

# St. Fillan's Out of School Care Day Care of Children

St. Fillan's Primary School  
20 Crompton Avenue  
Cathcart  
Glasgow  
G44 5AF

Telephone: 01415 718 225

**Type of inspection:**  
Unannounced

**Completed on:**  
1 May 2024

**Service provided by:**  
Sweeney, Monica

**Service provider number:**  
SP2003001343

**Service no:**  
CS2008177532

## About the service

St. Fillan's Out of School Care is registered to provide care to a maximum of 80 children at any one time. The age range of the children is from children attending primary school and first year of secondary school.

The service operates from identified accommodation within St Fillan's Primary School in the south side of Glasgow. The service is near to local amenities, including road and bus routes. Motorway access is close by.

The service is currently operating Monday to Friday between the hours of 15:00 and 18:00 term time and 08:00 and 18:00 during school holidays. Currently, all children using the service attended St. Fillan's primary school. Children present had various patterns of attendance over a week.

The service aims include the following information: "Provide a safe, fun, stimulating environment, in which our children will feel happy and secure. Encourage children and parents to contribute to the service, involving them in decision making.

## About the inspection

This was an unannounced inspection which took place on 30 April 2024 and we provided feedback on 1 May 2024.

One inspector carried out the inspection. To prepare for the inspection, we reviewed information about this service. This included previous inspection findings, registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:

- Spoke with six children using the service
- spoke with/gathered feedback from five parents/carers
- spoke with management and staff members
- observed practice
- reviewed relevant documents.

## Key messages

- Children experienced varied play and learning experiences within the local community, enriching their play and learning.
- Children enjoyed high levels of active play outdoors, supporting their wellbeing.
- Children with additional needs were supported well, promoting their inclusion and success.
- Children have a voice and are regularly consulted on provision and their views, giving them real ownership of the club.
- Parents highly valued and praised the service, echoing inspection findings.

## 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?                 | 5 - Very Good |
| How good is our leadership?              | 5 - Very 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?

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.

### Quality indicator 1.1; Nurturing care and support.

Strong relationships and effective communication with parents, contributed to children's needs being met. Children experienced kind and caring interactions from staff who took time to listen and respond to their needs. Staff were able to respond quickly to any changes in children's behaviour that told them they needed some support. Children we spoke with told us they enjoyed attending the club. Parents commented positively on the good relationships staff had with their children. They told us they received lots of information and that they felt supported by the staff. One parent told us "Staff always welcoming and chat when dropping off/picking up kids. Very approachable and easy to raise any questions or issues with."

Children were very happy, settled and secure in the setting. They approached staff comfortably and made requests, which were quickly responded to and supported. Children had ownership of the club as they were able to give their views regularly. This empowered children and contributed to them feeling respected and valued. One child told us "The staff are nice and I get to play with my friends. I like the big building blocks."

Children enjoyed healthy snacks and sat together supported by staff. Most chose to eat upon entry to the club, although food and drinks were available for longer. Children were involved in reviewing and shopping for snacks. There was limitless water available to children both indoors and out. Cultural, dietary, medication and allergy needs had been communicated to ensure all relevant staff were aware. We saw staff encouraging choice and responsibility at this time, while also sensitively supporting children who had allergies, in order to keep them safe.

Systems for recording medication were in place, including parental permissions, storage information and records of administration. Medications were stored appropriately and reviewed regularly by staff. The needs of the individual children were identified and support provided, where required. We sampled personal plans and found they reflected the holistic needs of each child. Children's care and learning routines were recorded, and staff cared for children with kindness and compassion. All children received a personal plan drawn together using wellbeing Indicators; Safe, Healthy, Achieving, Nurtured Active, Respected, Responsible and Included (SHANARRI). Plans were created in partnership with parents and reviewed and updated in line with guidance. This meant staff could respond quickly and sensitively to changes in children's lives. One parent told us. "I'm regularly asked to complete and update questionnaire for the Personal Plan about my child and their likes and dislikes, suggestions for activities."

Some parents collected children at the door, but others came in and spoke with staff and this allowed their child to finish whatever activity they were involved in. All parents we spoke with shared that they were always welcomed into the service.

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.

