

Bridge of Don Out of School Care Ltd. Braehead Breakfast and After School Club Day Care of Children

Braehead Primary School
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Bridge of Don
Aberdeen
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Type of inspection:
Unannounced

Completed on:
25 March 2025

Service provided by:
Bridge of Don Out of School Care Ltd

Service provider number:
SP2018013157

Service no:
CS2018368333

About the service

Bridge of Don Out of School Care Ltd. Braehead Breakfast and After School Club is registered to provide a care service to a maximum of 100 primary school aged children at any one time. The manager will be 100% supernumerary.

The service is accommodated within Braehead Primary School, Bridge of Don, Aberdeen. The out of school club has access to three spaces within the primary school building. This includes the dining hall, gym hall and a smaller wrap around room which is used as a quieter space. The service also has direct access to the playground, which includes a large grassed area and an enclosed astro turf pitch.

About the inspection

This was an unannounced inspection which took place on 24 March 2025 between the hours of 14:30 and 18:00 and 25 March 2025 between the hours of 07:30 and 09:30. The inspection was carried out by two inspectors from the Care Inspectorate. To prepare for 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
- made contact with 32 parents of children who attended
- spoke with the staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children were settled, confident and happily engaged in play experiences.
- Children led their own experiences through a well-balanced mix of activities both indoors and outside.
- Children received nurturing care and support from staff who knew them well.
- The staff team were motivated and enthusiastic about their roles and were keen to continue to take on training to develop their practice.
- The club should now incorporate success criteria into their improvement plan, to allow them evaluate their developments. Sharing this with families and children would support everyone to be clear on the setting's focus for improvement.

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?	5 - Very 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 experienced warm and nurturing care from staff. They were settled, relaxed and confident. When children needed support or comfort we saw that staff were responsive to their needs. Staff knew children well and were able to confidently discuss their interests, likes, dislikes and support needs. When asked if they had a strong connection with staff caring for their children, families gave us a mixed response. One parent said; "Very welcoming and friendly, they have great relationships with the children." Another parent said; "Very brief interactions, we aren't allowed into the setting to collect our child so it's difficult to build a relationship." We asked that management consider the benefits of welcoming families into the setting to establish good connections and share children's experiences.

Personal plans were in place for all children and had been reviewed regularly with parents. The setting were currently reviewing these to make reference to the wellbeing indicators which would contribute to the gathering of more meaningful information. This would ensure children were receiving care and support that is right for them. Children who required additional support had care plans in place. These highlighted their care needs, ongoing support and strategies to support staff to tailor individual care. We discussed the benefits of evaluating these to ensure children have the right support to reach their full potential. When asked if families were involved in developing and reviewing their child's personal plan, many were unsure. The setting were currently considering ways of involving parents and children in the personal planning process to ensure care and support is tailored to individual children.

Snack time provided a relaxed, social experience for the children as they sat together chatting and laughing about their day. We asked management to ensure staff sit with children to supervise eating and to enhance the children's social experience. Children could choose when to come for snack and there were some opportunities for children to develop independence through serving food, drinks, spreading and clearing away dishes. Children told us when they had more time at holiday club they got the opportunity to help prepare snack and cook which they enjoyed. This contributed to developing important life skills and children's understanding of healthy foods and nutrition. The club were offering snacks inline with best practice guidance to ensure they were healthy and reflected dietary needs. This contributed to children's health and wellbeing.

The setting's policy detailed how they would safely manage the administration of medication. Medication was stored safely in accordance with current best practice and taken with them when outdoors. When auditing medication, the setting should ensure medication forms are completed in full, to ensure all information is available to staff within these forms, contributing to the children's health and wellbeing.

Quality indicator 1.3 Play and learning

Children had fun and were engaged throughout the inspection. Staff were responsive to children's interests and supported their choice in where they played.

The pace of the session was relaxed and unhurried and children had opportunities to lead their own experiences. We saw children be active outdoors and in the gym hall, use their imagination, be creative and problem solve. Outside children enjoyed being active using the equipment such as stilts and balls. They used the loose parts such as the tyres and polystyrene blocks to build and create. Children enjoyed being doctors in the role play area, dressing up, using the resources to check each other's reflexes, hearts and look at x-rays. Children had the opportunity to be creative, staging performances outdoors and painting. Staff used some of these opportunities to extend learning. For example, when painting an adult said pastel colours were their favourite, children then went on to try and mix pastel colours. We discussed with management supporting the consistency of quality interactions through modelling and monitoring. This would contribute to challenging children and extending their thinking skills.

Opportunities to enjoy and develop language, literacy and numeracy skills were evident within children's experiences and were relevant to their age and stage of development. Children had access to mark making and craft materials which they used well. We saw children enjoy the variety of books on offer and use these in their play. The range of games on offer supported numeracy skills such as sorting and counting. We heard staff modelling good use of vocabulary when talking to children. Experiences such as these enhanced opportunities to develop, language, literacy and numeracy skills.

The club was using mind maps to gather children's ideas and to reflect on the effectiveness of the activities. We could see children had been involved in the process and their voice was evident. We discussed the value of carrying out ongoing observations and using these to set goals with the children in the new personal plans. These could be used to plan next steps and inform the planning processes, further supporting children to develop life skills and reach their potential.

Children benefited from connections with the wider community. They used areas within the school and outdoors to support their experiences. Children enjoyed visits to the local woods, parks and ice cream shop. Staff recently took part in a charity event and encouraged families support. The club had visitors such as therapists and the critter keeper into the setting during the holiday club. The manager had ideas to extend this further. This contributed to children's sense of belonging and supported them to have new opportunities in and out with the setting.

