

Primary Playcare - OLM Day Care of Children

C/o OLM Primary School
Woodfarm Road
Thornliebank
Glasgow
G46 7HD

Telephone: 01416 440 111

Type of inspection:
Unannounced

Completed on:
2 October 2024

Service provided by:
Primary Playcare Limited

Service provider number:
SP2004004956

Service no:
CS2006120711

About the service

Primary Playcare - OLM is part of a group of out of school care provisions provided by Primary Playcare Limited. The service operates from Our Lady of the Missions Primary School in the Giffnock area of Glasgow.

The service is registered to provide out of school care for a maximum of 60 primary school aged children at any one time up to the age of 12.

The care service will operate between the times of 07:45 to 09:00hrs and 15:00 to 18:00hrs, Monday - Friday during term-time.

During the operating times the service will have exclusive use of the dining room/gym hall and the children's toilets.

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 manager is also the manager of Primary Playcare - Woodfarm CS2004083828.

About the inspection

This was an unannounced inspection which took place on Tuesday 1 October 2024 and Wednesday 2 October 2024. The inspection was carried out by two early learning and childcare 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 service registered.

In making our evaluations of the service we:

- spoke with and observed children using the service
- contacted families through Microsoft questionnaires to gather their views
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children were confident and had strong relationships with staff.
- Snack and breakfast time provided children with opportunities to develop friendships, conversations and they had a choice and range of healthy foods.
- Children were meaningfully and actively involved in leading their play and learning through a balance of spontaneous and planned experiences.
- The environment used was warm, welcoming, well-ventilated, and well organised by staff.
- The staff team worked well together ensuring a positive ethos within the setting.
- Staff deployment was effectively managed and well organised throughout the session.

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?	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?

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 & support

Staff were warm, welcoming, and children were happy, relaxed and having fun inside and outside the service. Staff treated all children with dignity and respect, taking time to engage them in activities, listening and responding to their wishes. This supported children to feel safe and secure. Staff knew children well and children were confident at approaching staff for help or support and children were keen to include staff in their play. As a result, children were confident and had strong relationships with staff. Parents told us;

'Very personal and friendly staff, first class.'

'I feel the staff are approachable and welcoming.'

'I am very happy with the setting and support the service provides.'

'Really happy with this service. It was great for my child for 7 years before they went to high school and my other child now enjoys their time there. It seems like the staff care about the kids and are interested in the kids being involved in choosing activities that they will enjoy. Thanks for all the support!'

Personal plans and all about me information was supporting the team to meet most children's needs. Staff knew children well and told us about their individual personalities, needs, and interests. Information recorded about children's interest, health, welfare, and support needs were recorded on several different formats. We discussed with the manager streamlining the information held to ensure it was easier for staff to access. We asked management to ensure all personal plans are completed and also reflect 'how' staff will support children's individual needs along with next steps. These should be shared and updated regularly with children and their parents. We suggested children could be involved in updating their plans to empower them to take ownership of their play and learning while attending the service.

We sampled medication held along with the services policy, procedures and consents forms and found these were in line with best practice guidance 'Management of medication in day care and childminding settings.' The manager should continue to review forms as part of their quality assurance process to ensure all boxes are completed fully.

Snacks and breakfast provided by the service had been developed to ensure children had a very positive experience. Children were provided with a very good variety of snacks and breakfast for example, fresh fruit, croissants, pancakes, and cereal. Staff prepared the environment in advance of the children arriving ensuring the children had a clean, welcoming area to sit with friends. As a result, children were relaxed, happy and had opportunities to develop friendships while engaging in conversations. Children were encouraged to wash their hands prior to eating and had opportunities to self-serve and clear away which was supporting them to develop self-help skills. Children knew the routine well and staff enjoyed eating and sitting with the children supporting them to have an unhurried and relaxed atmosphere ensuring a caring and positive social experience. Parents told us;

'My child loves breakfast club, the activities, mixing with children of different ages & the team who look after them very well.'

'Our children like the activities, snacks and staff.'

'Children get to choose what activities to do and plan for them like the snack.'

'My child loves all the different experiences at breakfast club.'

Quality Indicator - 1.3 - Play & Learning

Throughout the inspection we observed happy, settled, and engaged children who were having fun with their friends and developing new friendships with their peers. We found children were meaningfully and actively involved in leading their play and learning through a balance of spontaneous and planned experiences that promoted children's choice and independence.

