

Cumbernauld YMCA - Condorrat ASC (POMP) Day Care of Children

Condorrat Primary School
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Cumbernauld
Glasgow
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Telephone: 01236 721382

Type of inspection:
Unannounced

Completed on:
18 September 2024

Service provided by:
Cumbernauld YMCA-YWCA

Service provider number:
SP2003000977

Service no:
CS2003015519

About the service

Cumbernauld YMCA - Condorrat ASC (POMP), is an out of school care service, provided from Condorrat Primary School, North Lanarkshire. The service is part of the Peace of Mind for Parents (POMP) childcare service, provided by Cumbernauld YMCA/YWCA.

The service is registered to provide a care for a maximum of 30 children who attend primary school and up to the age of 16 years. The service operates between 15:00 and 18:00 hours Monday to Friday term time only.

During operating times the service have exclusive use of Condorrat Primary School's gym hall, open area and playground. The service is close to shops, transport links and parks.

The manager is also the manager of Cumbernauld YMCA Kildrum Farm (POMP) CS2003004688.

About the inspection

This was an unannounced inspection which took place on 16 and 18 September 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 children using the service and received feedback from two of their family members
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children were happy, settled and comfortable in the setting.
- Staff used kind and caring interactions, which helped children feel safe and secure.
- Personal plans were in place for all children. At the time of inspection, these were being updated to ensure these were reflective of children's needs and interests.
- Children benefitted from access to large outdoor play spaces, which supported their physical development and wellbeing.
- Children enjoyed playing together in friendship groups and building relationships with others.
- Quality assurance processes had been developed and staff were in the early stages of using new processes to support them in their role.

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

Quality Indicator 1.1: Nurturing care and support.

Children were settled, happy and confident in the setting. They enjoyed going to the service and told us, "I like it a lot" and "it's very fun."

Staff used caring and kind interactions, which helped children feel safe and secure. They took time to get to know children and asked them about their day at school. Children sought staff out if they needed support and staff responded to their needs. For example, to request toys and materials.

Families were welcomed into the service, providing opportunities for staff to share key information, helping to sustain positive relationships. For example, discussing how their child's day had been and to inform of any minor accidents. New children were offered settling visits, to them get to know the staff team prior to starting at the service. This supported children to build positive connections, which supported their wellbeing. One parent told us, "It appears to be a safe service where my child is picked up from school, given a healthy snack and cared for until pick up by a caring team."

Personal plans were in place for all children which contained important information to help meet their needs. For example, health information and, likes and dislikes. Plans were completed in consultation with children and families. Staff were in the process of updating children's individual goals, helping ensure they were reflective of their current interests.

Children enjoyed a nutritious snack, which met their preferences and dietary requirements. Menus were developed to ensure children were offered a variety of healthy options. For example, fruits, cereal and bread. Children told us they like the snack options and one child told us "It's pretty good. My favourite is Frubes and cereal." Children were encouraged to self-serve and prepare their own food where possible. For example, making their own sandwiches. Many children brought their own water bottles from home and were also offered drinks throughout the session, helping ensure they were kept hydrated. Staff should ensure that water is available if snack is provided outside, as this was a missed opportunity on the first day of the inspection.

Medication systems were in place to help support the safe administration of medicines. These were reviewed in line with best practice guidance to help identify any changes to health needs. We discussed with staff to ensure that medicines are recorded on individual forms to help ensure information for administration is clear. Staff agreed to action this immediately.

Quality Indicator 1.3: Play and Learning.

Children had fun as they made use of the play spaces available to them. This included using the gym hall for running and playing with balls. Children told us their favourite things to do were drawing, Lego and outdoor play. One child commented, "I like to colour in and play with Lego."

Children explored with a variety of materials that met their interests. This included, marble runs, dolls and Jenga. Children chose to play in small groups, or on their own if they preferred. This supported them to make their own choices and lead their own play. Children had fun making up imaginary games and competing in games. One parent told us, "[my child] loves being able to play and help others."

Play resources were stored in a nearby cupboard and rotated to meet their interests. Children told us, "we just tell the leaders if we want something that is not out." We discussed with the manager to ensure new children were familiar with the toys, materials and experiences available to them. Staff told us they planned to reintroduce floor books, which would help support this process.

Children benefitted from opportunities to play outdoors in the large playground, supporting their overall wellbeing. Children enjoyed using the physical apparatus, which promoted their skills, confidence and opportunities for adventurous play. For example, the outdoor gym, obstacle course and climbing wall. The manager told us they were developing systems to help transport toys and materials from inside to outside, to make these easily accessible to children. For example, skipping ropes and balls. One parent told us, "I love every time the weather is good [my child] is outside getting fresh air". However, another parent felt that their child did not get outside often enough. We discussed this with the staff to help ensure they considered children's patterns of attendance when planning or offering experiences.

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.

Quality Indicator 2.2: Children experience high quality facilities.

Children were cared for across a variety of play spaces that were well ventilated and met their needs. This included, the gym hall, open area and playground. Tables were used for snacks, drawing and board games. Children were confident moving between the spaces and particularly enjoyed the gym hall.

The gym hall was used by the school until all children had left for the day. This meant the beginning of the session was noisy when children arrived the service. Staff had identified this as an area for improvement and were considering ways to make this a more relaxed transition for children attending the service.

