

Barnardo's Holiday Playscheme (Dudhope) Day Care of Children

Barnardos
3 Fleuchar Street
DUNDEE
DD2 2LQ

Telephone: 01382 640309

Type of inspection:
Unannounced

Completed on:
10 October 2024

Service provided by:
Barnardo's known as Barnardo's
Scotland

Service provider number:
SP2003003405

Service no:
CS2003014487

About the service

Barnardo's Holiday Playscheme (Dudhope) is registered to provide a care service to a maximum of 34 children at any one time aged from 3 to 17 years:

- 8 children can be cared for at 3 Fleuchar Street, Dundee DD2 2LQ
- 26 children can be cared for at The Change Centre, South Road, Dundee, DD2 4SR.

Adult: child ratios will be a minimum of:

- 3 years and over - 1:8 if the children attend more than 4 hours per day, or
- 1:10 if the children attend for less than 4 hours per day
- If all children are over 8 years old and over 1:10.

The service may also operate from the following premises:

- 3 Fleuchar Street, Dundee DD2 2LQ
- Ballumbie Primary School, 70 Lothian Crescent, Dundee, DD4 0HU
- The Change Centre, South Road, Dundee, DD2 4SR
- Kingspark School, 5 Glenaffric Terrace, Dundee, DD3 8HF.

About the inspection

This was an unannounced inspection which took place on Tuesday 8 and Wednesday 9 October 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 children using the service and reviewed feedback from three families;
- spoke with staff and management;
- observed practice and daily life;
- reviewed documents.

Key messages

- Children were engaged with self-chosen resources and where they wanted to play.
- Staff were kind, caring and nurturing which made children feel safe and secure.
- Staff knew children well and used this knowledge to support and meet children's individual needs.
- Children, families and staff were consulted regularly to inform the continued improvement of the service.

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

Staff were warm and caring in their approach with the children. Interactions were nurturing and respectful throughout the inspection. Staff knew children well and had a very good knowledge of interests, strategies and communication methods to help them support and meet children's individual needs. One parent told us "The staff take time to get to know my children before they attend". Staff were responsive to the children and skilfully helped children to express their needs. Children were encouraged, praised and reassured when needed. This meant children felt safe and secure.

Children's individual needs and wellbeing benefitted from effective use of personal planning. A wide range of information was gathered prior to the children commencing the holiday provision. Staff liaised with parents/carers throughout the children's attendance at the play scheme to ensure they had the most up to date information, which they used effectively to provide continuity of care. One parent shared "I am contacted before every activity day to update the paperwork".

Where children required medication, it was appropriately managed and administered in a safe manner. Permissions were gained before medication was administered and staff ensured it was signed in and out of the service. Parents and carers signed the administration records to confirm they had been informed the medication had been given to the child. The service should record the type of medication to be administered, such as tablet, liquid and the strength. This would ensure the recording of medication follows best practice guidance.

Children were supported when needed with toileting and personal care. Children's preferences were recorded within their personal plans and this helped staff to meet children's needs.

Children were encouraged and supported to have lunch during their sessions at the service. Sandwiches and wraps were provided, while some children brought packed lunches. During the session at the Change Centre, a member of staff encouraged a child to sit down and have some lunch and a drink of water. The staff member explained that the child needed more energy from their food as they had used up energy through their active play. Fruit and water were on offer and some children were eager to try kiwi fruit to see if they liked it. Staff were mindful of children moving around whilst still eating and supervised them well. At Kingspark School, children helped themselves to the sandwiches, jelly and yoghurts on offer, along with their own packed lunches. Staff talked of the children enjoying their food as they independently fed themselves.

A sensory room was available at the Change Centre, where children could go accompanied by staff should they wish quiet time and time on their own to regulate. While a softer space was available within the hall, the location of the blanket and soft toys should be considered as it was situated next to the goal which was used nearly all session as several children had fun playing football with staff. There were areas available in Kingspark School where children could make use of the space to have quieter experiences.

Staff had undertaken child protection training as part of their mandatory training. Staff we spoke with were knowledgeable and confident of the procedure to follow should they have concerns. This ensured children

were kept safe and protected.

Quality Indicator 1.3 Play and learning

We observed children having fun and being engaged in play and learning. Children led their own play, choosing where and with what to play with. The Change Centre provided opportunities for a variety of physical play activities, tabletop games and drawing/colouring which supported children's interests. All the children decided to go to the nearby playpark and had fun on the equipment available, for example, the swings and zip line. Some children enjoyed an autumn scavenger hunt around the outside of the building, looking for and collecting specific autumnal items. Resources were easily accessible to the children in both settings, available at their level or placed on the floor. Staff joined in children's play, playing football, tic, supporting children with drawing and spelling words that the children wished to write in the cards they were creating. Staff knew children's interests well and extended children's play when needed. This showed children they were valued and supported the building of confidence.

