shared in newsletters, to let parents know what changes had been made in response to their suggestions.

Staff meetings and one to ones gave staff the opportunity to discuss any issues and identify any training or wellbeing needs. One staff commented, 'My wellbeing and needs are recognised and supported by leaders as I have support and supervision meetings with my boss who's very caring and a support.'

Management had started to introduce auditing and monitoring of the service as part of their quality assurance process. As part of this, they have identified areas for improvement such as introducing annual appraisals for staff. An improvement plan was not in place for the service, and had been identified by management as an area for development. This would help management and staff identify areas for improvement within the service, and also help them to celebrate successes. We discussed with management the importance of families and children being involved in the process, so they also know what areas are a priority for development and have ownership of their service.

Management should create a more robust quality assurance system, including a monitoring calendar to organise the auditing system, to ensure a consistent approach. This should include an individual audit of accidents and incidents to help identify any issues or patterns that arise, **see area for improvement 1**.

Handbooks had been developed for parents and children, which helped them to feel more involved in the service and have an understanding of what to expect when they started. The service was working towards completing the Achieving Quality Scotland accreditation, which is a resource designed to help out of school care organisations improve their service. This would help the service identify areas for development to provide better outcomes for children and families.

## Areas for improvement

1. To support ongoing improvement within the service the provider, in partnership with parents, staff and children, should create an improvement plan and introduce a quality assurance calendar. This should include, but not be limited to, an individual audit for accidents and incidents.

This is to ensure the service complies with the Health and Social Care Standards (HSCS) which state: **"I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes."** (HSCS 4.19).



**How good is our staff team?****5 - Very Good**

We evaluated this key question as very good, where significant strengths supported positive outcomes for children.

**Quality indicator 4.3: Staff deployment**

The service was appropriately staffed to meet ratios and the needs of individual children. Children benefitted from a staff team which had a mixture of experience and skills. Staff participated in a variety of training which helped to develop their skills. This allowed them to offer care to the children which met their needs.

Staff worked well together as a team, and were vigilant of children at all times. They communicated when leaving areas, or when children were moving between areas. Radios were used well to aid in this communication. A system was in place for staff absences. Management aimed to have the same sessional staff covering absences, to ensure that children and staff were familiar with them. This provided a continuity of care for children and families.

Staff development was encouraged, and staff told us they were supported in this by colleagues and management. The training they participated in helped them to develop their skills to offer children care which met their needs. This included outdoor, communication and play pedagogy training. One staff member commented, 'My training has made me more confident in my role so I can provide help throughout the service.'

Staff told us that they felt one of the strengths of the service was how well staff worked with each other to deliver a quality service for the children and families. One parent commented, 'I know them all by name, could ask them all anything. I find them all really friendly, kind and caring.' Staff had designated areas of responsibility, and were flexible in supporting each other if needed in other areas. For example, if more children wanted to go outside staff would go with them.

A staff photo board was on display to allow children to see which staff worked at the service and what their roles were. This let children know who everyone was and helped them feel included.

## 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?	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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