

# MACS Kirkhill Day Care of Children

Kirkhill Primary School  
Kirkhill Road  
Newton Mearns  
Glasgow  
G77 5RJ

Telephone: 07525071450

**Type of inspection:**  
Unannounced

**Completed on:**  
5 September 2024

**Service provided by:**  
Mearns After School Care Service  
Limited

**Service provider number:**  
SP2003000772

**Service no:**  
CS2003004034

## About the service

MACS Kirkhill is registered to provide a care service to a maximum of 80 children aged under 16 years who are attending primary and secondary school will be accommodated within Kirkhill Primary School with breakfast club 07:45 - 09:00 and afterschool care 15:00 - 18:00.

The service is located in a residential area in Newton Mearns, East Renfrewshire. The service is close to local shops, parks and other amenities. Children are accommodated in one large gym hall, canteen area and an enclosed outdoor playground. The service has also access to other spaces within the local primary school building and playgrounds.

## About the inspection

This was an unannounced inspection which took place on 4th and 5th September 2024. The inspection was carried out by two inspectors 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 people using the service and two of their family.
- Gathered feedback from 24 families through online questionnaires.
- Spoke with staff, the manager and three of the directors.
- Observed practice and daily life.
- Reviewed documents.

**Key messages**

- Children who accessed the service on the day of inspection were happy, confident, and having fun.
- Staff treated children with kindness, respect and compassion.
- Children's wellbeing was supported through regular opportunities to play outdoors.
- Staff promoted a positive team ethos and were respectful in their interactions with each other and the children.
- The manager was visible and engaged well with children, their families and staff.

**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?	4 - 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**.

### 1.1 Nurturing care and support

Children experienced warm, responsive, and nurturing care which supported their wellbeing. Staff were kind and respectful when engaging with children. As a result, children were happy, settled and having fun. Children we spoke to told us that they enjoyed meeting their friends and playing games at the afterschool club. One parent told us they like the "Caring environment."

Children experienced a snack time that was sociable and unhurried. On the second day of inspection children's independence and life skills were developing through opportunities to self-select and self-serve their snacks. Staff sat at tables to supervise which ensured children's safety and engaged in conversations which further enrich the mealtime experience. This supported children to establish healthy eating habits.

Children's individual care, health, and wellbeing were supported by personal plans which outlined their needs, likes and dislikes linked to the wellbeing indicators. Children were fully involved in completing their "All about me" booklets which highlighted their goals for the future. Enrolment forms contained key information regarding any medical or dietary requirements. This information supported families' personal preferences and helped promote children's independence, privacy, and dignity. This ensured the team had accurate and up-to-date information to support and meet the needs of children in their care. One parent told us "Staff know the children well." Another parent told us "They make an effort to know the children, and this is reflected in how comfortable the kids are in their care."

Children's health was supported by a team that understood their role in promoting individual medical needs. Several staff were trained in first aid should children require medical assistance. Medication was securely stored, and appropriate permissions were in place to administer medication in line with current best practice guidance.

The team collaborated with other professionals, families, and the school to ensure children requiring additional support had their individual needs met. Information was used effectively to support positive outcomes for children. As a result, children were receiving the right care and support from the adults around them.

Children were protected and safeguarded as staff understood their responsibility to respond to any concerns. Staff undertook child protection and further training such as respect me and chronology training which enable them a wider view of potential factors that could impact children and families. We asked the service to review their child protection policy and suggested adding a flowchart to streamline the process for lead child protection officer in the setting.

### 1.3 Play and learning

Children were visibly happy and actively accessing activities on offer on the days of inspection. Children engaged in a variety of play experiences that reflected their current interests. They could make choices about where they wanted to play and who they wanted to play with. As a result, children were content and engaged in play.

Experiences on offer were responsive to the needs of the children and young people in attendance. Staff were attentive and enthusiastic when supporting children and young people during play. They offered lots of praise and encouragement. This increased participation and meant that children were having fun. Children we spoke to told us they enjoyed "building dens," "arts and crafts" and "cook school."

Children could access a balance of organised and freely chosen play experiences which provided opportunities for them to develop social and lifelong skill, their confidence and self-esteem. For example, children engaged in cooking club where they chose a recipe they would like to make and were supported to complete the full process with adult supervision. Children we spoke to told us they helped preparing the ingredients, cook and serve them. One child told us "I get to try cooking, making things and there are always new ideas that we can try."

Children's opportunities to engage in literacy and numeracy were woven across experiences in the service. On the day of inspection we observed children reading books, singing songs, and drawing numbers with each other and the team.

We found planning approaches were child-centred and responsive to children's interests. Children were meaningfully involved in making suggestions of new activities and equally involved in evaluating them after. Children were spoken and listened to in ways that promoted self-esteem, encouraged them to feel valued as well as responsible for their play choices. One parent told us "Children choose activities and are involved in planning for new ones."

#### How good is our setting?

4 - Good

We evaluated this key question as **good**, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Children had access to a large gym hall and lunchroom. We found the environment had plenty of natural light and ventilation, children had ample space to play and have fun together or alone should they choose too. The service operated in two cohorts where children played in age groups across the two rooms, although mixed in the large outdoor playground.