Staff communicated with the children in a variety of ways, ensuring they were included in the service and play, for example, using Makaton and PECS (Picture Exchange Communication System). This showed children they were valued and respected.

At the end of the session, staff recorded an electronic, individual summary of the children's interests and what they had participated in or played with. It included where they had been, what they had liked or wanted to change. Comments from staff included observations of the day, with the child rating their day. This information and the staff debrief at the end of sessions fed into evaluations, changes to activities and outcomes for the children.

Children attending the service had outings in the local and wider communities, such as the playpark, Camperdown Park and the beach. These trips supported the children to become familiar with these areas and the nature around them. One parent commented "My child always has access to the garden whenever they need through the session - they have been to the park, in the garden, they have planted plants and done bug hunts".

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 settings were clean and well maintained. Written risk assessments were in place for areas of the service and activities that the children participated in, to ensure all risks were identified and minimised to keep children and staff safe. These risk assessments supported the visual checks undertaken by staff to ensure safe practice. Some of the children had individual risk assessments in place to keep themselves safe, the other children and staff safe.

The Change Centre provided a large hall for the children to engage in physical play, tabletop games and creativity through drawing and building with Lego. A sensory room within the centre provided an area and resources for children who wished to have a calm, quiet experience, if needed. Kingspark School provided space where children moved around independently, directly accessing outdoors as they wished with staff to support them. We asked management to continue to consider the environments for the children attending and develop them as appropriate to meet individual needs and interests.

Resources were set out in both settings to meet the interests of the children. They were able to choose what they wanted to play with and additional resources were made available or changed through the children's decision making.

Infection control measures were in place to support good hygiene and minimise the spread of infection. Children were supported with handwashing and toileting as needed.

Children's personal information was stored securely on password protected computer systems. Information was accessible to relevant staff whilst remaining confidential. This demonstrated the service commitment to understanding and following guidelines on data protection.

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

The management team were friendly, approachable and engaged fully with the inspection process. Staff talked of feeling supported by management and each other.

The service had a vision, values and aims in place which ensured the clear direction of the service.

Self evaluation was carried out for all areas of the service. This was graded by the service, using a point scale, to support management in identifying next steps and areas for development and improvement. Regular consultations with staff, parents/carers and daily feedback from children informed the improvement journey. A parent commented "We are always asked for feedback and see the changes where possible".

The service had an improvement plan in place which focused on developing areas identified through the feedback and suggestions from staff, children and parents. These actions showed who was responsible for completing them, timescales and included an evaluation to show the impact of the change, which included outcomes for children.

Group and individual supervisions were carried out to support staff. These sessions provided the opportunity for staff to discuss and reflect on how they were doing, training and any improvements needed.

Policies and procedures were in place which underpinned the service and supported staff practice and positive outcomes for the children.

Safer recruitment was followed when employing staff or taking on volunteers. Safety checks were carried out before they took up post which ensured children were kept safe. Staff talked of feeling supported through their induction into the service.

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.

Quality 4.3 Staff deployment

Children's wellbeing was supported by caring, compassionate and responsive staff who knew children well. There was a mix of experience, knowledge and skills within the team which helped staff to provide positive outcomes for children. Staff talked of supporting each other and being supported by management. This ensured staff were valued and respected.

Staff worked well together as a team and communicated effectively with each other when leaving areas or needing support. They knew which staff were supporting the individual children and supervised children well.

Staff were deployed in a way that supported very good supervision of children to ensure their safety and wellbeing. Adult : child ratios were in place for the individual children either with a 1:1 or 2:1 ratio which ensured that appropriate support was in place for the children's care, play and learning. One parent told us "There is always a high staff ratio which is what my child needs", another parent said, "A good staff ratio", while a third parent agreed "There is always a high staff ratio to meet the children's needs".

The service communicated with parents in a variety of ways to ensure they had current and detailed information to support the children whilst they attended the service. One parent shared "There is always the opportunity to speak to staff - they are at the end of the phone, the playleader and staff do handovers at the end of every session".

Staff development was encouraged within the service. Staff and volunteers had undertaken mandatory training to support their skills and practice. A range of training had been carried out by the core team to support children's needs and ensure positive outcomes for children.

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?	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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