

TASC - St Ninian's Primary Day Care of Children

St. Ninians Primary School
2150 Great Western Road
Glasgow
G13 2AB

Telephone: 01419 502 497

Type of inspection:
Unannounced

Completed on:
11 December 2024

Service provided by:
Temple / St Ninians After School care

Service provider number:
SP2007008818

Service no:
CS2003005809

About the service

TASC - St. Ninian's Primary is registered as a day care of children service, which is provided by Temple/St Ninian's After School Care. It is registered to provide a service to a maximum of 32 children aged from primary one to fourteen years. At the time of inspection, 14 children were in attendance.

The service operates from St. Ninian's Primary School, which is situated in the west of Glasgow. It is close to local parks, shops and amenities. Children were accommodated in a base room within the school which the service had sole use of. Children also had access to a gym hall, toilets and a large outdoor play area within the school grounds.

About the inspection

This was an unannounced inspection which took place on Tuesday 10 and Wednesday 11 December 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
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- received electronic feedback from eight parents/carers

Key messages

- Children were happy, confident and settled in the service.
- The setting was comfortable, spacious and stimulating for children
- Children benefitted from free flow access to a range of play opportunities outdoors.
- Staff knew children and families well, and provided the support and care they required in a kind and nurturing way.
- Children benefitted from a skilled staff team who worked well together.
- Management were friendly and approachable which strengthened relationships with families.

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 evaluated this key question as very good, where significant strengths supported positive outcomes for children.

Quality indicator 1.1: Nurturing care and support

Staff were kind, warm and nurturing in their approach with children, and knew the children well. Children were having fun and we could see clear friendships had formed between children. Children enjoyed engaging with staff and were affectionate with them. Staff were attentive to children's needs. One parent commented, 'I am so happy and grateful for the care and support myself and my son have been shown over the years.' He loves attending and has built close bonds with the staff and children throughout his time here. I have never had any concerns and know that he is happy, confident and well cared for.' Positive relationships with the children meant staff could offer care which met their needs.

Children enjoyed snack time. It was a relaxed, unhurried and sociable experience for them. Children had the option to eat across the session meaning that their play was not disrupted. This rolling snack approach also meant that children ate when they were hungry and ready for food, supporting their overall health, wellbeing and development. Children had the opportunity to develop independence through self-serving and making their own sandwiches. Children also told us that they had the opportunity to create the snack menu. This supported children to have their voices heard within the service.

Personal plans were in place for children and were completed in partnership with parents. Children had begun to contribute personal information in 'all about me' forms. This supported them to have ownership about how their care and support needs would be met. Management and staff had focused on developing plans for their most vulnerable children to ensure their needs were met. Strategies for children with additional support needs had been identified and we could see these in practice. We discussed with management that they should continue to develop how staff used the personal plans, to ensure they supported all children's individual needs being met.

We saw parents and carers being fully welcomed into the service. Staff took time to chat to families and tell them about their child's time at the service. This supported families to feel comfortable and involved in their children's care.

Quality indicator 1.3: Play and learning

We observed that children were having fun with staff and were fully engaged in their play. Children experienced a balance of spontaneous and planned activities including physical games, arts and crafts and construction. One parent commented, 'My son is always excited to tell me about his time at afterschool. He has a particular interest in using different resources to build with and make models and is always excited to show me what's he's made.' Children had access to a wide range of resources which were developmentally appropriate and supported their play and learning.

Children were able to lead their own play and learning. For example, some children chose to go to the gym to play games while others made bracelets with loom bands. Children also told us that they could choose

which activities they wanted to participate in each day. We saw children making those decisions. This gave them the opportunity to develop independence and supported their right to play.

Children benefited from access to a large outdoor area. Staff communicated with children to let them know when they were able to go out and gave the children the opportunity to free flow from indoors to outdoors. Children had the opportunity to participate in physical play indoors and outside. One child told us, 'I like how if we can't go outside then we can go to the gym hall.' Staff participated in play with children, supporting them to be engaged and have fun. We concluded that children were supported to be physically active and healthy whilst attending the setting.

Staff developed planning, based on discussions with children and observations to understand their interests. Staff planned experiences to meet these interests. Management told us they were looking to develop the planning system, to ensure children were more involved. The service should continue with this to allow children to lead their own play and have their voices heard.

How good is our setting?

5 - Very Good

We evaluated this quality indicator as Very Good, where significant strengths supported positive outcomes for children.