Children could access different toys and resources within areas of the rooms utilised. For example, an arts and crafts table, clay station, some construction and block play, Lego, and a bat and ball set. However, on the first day of inspection we highlighted children's ability to extend their play and learning had been impacted as some areas needed to be refreshed and restocked. When we asked parents what would make the service better, we received the following comments "new equipment," and "better resources."

There were improvements made on the second day of inspection that supported positive outcomes for children. We encouraged the manager and team to regularly review resources, children's engagement, and provocations available to ensure high quality play and learning experiences.

We suggested an environmental audit/checklist may support newer staff to understand what could be set up in each area to spark children's interests, curiosities, and creativity.

Staff worked well together to keep children safe in the setting. The team had engaged well with the SIMOA campaign and understood their role in supporting children to engage in risk beneficial play. Many parents who responded to our questionnaires told us they felt their child was "safe" at MACS. Staff utilised walkie talkies to communicate with each other which ensured children's safety and supervision when moving between the rooms available and outdoors. We asked the team to review risk assessments in the setting to ensure they reflected the current environment and remained up to date.

Infection prevention and control measures were in place and in line with current best practice guidance. Daily cleaning schedules were established. This supported children and staff's health and wellbeing in the setting. Personal Protective Equipment (PPE) was available, if required. We suggested the team review the use of PPE across the day to ensure it did not impact children's engagement in activities.

Children's personal information was stored securely in locked cabinets. Staff were able to access key information when required. This meant children's personal information was being stored and managed securely and respected their privacy. The service was appropriately registered with the Information Commissioner's Office.

## 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**.

We found that the team, manager, and provider engaged very well in the inspection process. They were motivated and passionate about providing a quality service for children, young people, and their families. The service had created a vision, values, and aims that underpinned practice and the principles of the service, placing children and their families at the heart of the setting.

The manager was visible, friendly, and approachable which helped create conditions where people felt confident to give their views, initiate change and share the responsibility for this process. The directors and senior leadership team were fully involved in the service delivery and committed to the ongoing developments to ensure high quality care and learning for children and their families. This showed us the service had capacity to sustain improvements. One parent told us "Management are approachable and available to discuss any concerns and are always quick to follow up promptly."

Families were encouraged to give feedback, this included face-to-face, using a comment board, annual questionnaires and open-door policy which enable parent to speak to the manager to discuss ideas. One parent told us "The manager is always available to chat to me if needed." Another parent told us the team listen to "my views seriously and take them on board and act on them."

Children were encouraged to provide their thoughts and views on the service through face-to-face discussions and mind maps, this included evaluating their play and learning experiences, planning activities, and requesting new resources. As a result, children and young people felt connected to the service.

A quality assurance calendar was in place which helped to guide the manager throughout the year. We discussed with the manager how robust quality assurance processes help to improve the quality of provision, including policies, risk assessments and observations of the environment. The manager should continue to embed these processes as this will support positive outcomes for children and young people.

### How good is our staff team?

**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**.

Staff worked well together as a team and were courteous and respectful towards each other. They were happy to be at their work and this was reflected in their interactions with children. Many parents commented on the "Friendly," "approachable" and "welcoming" staff.

Levels of staffing were effective. The deployment of staff enabled them to be fully engaged and present in children's care, play and learning. We observed staff maintaining very good supervision through effective and respectful communication. This enabled staff to follow a child's needs and interests without compromising other children's experiences.

Staff in the service routinely engaged in a range of professional learning opportunities that built on and sustained their practice. The senior leadership team told us that as a Scottish Qualifications Authority (SQA) accredited centre, they provided staff with various professional development opportunities. This included a Forest Kindergarten Award, respect me training, chronology training, the play cycle, and play observations. These learning experiences helped to provide assurance to children and parents that staff were well knowledgeable and skilled to fulfil their practitioner roles. One parent told us the positive aspect of the service was the "professional, responsive staff."

The health and wellbeing of the staffing team was an area of focus for the senior leadership team. Team members could access a variety of supports through the provider, which encouraged a positive ethos of attendance within the service. There was a clear mentoring process in place to support new staff to feel welcomed into the service and be prepared to undertake their new roles.

Staff felt very well supported by the manager both formally and informally through their open-door approach. The team met frequently to discuss ideas, improvements and new documents that were relevant to the service. We encouraged the manager to reintroduce one to one supervision sessions with team members as this would provide an opportunity to recognise individual staff skills and offer a planned approach to continuous professional development.

Throughout our visit, we observed staff treating children with respect. We could see children had built very positive relationships with staff. Staff knew children very well and responded considerately and patiently to their needs, conversations, and questions. Staff and children had lots of fun together during our visit. One parent told us "A delightful team, my child is happy to go every morning."

## 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?	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?	4 - Good
2.2 Children experience high quality facilities	4 - 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

## 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 iarrtas.

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 ਵਿਚ 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.