

TASC - Antonine Day Care of Children

4 Abbotshall Avenue
Drumchapel
Glasgow
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Telephone: 01419 446 868

Type of inspection:
Unannounced

Completed on:
13 September 2024

Service provided by:
Temple / St Ninians After School care

Service provider number:
SP2007008818

Service no:
CS2007151853

About the service

TASC - Antonine is registered to provide a care service to a maximum of 30 children from primary school age to 14 years. The service provides care from its base in Antonine Primary School in Drumchapel, Glasgow, from 15:00 to 18:00 during term time and from 08:00 to 18:00, during school holidays.

The service has the use of the dining and gym halls. There is also outdoor play space in the school playground. The service aims 'to provide quality childcare in an environment which is safe, caring and stimulating'.

About the inspection

This was an unannounced inspection which took place on Monday 9 September 2024 from 15:00 until 17:45 and Wednesday 11 September 2024 from 14:30 until 17:15. Feedback was provided to the manager and provider on Friday 13 September 2024 through online video link.

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
- spoke with three staff and management
- observed practice and daily life
- reviewed documents
- reviewed feedback from six parents and three staff.

Key messages

- Children experienced nurturing, warm and kind interactions from staff.
- Children were engaged in their play and interested in what was available to them.
- Children benefited from the choice of play spaces available to them.
- Children's experiences could be enhanced further through play spaces being set up for their arrival.
- Children had access to outdoors and indoors throughout the session, enabling them to make choices about their play.

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?	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, 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 welcomed at each session and experienced warm and friendly interactions with staff. Children appeared relaxed and comfortable in staffs' care. Staff knew children well and were able to support them. A parent told us 'Every day when I collect my child I am greeted with the friendliest staff and always told of my child's day'. New children were settled into the service through relationships being established between staff and children. This was reflective of children's age and circumstances, for example children in the nursery moving into primary one were visited by staff in preparation before starting. This ensured staff were familiar to children. Class teachers worked in partnership with the service and supported children in primary one by bringing them to the service at the end of the school day for an initial period of time. As a result, children were supported to know the routines after school.

Medication was effectively managed and in line with current practice guidance. Individual risk assessments were in place for relevant children. This meant that children were cared for safely and consistently by staff.

Personal plans were in the process of being developed further to reflect individual care plans and the principles of Getting it right for every child (GIRFEC). Draft paperwork had been piloted with some children to capture their views, and staff felt that this enabled them to have fuller information about children. We suggested that this process should continue to enhance children's experiences. For example, a child had written on their paper that they did not like to play outdoors, however observations by staff were that they frequently chose to play outdoors, suggesting that they enjoyed it. This information meant that staff could discuss this further with the child to ensure that they understood the child's preferences. To support the development of personal planning, the manager was signposted to Care Inspectorate guidance on personal planning.

Children benefited from snack times that were unhurried and sociable. Staff sat with children and spoke about their day and provided supervision. This meant that children were safe when eating and drinking. Simple mind maps were used to gather and consult with children about the types of snacks they would like. This information was used to inform menu planning. Snack choices were healthy and water was available to ensure children were hydrated. We suggested the service considered how snack experiences could be enhanced further to introduce more variety into menu planning and to promote children's opportunity to develop their independence skills.

Quality indicator 1.3: Play and learning

Play experiences were mostly based on children's choices on the day. Staff asked children what they would like to do and children were confident to ask for activities and resources. We discussed the importance of activities being readily available for children on arrival. This gives children an opportunity to make choices about their play, and to follow their own interests. On the second day of inspection, some activities had been set up for children arriving including books and floor activities. Following outdoor play, the indoors was set up with activities based on children's interests including drawing, crafting and making loom bands.

Feedback from a child was that they enjoyed drawing and making loom bands, this highlighted that staff know the likes and preferences of children in their care.

Children had fun outdoors with a variety of games and activities, including playground games that were facilitated by staff. This enabled children of different ages to play together and take turns and learn from each other. Staff supported children leading their own learning through their interest in looking for worms by providing magnifying glasses and bug finders. Children were engaged and worked well together to count how many worms they had found and made comparisons to previous experiences.

Planning for children's play and learning was recorded through staff and children's consultation sheets and were responsive to their choices on the day. Children's play and learning would benefit from being enhanced further through some planned, intentional experiences based on their interests. We suggested the use of mind maps to capture children's experiences, learning and voices that would support planning for play further and enable children to participate in the process.

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 benefited from the service being located in their school, with access to several spaces within the school including gym hall, playgrounds and main hall. Shared school resources enabled children to have a choice of play spaces indoors and outdoors. In addition, to activities that may not be readily available out with the service including, but not limited to, gymnastic equipment.