Staff had developed play spaces and experiences tailored to the different age ranges, abilities, and interest of the children present. As a result, children were given a range of very good experiences to keep them in engaged for example making and creating their own Frisbee, using their imagination with the Lego, developing skills in badminton, opportunities to be creative with arts and crafts, story area with books and free flow access to outdoor play. Children were supported by staff who were engaging and interested in the children leading their own play while taking on board and considering the children's ideas. As a result, experiences and planning approaches were child centred which resulted in children being happy, confident and their voice was heard and recognised. Parents told us;

'A fabulous opportunity for kids to have a meaningful fun and educational play after school.'

'Children are learning with peers of different ages and getting to know staff.'

'Children seem to have a good say in the activities planned.'

'My child has committee meetings which he/she enjoys helping decide activities and buy new equipment.'

Free flow access to outdoors gave children opportunities for active play and physical movement supporting their well being. Staff supported children to access all areas of the playground enabling them the opportunity to run, explore and play with their friends or on their own. Staff supported children's interests giving them access to a variety of resources for example, balls, scooters and playing games of tag along with the children. Staff used effective questioning through discussing decisions with children when they wanted to take part in risky play while climbing. As a result, this was supporting children's thinking, widening their skills, and consolidating their learning through play.

How good is our setting?

4 - Good

Quality Indicator - 2.2 Children experience high quality facilities.

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

The dedicated area for the service to use within the school consisted of the dining area and gym hall. The areas accessed were warm, welcoming, well-ventilated, and well organised by staff. There was plenty of natural light and ventilation with a good choice of space for children to play with their friends or on their own.

Staff had considered childrens ages, stages of development and interest through offering a wide variety of experiences that supported childrens skill sets, developed their imagination, curiosity, and creativity. Staff had a display board visible to children and parents advising children what was on offer, as well as a riddle of the day for them to figure out which also developed conversations with children and staff.

Most staff were practising good infection prevention and control measures. Management should remind staff about the appropriate use of gloves when serving food. Children were encouraged to wash their hands on arrival to the service and prior to snack supporting the service in reducing the spread of infection.

We raised concerns surrounding the childrens toilets in relation to the cleanliness and smell of the toilets. We discussed this with the manager of the service and also spoke with the Head Teacher of the school. Our concerns were actioned immediately, and we were given assurances the toilets would be cleaned to an appropriate standard for all children to use. The service was supported by the school in relation to any maintenance issues. We have asked the manager to keep a track of any issues or concerns raised and ensure these are communicated effectively to the janitor and Head teacher.

Risk assessments were in place for the outdoor area and daily check list for the indoors. We discussed developing a more robust risk assessment for indoors with consideration to mitigation measures that were well considered and realistic. Resources and childrens personal information were stored appropriately and the service had a dedicated area to display information for parents.

We discussed the large playground area outdoors that children had free flow access to throughout their time at the service. We identified that there was a potential blind spot where children were playing. There was a gate that led out of the playground which could be easily opened by children. We discussed our concerns with the manager and the provider, and they actioned this immediately through putting an additional chain lock onto the gate. This will be during the time the children are accessing the service. We would ask the manager to ensure all staff are aware of the concerns we raised and be mindful of children playing in this area.

How good is our leadership?

4 - Good

Quality Indicator - 3.1 Quality assurance and improvement are led well.

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

We recognise the service has been through a period of change with management and the service is currently being supported and managed by the operations manager of Primary Playcare. The service has developed vision, values, and aims that were embedded into the staff practice and the ethos of the service. These were also shared with parents and children through the induction process. This was supporting the service to deliver the aspirations of the children, families, and the wider community. As a result, staff knew what was important for the setting in meeting children and family's needs during their period of change. Parents told us;

'First class service, my children feel valued and are happy to go to after school. Delighted with the care my children have received over the years.'

'The manager puts a lot of time and effort into her job, and it shows, a tight ship ran by a great captain, who seems to know every child so well.'

'This is the best after school experience we've had, and I have had no complaints from my child.'

Parents were welcomed into the service at drop off and collections and staff and management use this as an opportunity to discuss children's session, any concerns, or updates. Childrens and families' views are regularly sought through online questionnaires. This was supporting the service to identify any areas of improvement and also identify areas they feel are working well.

