

Hyndland After School Club Day Care of Children

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Type of inspection:
Unannounced

Completed on:
12 February 2025

Service provided by:
Hyndland After School Club

Service provider number:
SP2003001223

Service no:
CS2003005764

About the service

Hyndland After School Club is provided by a voluntary management committee. The committee operates three after school clubs in the west end of Glasgow. Hyndland After School Club is registered to provide a day care of children service to a maximum of 106 children attending primary school. The service operates during term time before and after school and during school holidays. At the time of inspection, there were 91 children in attendance.

The service is provided from premises based on the grounds of Hyndland Primary School. The service has sole use of the building and makes use of the playground and also has access to space within the school including the gym. There are various areas the children can explore and there is a designated space within the building for the older group of children.

About the inspection

This was an unannounced inspection which took place on Monday 10 and Tuesday 11 February 2025. 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 parents and carers

Key messages

- Children enjoyed the play experiences provided by staff; they were engaged and having fun. This meant that children were happy and relaxed at the service.
- The manager and staff should develop personal plans for children to ensure their current individual needs are met.
- Staff knew children and families well, and provided the support and care they required in a kind and nurturing way.
- Children were able to lead their own play and learning.
- The manager should further develop procedures for recording child protection concerns to support children's safety.
- Management should review resources available to children to support curiosity and imagination both indoors and outside.

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?	3 - Adequate
How good is our setting?	3 - Adequate
How good is our leadership?	3 - Adequate
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?

3 - Adequate

We evaluated this key question as adequate, where strengths only just outweighed weaknesses.

Quality indicator 1.1: Nurturing care and support

We evaluated this quality indicator as adequate, where strengths only just outweighed weaknesses.

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 which enhanced their well-being. One parent commented, 'They know my daughter well and are always friendly, know if there have been any issues, always welcome to chat.' A child told us, 'I have fun with my friends, and I feel safe.' Positive relationships with the children supported staff to offer care which met their needs.

Snack was an unhurried and sociable experience for children. Children had a choice of hot and cold snacks and fresh fruit was available to them throughout the day. Staff were aware of children's allergies. This helped to support children's health, safety and wellbeing in the service.

Personal plans were in place for some children. The service shared with us that they had identified personal plans as a priority for developing. Some plans we sampled incorporated children's voices. In these plans, children had helped to identify what support would help them progress their wellbeing. Other plans did not contain enough detail to support meeting children's needs. For example, strategies identified to support children with additional support needs were not recorded and others had not been updated recently to ensure they reflected children's current needs. This meant that some information to support meeting children's needs was not available. Therefore, we have made an area for improvement to reflect this.

(See area for improvement 1).

Staff had participated in child protection training and staff were aware of the correct procedures to follow if there were any child protection concerns. We found that there were some discrepancies in the recording of previous child protection concerns. There were no methods in place to record chronologies which would support staff to identify concerning patterns in children's care and we have made an area for improvement to address this.

(See area for improvement 2).

Quality indicator 1.3: Play and learning

We evaluated this quality indicator as good, as several important strengths, taken together, clearly outweighed areas for improvement.

We observed that children were having fun with staff and were fully engaged in their play. Children had the opportunity to participate in a mix of spontaneous and planned activities including physical play, games and baking. Children had access to a range of resources that supported their play and were developmentally appropriate.

Children were able to lead their own play and learning. For example, they were using large blocks to create structures and playing a strategy board game. Children told us they could choose which activities they wanted to participate in each day, and we saw children making those decisions. This gave them the opportunity to develop independence and supported their right to play.

Children had the opportunity to participate in physical play outdoors. Staff joined in with games and supported children's play. We discussed with management that the children would benefit from more stimulating and challenging resources to support children in physical and challenging play.

Staff planned experiences for children, and these were shared with children for them to choose what they would like to participate in. Evaluations of experiences and children's comments were recorded, and evaluations were linked to wellbeing indicators. We discussed with management that children should have more involvement in planning processes to support their ownership of their play and to deliver a more child led practice.

'Afty agents' had been introduced, where children chose to work together to represent the children in the service. This involved children being given the opportunity to discuss activity ideas, snack suggestions and improvements that could be made within the service. The service should continue to develop this to support children's voices within the service.

Areas for improvement

1. To support children's care, play and learning the manager and staff should ensure individualised personal plans capture children's current health and welfare needs, progression in learning and support children to reach their full potential.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states 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).

2. Child protection policies and recording procedures should be updated to meet best practice guidance and to ensure the safety of children.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "My future care and support needs are anticipated as part of my assessment"

(HSCS 1.14).

How good is our setting?

3 - Adequate

We evaluated this key question as adequate, where strengths only just outweighed weaknesses.