Staff had recently improved the organisation of toys and materials to maximise the storage space available. They were in the process of creating new storage systems to help ensure toys were easily accessible and transportable. This will help ensure play spaces can be set up quickly, as staff had limited time to do this prior to children arriving at the service. We suggested using photographs to help involve children in selecting resources.

A variety of measures were in place to ensure children were kept safe. This included, a secure entrance, effective supervision and ensuring perimeter gates were locked before the outdoor space was used.

Infection and prevention and control measures in place helped minimise the potential risk of spread of infection. For example, regular hand washing at key points in the day such as before eating and after playing outdoors.

How good is our leadership?

4 - Good

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

Quality Indicator 3.1: Quality assurance and improvement well led.

The service had a set of vision, values and aims in place, that supported children to achieve their potential through integrity, empowerment and openness from staff. This was reflected in practice as staff had developed positive relationships with children and supported their play experiences.

The manager of the service is peripatetic, which means they also manage another service. In addition, they were supported by other staff including human resources and an area manager. They had taken positive action to improve quality assurance processes to make them more manageable and effective. For example, regular contact with the service and development of an improvement plan. A quality assurance calendar helped act as a reminder of when task, needed undertaken to evaluate the service. As a result, approaches to recording children's personal plans had been improved and the daily routine was being reviewed. Managers were in the early stages of developing practice manuals, which will support in them their role.

Staff had regular opportunities to meet together to reflect and share practice. This supported managers to plan staff training and to discuss any issues or concerns identified. Opportunities for more formal self-evaluation was in the early stages. The service should continue to develop a more consistent approach to using self-evaluation to help inform areas for improvement.

The service shared information with families in a variety of ways. For example, emails, notice boards and day-to-day discussions, when they attended the service to collect their child. Parents told us they were happy with the communication they received. However, one parent did not feel they were meaningfully involved in developing the service. The manager was aware that they had many new families and were exploring ways to gather their views to help inform developments within the setting.

How good is our staff team?

4 - Good

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

Quality Indicator 4.3: Staff deployment.

Staff created a warm and welcoming service, which supported children to feel safe and that they mattered. They were enthusiastic and happy in their role, which contributed to a positive atmosphere for children.

The staff team were consistent, which helped ensure familiarity for children. Staff knew children and families well, which supported them to feel connected to the service. They worked well together and were flexible with tasks and routines to help ensure they met the needs of children. For example, preparation of snack and organisation of experiences. They communicated well to ensure effective supervision. For example, when outdoors they deployed themselves to oversee the large playground space. This helped ensure children were able to play freely to explore spaces available.

Whilst there were enough staff to meet the needs of children, the size of the play spaces and outdoor environment required both staff to help ensure effective supervision. This meant that it limited children's

choices for free flow play as either all children were playing outside or inside. However, the staff team consulted with children to share their views and help them plan. This helped ensure their voices were valued. For example, children that did not wish to participate with large physical play were provided with tabletop activities.

Staff were committed to their professional development to support them in their role. The service encouraged regular opportunities for training including, personal plans, trauma, child protection and risky play. This supported them develop knowledge and skills to support them in their role.

What the service has done to meet any requirements we made at or since the last inspection

Requirements

Requirement 1

By 30 November 2023, the provider must ensure that children receive high quality care, and the service is well led and managed.

To do this, the provider must, at a minimum:

- a) ensure the manager has the required qualifications, skills, knowledge and experience to manage the services and is appropriately registered with or can fulfil the legal responsibility to register with the relevant regulatory body
- b) ensure the manager has a clear understanding that they are responsible and accountable for the day-to-day management and operations of each service
- c) ensure the provider can demonstrate how the management arrangements will ensure continued improvement to the services. The provider has a clear procedure to evaluate how effective the arrangement is and how the impact on outcomes for people who use the services will be measured
- d) ensure the manager will have sufficient time allocated to each service. This should be no less than one day or one session per week.

This is to comply with Regulation 4 (1) (a) (Welfare of users) and 7 (1) (c) (Fitness of managers) and 17(1) (c) (Appointment of manager) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that as a child 'I use a service and organisation that are well led and managed'(4.23).

This requirement was made on 17 October 2024.

Action taken on previous requirement

The named manager was registered with the Scottish Social Services Council (SSSC) and had the relevant skills, knowledge and experience for the role.

Systems were in place to support the day-to-day management and oversight of the service. For example, regular support was provided to the service through onsite visits, staff meetings, telephone and email.

Systems were in place to help support quality assurance and review of the service to help support high quality care for children.

Met - within timescales

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

To support children's wellbeing and development, the provider should review personal plans to ensure they set out how their needs will be met, as well as their wishes and choices. This should include, but not be limited to, personal plans should be regularly reviewed with children and parents to ensure that information is up to date, to reflect children's current needs, wishes and choices.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15).

This area for improvement was made on 17 November 2023.

Action taken since then

The format of personal plan paperwork had been reviewed to help ensure they captured children's needs and interests. Staff had participated in training to support their understanding of identifying children's needs and recording information. Staff were beginning to review plans for each child to help ensure their individual needs can be met. **Therefore, this area for improvement has been met.**

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	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

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