Quality indicator 2.2: Children experience high quality facilities

Children were cared for in a bright, comfortable and welcoming environment. The service had sole use of the main play area and children also had access to a gym hall and a large outdoor area for physical games. The main room had tables and chairs for children and a small comfortable area, with cushions and blankets for children to rest and relax. Children had ample space for their needs. The environment helped to give children the sense that they were important to the service.

There was a variety of resources for children, which they could easily access and there were other resources stored securely which children could ask for to support their play. Resources available took account of children's stages of development and interests. For example, Lego, board games and making tree decorations. Equipment within the setting was safe, clean and well maintained. One parent told us, 'It feels that they are always purchasing new materials and equipment, they keep all well maintained and clean.' This supported children to be cared for in a safe setting.

During our visit, we saw children having fun in physical play indoors and in a safe and secure outdoor area. The outdoor space offered opportunities for children to participate in a variety of experiences including football, mud kitchen and spinning chairs. One parent commented, 'My child is often outdoors when I collect him. He loves the large climbing equipment and has built his confidence in using this. He has a keen interest in nature and will often tell me about the houses he has made for bugs, using natural materials such as leaves, sticks and mud.' Children were able to rest and relax outdoors in a large, sheltered area which was also used for games and construction. Children also had the opportunity to participate in risky and challenging play through a wall climbing unit, which the service had recently purchased and a trim trail with balancing equipment. This supported children's health and wellbeing.

How good is our leadership?

5 - Very Good

We evaluated this quality indicator as Very Good, where significant strengths supported positive outcomes for children.

Quality indicator 3.1: Quality assurance and improvement are led well

The management team were friendly, approachable and engaged well with the inspection process. Staff told us they found the management team to be supportive and approachable. This meant staff were supported in delivering positive outcomes for children.

An improvement plan was in place, which had been shared with parents. The plan identified strengths of the service and areas for development. We saw evidence of progress being made in these areas including the outdoor area development and personal care plans for vulnerable children.

There was a self-evaluation and development plan in place which management and staff used to reflect on practice and identify where improvements could be made. Monitoring and auditing took place as part of the quality assurance process. This included reviewing accidents and medication. This was a positive process which impacted and improved experiences for children. We discussed with management that a more robust system for monitoring would support meeting children's needs. For example, a quality assurance calendar would support the service to regularly review and monitor further aspects of the service such as personal plans and environments and planning.

Management understood the importance of seeking the views of staff, children and parents as part of their quality assurance processes. Children's voices were heard in daily decision making, such as activities and snack choices. Parent's opinions on the service had been sought to understand any areas they felt could be developed. This supported parents to feel involved in their child's care.

Regular team meetings gave staff the opportunity to develop plans and discuss any issues that occurred. One to one meetings between staff and management allowed staff to discuss any training needs or support they required and supported them to identify successes and goals they would like to achieve.

How good is our staff team?

5 - Very Good

We evaluated this quality indicator as Very Good, where significant strengths supported positive outcomes for children.

Quality indicator 4.3: Staff deployment

During our inspection, we found that effective staff deployment within the setting meant that children's individual needs were being met by the right number of staff throughout. The staff to child ratio allowed staff to be responsive to individual needs, which enhanced children's experiences. Parents spoke positively about the staff caring for their children. One parent commented, 'I am always greeted with a warm welcome and find all the staff to be friendly, professional and approachable. I always feel confident that my son is well cared for by all the staff and that they are all excellent in what they do.'

There was a consistent staff team within the service and there was a mix of staff's skills and knowledge. When staff were required to cover for absences, the service was able to provide staff from their sister services. This offered a continuity of care for children and families. Using the same staff to cover created a

flexible and supportive ethos where staff supported each other, working together as a team to benefit the children.

Staff communicated well with each other and the use of radios aided communication between rooms and indoors and outdoors. Staff communicated when children were moving between areas to ensure their interests were followed through. Staff were vigilant of children and recorded who was entering and leaving. This meant children were accounted for at all times.

Staff development was encouraged, and staff told us they were supported in this by management. The staff engaged in a range of professional learning activities that built on and sustained their practice. One staff member told us, 'Training allows me to confidently look after and plan play experiences, to challenge and enhance children's learning and development.'

Staff caring for children were recruited safely and registered with the Scottish Social Services Council. They are the regulatory body responsible for registering the social services workforce. They provide public protection by promoting high standards of conduct and practice and support the professional development of those registered with them. We sampled staff recruitment files and found staff were recruited safely. This helped keep children safe.

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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