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

Children experienced an environment that was very well-maintained with plenty of natural light and ventilation. Children's artwork was displayed, providing children with ownership of their setting as well as creating a sense of belonging. Soft furnishings such as mats, blankets, cushions and beanbags provided cosy spaces for children to play and relax. The use of lighting also gave the wrap around room a homely feel.

The lay out of the club ensured that children had plenty room to play and move around the areas with ease. Children were very confident in moving around these spaces to explore their ideas and interests. Resources were age and stage appropriate and reflected their interests. Children had the freedom to transport these around the environment to extend their play and experiences. We discussed the benefits of offering children more real resources such as old phones, keyboards, clipboards and measuring tapes to support their play.

These resources could add great value to children's experiences, for example, while playing in the doctor's surgery or building with the loose parts outside.

Management and staff valued the importance of children being active and ensured they had access to the gym hall and outdoors daily. This benefited their health and wellbeing, extended their play and gave them choice in where to play. Most parents told us their children's experiences were supported through interesting and fun play experiences and the opportunity to play outdoors. One parent said; "Outdoor play, huge building blocks, Lego, craft activities, technology, junk model building, bouncy castle, group games." Another parent said; "My child has learned new crafts which [they are] always excited to show us. Also learning new games while also doing some of [their] favourite things." This contributed to children experiencing good quality play and learning opportunities both inside and outdoors.

Very good systems were in place to support keeping children safe. Robust risk benefit assessments helped staff to mitigate risk and enhanced children's safety. The setting encouraged children to consider risk and they had created their own risk assessments. From our observations it was clear that this meant children had a very good understanding about boundaries, head counts and using seat belts in vehicles. This supported the children's understanding of risk and keeping themselves safe.

Infection control measures were understood and implemented effectively by staff. Hand washing routines were embedded by children and staff. Staff protected children by providing a clean and hygienic environment and PPE (personal protective equipment) was used at appropriate times such as food preparation. This contributed to keeping children safe and well.

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 are led well

The service vision, values and aims was shared with families when they first started attending the club. During our inspection these were evident as we saw the team were very motivated to offer good experiences for children. We suggested these could be developed further, considering input from staff, children, families and community. This would ensure these were reflective of the needs of everyone working at and using the service.

Children's and families' views and suggestions about their care and experiences were valued by the club. Regular meetings held with children gave them the opportunity to share their opinions on a range of topics including activities and UNCRC (UN Convention on Rights of a Child). These proved to be popular and children told us they liked being able to discuss things and share their thoughts. The setting had been considering how to improve communications with families and had recently introduced a new closed Facebook page to share updates and photos with families. We saw that the club were regularly encouraging parents to complete slips at pick up time. These included a few focussed questions, asking families their opinions on different aspects of the service. The response was mostly positive with some suggestions made which had been included in the service improvement plan, for example, more resources for children aged nine and ten. Children were being involved in the process of purchasing new resources. The feedback we received from parents highlighted that some did not feel they were involved in a meaningful way to help develop the service. We discussed with management ways of communicating developments following suggestions using a 'you said...we did' approach.

This would ensure all parents felt listened to and would create a collaborative approach to improvement.

Staff expressed that they felt well supported by management and their team. Staff meetings, monitoring of practice and support and supervision meetings were in place which supported staff. We discussed allocating time in staff meetings for self-evaluation. This would support staff to be more involved in reflection which would enable them to identify strengths and consider what could be improved to support improvement within the service. More regular and focused staff monitoring would also support staff to reflect deeper on their practice to bring about improved outcomes for children and families.

The setting had an improvement plan in place to support improvement and document developments. Engaging with recognised audit tools, such as the quality framework, had allowed them to recognise what they were doing well and identify areas for improvement. The club should now incorporate success criteria into their plan, to support them to evaluate their improvements. They should also consider whether there is a need for further development or if the outcome had influenced further improvements. Sharing this with families and children would support everyone to be clear on the setting's focus for improvement.

We suggested the setting introduce a quality assurance calendar to support procedures, audits and monitoring within the club. We discussed evaluating and sharing the outcome of these with staff to ensure everyone was clear and aware of the impact.

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 indicator 4.3 Staff deployment

Staff demonstrated genuine warmth, kindness and interest towards the children they cared for. When asked about the most positive aspects of their child's experiences in the club, one parent said; "Friendship, nurture and experiences." Another parent said; "My child who is normally shy gets to mingle with children from other schools and [they have] built relationships with them. [They] also feel safe in the setting and confident enough to speak to the staff if [they need] space. [They] wouldn't speak to them if [they] did not feel comfortable with them." This resulted in children being very settled, happy and confident.

Management recognised the importance of ensuring that the service was appropriately staffed at all times. Overall, the deployment of staff was very effective, and they were flexible in their approach, communicating very well with each other. Staff moved with children, to support the running of the service and the needs of children.

Staff were appropriately qualified. Some were qualified and others were working towards gaining relevant qualifications and had a very good knowledge of child development and learning. Staff were able to discuss how they had identified individual areas for development and were supporting children with their social skills and confidence as they had many new, younger children at the last intake. Staff were very committed to their professional development to ensure they delivered a good quality service and improved outcomes for children. They had undertaken a range of training, relevant to their practice and were able to discuss how this had supported their knowledge and skills. Reflecting on training and considering the impact on outcomes for children, allowed them to identify further training needs.

Robust staff inductions had supported new staff's knowledge and awareness of their role.

Management had used 'The National Induction Resource' to create the club's staff induction process. Effective reflection during induction had supported staff to have a very good understanding of their roles, responsibilities, and effective ways of working.

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?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very 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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