Quality indicator 2.2: Children experience high quality facilities

Children were cared for in a setting which was spacious, bright and clean. The service had full use of the premises, which had direct access to outdoors where children could free flow. The main room had tables and chairs for children to sit at, large construction and games. Older children had access to an upstairs area, which could be used as a quiet area if children wanted to rest and relax. Children would benefit from access to a cosy area downstairs too, so that all children could have space to rest and relax.

Resources were easily accessible for children, which supported their independence and ability to lead their own play. Children would benefit from more resources which sparked their curiosity and imagination, such as open ended and loose parts play. Some of the furniture and resources were looking worn and old and would benefit from being cleaned or replaced. This would support children's play experiences.

Children had access to large outdoor areas, where they could explore risky and challenging play through tree climbing and games. Sheltered areas outside had been affected by recent bad weather and were in need of repair, but offered some shelter from the weather. We discussed with management that children would benefit from access to cosy, sheltered areas outdoors where they could rest and relax if they chose.

Risk assessments were in place which staff completed daily. At the time of inspection, the service was cold and some children were wearing jackets indoors due to this. The service should assess how to offer free flow access to outdoors, without making the room temperature uncomfortable for children. We discussed with management that they should also add temperature checks to daily risk assessments to further support children's health, safety and wellbeing.

How good is our leadership?

3 - Adequate

We evaluated this key question as adequate, where strengths only just outweighed weaknesses.

Quality indicator 3.1: Quality assurance and improvement are led well

There had been recent changes within the management and staff team. The management team were friendly, approachable and engaged well with the inspection process. Staff told us they also found management to be supportive and approachable. One staff commented, 'When I need help with anything the management team have been supportive.' This helped staff to feel supported in their role to offer better outcomes for children.

An improvement plan was in place, which identified areas for development within the service. We saw evidence of some progress in these, including the auditing of medication and development of risk assessments. The service was using the plan as a working document which they updated regularly. We

discussed with management that they should continue to develop the improvement plan in collaboration with staff, children and families to support outcomes for children.

Auditing and monitoring took place as part of the service's quality assurance processes. This contributed to having identified strengths and areas where improvements could be made. A more robust system to audit accidents, personal plans, environments and medication would support staff and management to identify further areas for development.

Regular staff meetings gave staff and management the opportunity to discuss issues arising and any training needs that needed to be met. Staff had a voice within the meetings to ask questions and suggest ideas and opinions. Staff met before the start of every session and any issues or information needed was shared.

The staff understood the value of children's and families' opinions and ideas. Children's voices were heard through staff recruitment, where they could give their opinions on new staff and the benefits of them starting with the afterschool. Their opinions were also gathered through personal plans where they could suggest improvements and changes to the service. Feeding back to children and families would support them to understand how their opinions have affected change and improvements.

How good is our staff team?

4 - Good

We evaluated this key question as good, as several important strengths, taken together, clearly outweighed areas for improvement.

Quality indicator 4.3: Staff deployment

During our inspection, we found that there were enough staff to meet ratios, but at times the staff deployment did not support staff to meet children's individual needs. There were times when children had accidents and staff did not see them. Staff engagement with children was often limited, as they were task focused. Management shared with us that they have employed more staff to support staff to have more time to develop relationships and engage with children. This has the potential to allow staff to be responsive to individual needs, which would enhance children's experiences.

There was a mix of skills and experience in the team which supported staff to deliver positive outcomes for children. Staff told us they worked well as a team and we saw this in practice. Staff worked well together and communicated well when leaving areas. The use of radios supported this communication. Staff used a daily diary to share information about children and any issues or significant events that needed to be passed on. Staff recorded when children entered and left the service, and shared this information with each other. This meant children were cared for in a safe manner.

Staff development was encouraged with staff engaging in a range of professional learning activities that built on and sustained their practice. This covered a range of topics, including first aid, additional support needs, and child protection. This supported staff to meet children's needs.

Staff worked on a rota system and had dedicated areas of responsibility within the rooms and outdoors. The service told us that a keyworker system was being introduced. This had the potential to support staff engagement with children through a focussed approach. It would also give children an understanding of who to approach if they needed support or help. Parents told us they had positive relationships with the

staff. One parent commented, 'Staff are always very helpful, polite and kind. I could not hope for a better service.' Knowing the families and children well supported staff to offer care which met their individual needs and interests.

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?	3 - Adequate
1.1 Nurturing care and support	3 - Adequate
1.3 Play and learning	4 - Good
How good is our setting?	3 - Adequate
2.2 Children experience high quality facilities	3 - Adequate
How good is our leadership?	3 - Adequate
3.1 Quality assurance and improvement are led well	3 - Adequate
How good is our staff team?	4 - Good
4.3 Staff deployment	4 - Good

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