**Quality indicator 1.3; Play and Learning**

Children were experiencing positive outdoor play opportunities as the service was committed to developing this. Children were regularly active in the playground, in response to their wishes. Risky play experiences were available through sessions indoors and out to the rear of the building and loose parts play resources were developing. Children benefitted from a mixture of planned and spontaneous play activities. Planned activities followed children's interests and staff were continuing to develop their approaches to planning. Children were asked for ideas for activities they would like to take part in. This helped children feel valued and supported them to lead their own play.

Staff promoted positive use of language and vocabulary during conversations with children. Pens, paper, jigsaws, Lego and books were available and literacy development was further supported by children having the opportunity to be creative and express themselves. Board games, baking and construction activities helped to support numeracy and problem solving in an engaging way. One child told us "I like to bake in the out of school care, as learning in school can be hard and I can relax and bake here and it feels good."

Parents were updated through an online platform, of the fun and joy children achieve, when attending their session. One parent told us "My kids really enjoy going to OSC. Always a good range of activities on offer and variety to keep them interested. Kids can choose what activities to access and there is no problem to get a change of resources from the cupboard, based on children's interests."

Kindness and nurture was a key theme running through the service and we were told about children being involved in fundraising to support vulnerable families abroad. Staff told us that this installed kindness from the children worldwide and we witnessed evidence of the positive impact that this had on the children in the service.

**How good is our setting?****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.

**Quality indicator 2.2; Children experience high quality facilities.**

The indoor environment was spacious, providing children with places to play and relax at different levels. Soft mats in one area provided a cosy space, allowing children the opportunity to rest, relax, read and chat. Wall displays throughout the hall enhanced children's sense of belonging and ownership of the club. The outdoor play space invited active play and large spaces to run, promoting children's physical wellbeing.

Written risk assessments were in place which were contributing to children's continued safety and wellbeing. A very good range of toys and games were set up for children and they were able to make requests for other resources. Storage of resources within the cupboard in the hall enabled children to see what was available and make decisions.

We observed good hand hygiene and cleaning schedules to support a clean and safe environment. Staff had taken part recently in prevention of the spread of infection, specific to the needs of young children and this ensured a safe environment for children and staff.

The service had safety measures to support a secure environment for children. Maintenance records ensured that any equipment and damaged items were repaired or replaced. Playroom registers, policies, risk assessments and fire safety drills kept children protected.

Information held on children was stored securely, limiting unauthorised access and maintaining children and families' confidentiality.

## 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.

### **Quality indicator 3.1; Quality assurance and improvement are led well.**

Parents were given regular information on the service and their child through an online platform and face to face chats. Staff took the time to have discussions with parents upon collection, which were relaxed and unhurried. This supported sharing of information to meet children's needs. Parents received an exit questionnaire when they left the service. One Parent told us ""We are always asked for ideas, activities to help make service better." The manager and staff recognised the importance of consultation with children and their families to support improvement. Children's views were regularly sought through the use of floor books and discussion. Parental views were gathered using emails, questionnaires and opportunities at drop off and pick up, for parents to come into the setting. This promoted positive relationships and partnership working. We encouraged the manager to formalise this.

Very regular visits from the owner was carried out and staff told us they felt supported by her and the manager. Children knew the provider and manager well and they knew them and spoke about the individual children and actively deployed themselves to support the play experiences and supervision of children during the visit. This enabled them to have an overview of the service and identify any areas for improvement.

The manager had a system of monitoring in place which included; staff training, accidents, medication, care plans, cleanliness, allergies and displays. The service was led by a competent experienced manager, who was driven to provide the best outcomes for the families using the service and, along with the provider, this management team supported staff to do their very best. One Parent told us "Daynor and Monica are very friendly, caring and provide great activities for the children. They keep parents well informed about their children."

We discussed that the above monitoring could be enhanced, by researching some best practice, in relation to quality assurance, especially for out of school care provision. The manager and provider discussed their plans to enhance children's experiences in the service, through more focussed monitoring and modelling good practice.

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

We sampled safer recruitment files for staff, which reflected current good practice guidance, including checks for prospective staff through the 'Protecting Vulnerable Groups Scheme' and SSSC (Scottish Social Services Council).

**Complaints**

Please see Care Inspectorate website ([www.careinspectorate.com](http://www.careinspectorate.com)) for details of complaints about the service which have been upheld.

## 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?                           | 5 - Very Good |
| 2.2 Children experience high quality facilities    | 5 - Very 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?                        | 5 - Very Good |
| 4.3 Staff deployment                               | 5 - Very Good |

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