Improvement planning had identified the need to develop the outdoor spaces to provide richer experiences for children. The playground areas were largely concrete spaces with limited opportunity for large physical play such as climbing and balancing. The service was successful in receiving funding to enhance their outdoor play equipment, including trim trail, climbing apparatus and spinners. As a result, children had a variety of good quality resources and the choice to participate in risky play, through climbing and balancing.

Maintenance of the property was managed effectively and promptly through the school facilities department. For example, a piece of the large outdoor play equipment was damaged and reported to facilities promptly. Staff made an immediate risk assessment of the equipment and how it could be used by children safely until it was repaired. This was shared with children and meant that they could continue to use the equipment for play.

Effective infection prevention was in place. Children and staff regularly washed their hands when arriving, before and after snack and when required. Resources were clean and well cared for, and staff role modelled respectful approaches. As a result, children cared for their environment and resources.

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 improvements is lead well

Staff interactions and established relationships with children and their families helped the service to have a positive ethos. Staff had a shared vision of providing children with love and care. This was achieved through valuing children's play and spending time communicating and playing with them throughout the session.

Management was aware of the benefits of consulting with parents, and feedback from parents was gathered through informal discussions and questionnaires. Online meetings were used to share the outcomes of consultations along with information being shared in newsletters. We suggested that parents' views and service responses could be strengthened through a visual display such as 'what you told us, what we did'. This would provide parents with another opportunity to hear how their feedback contributed to the development of the service.

The improvement plan provided an overarching focus to all TASC services, with an organisational approach to the service. Priorities were spread across the two-year plan and were being actioned. For example, a priority was to apply for funding for outdoor equipment, as a result the children benefited from a variety of equipment and resources in the school playground. We asked the service to consider how they could ensure that the individual services' priorities and achievements were reflected in improvement planning processes.

Quality assurance systems were supported through the development of a quality assurance calendar, that included the review of personal plans and the management of medication. The manager understood the benefits of having an effective quality assurance system in place to maintain quality and take the service forward. We discussed the need for quality assurance to reflect operational tasks and to provide an overview of service developments that are child focussed including play opportunities, children's participation and interactions. Through discussion, we signposted to the Care Inspectorate self-evaluation tool guidance document and A quality framework for day care of children, childminding and school-aged childcare to ensure that self-evaluation is informing practice and improvements (see area for improvement 1).

Areas for improvement

1. To support children's care, learning and development, the provider should make quality assurance processes more robust. This should include, but is not limited to, ensuring the desired and actual outcomes for any improvements are documented.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: '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 major strengths impacted positively on outcomes for children with very few areas for improvement.

Quality indicator 4.3: Staff deployment

The deployment of staff was managed well to support children. Management ensured that absences were covered by staff who knew the children, parents and environment. As a result, children received a continuity of care.

Mandatory training was up-to-date and professional development and learning was valued. Some staff were in the process of completing professional qualifications. They spoke positively about their own learning and were reflective on the impact it had on their practice. For example, trauma-informed training had provided an opportunity for staff to reflect on their practice and children's experiences. As a result, children experienced staff who were open to new ideas and approaches that supported learning and wellbeing for children.

Appraisals provided support and guidance to staff and the opportunity for professional discussion. Staff spoke positively about the support and opportunities they received, this included taking on additional responsibilities within the service.

Staff worked well together and were friendly and respectful in their interactions. Staff were happy and spoke positively about the children and the service. This created a positive environment for children in which they felt safe and secure.

Staff communicated effectively with each other when tasks took them away from their responsibilities, this enabled colleagues to deploy themselves to ensure children were supervised and cared for.

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**

The manager and staff should further develop children's care plans to include more detailed information about children's learning and development, in particular next steps for children.

National Care Standards, Early Education and Childcare up to the age of 16: Standard 3 - Health and wellbeing.

This area for improvement was made on 14 February 2018.

Action taken since then

Personal plans had been developed to include additional information about children's interests and learning. Approaches continued to be developed to enable children to participate in the development of their plans.

This area for improvement has been met.

Previous area for improvement 2

The manager and staff should develop individual risk assessments for children with additional support needs.

National Care Standards, Early Education and Childcare up to the age of 16: Standard 3 - Health and wellbeing.

This area for improvement was made on 14 February 2018.

Action taken since then

Risk assessments had been developed to support individual children. This meant that children's needs were identified, and effective strategies were in place for their needs to be met.

This area for improvement has been met.

Previous area for improvement 3

The manager should review storage of children's personal items such as coats and bags to ensure that a safe environment is provided for children and children's belongings are securely stored.

National Care Standards, Early Education and Childcare up to the age of 16: Standard 2 - A safe environment.

This area for improvement was made on 14 February 2018.

Action taken since then

A designated bench and area had been created for children to store their personal belongings, including bags and coats. This meant that personal belongings were stored safely on the bench.

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?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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