The service had a development plan in place linked to the quality framework for daycare of children, childminding, and school -aged childcare. The service has been focusing on, family engagement, effective transitions and children's experiences and recently been working on developing and improving snack and breakfast time for the children. Staff and management had documented and reviewed their journey within the development plan and included children through recording their journey within a floor book. Evidence sampled showed the progression they had made and included children voices, wishes and what they still wanted to achieve. This was an area for improvement at the last inspection which has now been met. We would ask management to continue to identify areas to work on and use this as part of their self-evaluation for the coming year.

Quality assurance processes were in place, however due to the change in management some areas of quality assurance were not as robust. We would encourage the manager and the provider to access the bitesize improvement videos from the Care Inspectorate website to extend their knowledge and understanding of the role of quality assurance and support positive outcomes for children in their setting. Management should focus on ensuring personal plans and medication are in line with guidance and legislation and there is regular monitoring of staff practice and engagement. **(See area for improvement 1)**

All staff were registered with the Scottish social services council (SSSC) and staff were safely recruited through the manager obtaining appropriate checks prior to staff starting. This supported the safety of children, families, and staff. Management supported new staff into the service through their induction process and using the National induction resource which supported staff to reflect on their role and support them with guidance and links to best practice resources. We discussed with the manager and provider using best practice guidance 'Safer recruitment through better recruitment' to ensure they retain and gather all required information to support staff's health and welfare needs.

Areas for improvement

1. To continue to improve better outcomes for children the manager should develop and implement robust quality assurance systems. This should include but not be limited to ensuring personal plans and medication are in line with guidance and legislation and there is regular monitoring of staff practice and engagement.

This is to ensure that management and leadership is consistent with the Health and Social Care Standards that state, '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

Quality Indicator - 4.3 Staff deployment.

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this quality indicator as very good.

Staff were warm, welcoming, and engaged well throughout the inspection. Through discussions with staff, they advised for many of them this was their first inspection but were happy to answer any questions and spoke very positively of Primary Playcare and the service they provided. Staff told us they worked well as a team ensuring a positive ethos within the setting and that they felt supported by both the operations manager and the Director of Primary Playcare. As a result, the team were happy, enjoyed their role and responsibilities and wanted to provide the best service for their children and families. Parents told us;

'I feel the staff are approachable and welcoming.'

'The relationships they have with the parents has created an environment where we would feel very comfortable speaking about our child to all members of staff.'

'I have used Primary playcare for many years. Fabulous, friendly, and professional service.'

Staff deployment was effectively managed and well organised throughout the session and at drop off and collection times. Staff were organised prior to leaving the service to collect children from their designated collection point and were clear on their individual roles and responsibilities. As a result, children were supported safely to and from school with staff who knew them well. Children were aware of the routine and that staff were there to collect them with a warm and friendly approach. Staff used walkie talkies, and carried clip board registers, making this a secure transition for all children. Staff welcomed children positively and asked them about their school day. As a result, children were happy, excited, and engaged positively with staff. Parents told us;

'It is a great service. One of the things I have noticed is that there is consistency in staffing.'

'My experience of childcare is a high turnover of staff, but this is not my experience at primary playcare, and it is nice to see. That would suggest that staff are happy, and this is demonstrated in how happy my children are there.'

Throughout the service operational times, staff were ensuring children's safety and mindful of the Care Inspectorates SIMOA campaign which supports staff in keeping children safe. Staff regularly communicated with each other counting children in attendance at different points to promote child safety. Staff were also observed communicating well to meet children's needs both indoors and outdoors. Walkie talkies supported a free flow experience for children which allowed them to access the outdoor area at their leisure. Staff were flexible in how they supported children through moving appropriately through the session to meet the needs of the children. As a result, there was effective supervision and quality engagement with the children across the session.

Staff complete 1-1's with the manager having the opportunity to discuss what is going well, areas for development, short term, and long-term targets to promote staff's continuous learning and development. Staff advised they were able to discuss their current studies and learning with both their manager and their team sharing their learning and also developing their knowledge.

Staff training records were in place for all staff, most having child protection training and first aid. Management and staff were knowledgeable in relation to child protection and were confident what to do if they had any concerns.

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 should continue to involve the staff in self assessment and quality assurance procedures, an Improvement Plan should be developed and implemented.

NCS Early education and Childcare up to the age 16, Standard 14: Improving the service.

This area for improvement was made on 21 September 2017.

Action taken since then

The manager had developed an improvement plan with realistic targets. Staff along with the children were reflective on what was working well and what needed to be improved. Children and staff were reflecting on their priorities for example improving snack within their floorbooks.

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?	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?	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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