

Cumbernauld YMCA - Colquhoun Park OSC (POMP) Day Care of Children

Colquhoun Park Primary School
Canniesburn Road
Bearsden
Glasgow
G61 1HD

Telephone: 01236 721382

Type of inspection:
Unannounced

Completed on:
11 March 2025

Service provided by:
Cumbernauld YMCA-YWCA

Service provider number:
SP2003000977

Service no:
CS2003003713

About the service

The service is part of the Peace of Mind for Parents (POMP) childcare service, provided by Cumbernauld YMCA/YWCA. It provides after school care for a maximum of 30 children attending primary school and up to the age of 16 years. The service provides before and afterschool care.

At the time of the inspection the service was operating Monday to Friday during school term time between 07:45 to 08:45 and 15:00 to 18:00. The children present had various patterns of attendance over a week.

The service operates from the gym hall in Colquhoun Park Primary School situated in the Bearsden area of East Dunbartonshire. Children had access to the school grounds.

About the inspection

This was an unannounced inspection which took place on 10 and 11 March 2025. The inspection was carried out by one inspector 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 a small group of children using the service
- we gathered the views from two staff and management
- we gathered the views from four families of children using the service
- observed practice and children's experiences
- reviewed documents.

Key messages

- Children were engaged in the activities on offer and had fun playing in the gym hall and outdoors in the school grounds.
- Staff interactions with children were caring and kind. Staff were compassionate and enjoyed working with the children.
- Improvements had been made to support staff identify and plan how best to support children needs. Staff understood their role to provide a service that supported what matters to the children.
- Having a manager and staff who are based in this service has helped to drive forward the improvements that were needed. The team had made good progress in delivering a service that meets the needs of the children.
- Quality assurance systems had been improved, however further development in self evaluation could be made. The service should consider using the quality framework for improvement focusing on the quality indicators for school age childcare.

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?	4 - Good
How good is our leadership?	4 - Good
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?

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 were welcomed into the service by staff greeting them at the entrance. Children arrived happy and familiar with routine, they said hello to staff and went to go and play. Positive relationships had been formed, as a result staff and children's interactions were caring and respectful. There was lots of discussion taking place and children were keen to interact with staff to play games such as chess or outdoor playground games.

We heard lots of positive interactions, staff routinely gave praise and recognised children's achievements, staff were thoughtful and kind. When needed staff used appropriate tones to get children's attention for example, when outside to ensure children could hear them to reduce possible risk.

Snack time was very relaxed. The tables were set and foods were prepared by staff for children when they arrived. They all had snack at the same time. Once children had all arrived in the hall they all went to wash hands then they went straight to the table to have food and drinks. There was lots of discussions during snack, it was a very sociable time. Children were able to self select what they wanted to eat and drink. Healthy foods were on offer, however we discussed for the service to be mindful of how often pastries were given, as they may contain high level of sugar.

A new personal plan procedure and paperwork system had been introduced. All children had a plan in place and the children and parents had been involved in agreeing how best the service can support their needs. Some of the plans could be further enhanced by including detail of the children's wellbeing needs as well as their interests. The manager agreed along with staff to review how well the plans met the services expectations and to make improvements if identified.

We found good management of medication procedures were being followed and staff were confident about the medical needs of the children being cared for. We discussed a few areas that could be improved. This included recording more detail, if medication was given as and when required. For example, if given for an allergy, did the child's reaction ease or was further medical care needed. The manager agreed.

Overall, we found the service to be calm, relaxed and a welcoming environment for children to attend after school and play with friends.

Quality indicator 1.3 Play and learning

The daily routine was relaxed and planned in response to children's requests for example, when the children asked to go outside, staff responded in a timely manner by opening doors and heading outside to play. Children told us they liked going outside a lot, which they did most days. In addition, children told us they did get to make suggestions about their play and staff where possible, provide this.

Staff interactions supported and encouraged children to play, try new things and challenge themselves. Staff were skilled at giving children space to play without adult interaction however, they did get involved when asked or needed. We heard children routinely ask staff to play for example, chess or playground games outside.

The children were of mixed ages, all the children were engaged in play that met their interests. Children were able to self select if they want to draw, play board games or be more active playing with the balls. Staff moved around the hall checking in and supporting children, if needed. The children told us they were happy with the play experiences on offer, they were all keen artists and like to draw and be creative. A few of the older children did say they would like more freedom to participate in physical play inside, however we were informed physical play indoors was restricted due to school rules.

We found the range of materials on offer within the service could be improved to support children's natural curiosity to be creative and use their imaginations. Children's play and learning at times was restricted due to the lack of materials easily accessible. Children had a keen interest in drawing however, the art materials were limited for example, children had access to a small supply of pens and pencils, but no sharpener. Some of the children were using their own pens, as a result of the limited resources. We have made an area for improvement that children have better access to materials (see area for improvement 1).

Areas for improvement

1. To support children's wellbeing, learning and development the provider should ensure the children have access to a high-quality environment that is well designed and resourced. This should include, but not be limited to, children having regular access to high quality materials that promote positive play experiences such as art and crafts.

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

'As a child my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open-ended and natural materials'. (HSCS 1.31)

How good is our setting?

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 2.2: Children experience high quality facilities

The service had a welcoming atmosphere, parents were welcomed in at collection time. They were invited into the gym hall and if they were outside into the area to collect their child. Staff were polite and knew the families. Some discussions took place, brief, but gave confirmation that their child had been ok. More details about children's experiences could be shared, this would support the parental feedback we received that indicated they would like more information from staff.

The service is provided from the school gym hall and children had regular access to the school grounds. The gym hall provides good space for the children to participate in a range of play from table top to physical play. Children told us they enjoyed being outdoors. Most days the children were either all inside or all outside. The service should consider how children's access to choose to play outdoors could be improved.

The premises was not owned by the service, they had limited opportunities to make changes to the facilities. The manager agreed to think about how they were using the space and consult with children to see if any improvements could be made. We discussed the possibility of better storage to keep supplies for example, to store items needed to create a cosy space for children to relax and chill out and to store their belongings.

We found that the main entrance to the school was secure and monitored. However, the door entry to the gym hall, where the service is provided, was not secured. Staff working within the service were aware of these issues and were vigilant at monitoring exit points, for example supervised children in the school corridors as they went to the toilets and when children were playing in the school grounds. The school perimeter was more secure as the gates were now kept closed, as a result providing a safer space for children when playing outside.

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 improvement are led well

The provider's vision and the service aims include to provide peace of mind for parents to go to work, know children are in safe hands and children are kept safe, warm and welcome. As part of the part of the Peace of Mind for Parents (POMP) childcare service, provided by Cumbernauld YMCA/YWCA, the manager of this service is supported by a wider management team, with designated roles such as human resources. The management team were well informed of current legislation and good practice guidance for example, in safer recruitment.

There had been positive changes in how this service was managed and we could see improvements in the outcome for children since the last inspection. The service had taken positive actions to evaluate how well the service was doing and had plans to make improvements. This year this included making improvements on children's access to play materials and to support staff skills, through meaningful training and development.

The improvement plan and self-evaluation processes were at an early stage of influencing positive changes. There is a need to further enhance the use of self evaluation tools to truly know how well the service is doing, what they do well and what they could do better. We discussed with the service the benefits of using the new quality improvement framework for school age child care and tools such as the plan, do, study, act model. These would support a more evidence based self assessment and to help them measure their successes. More information on self evaluation and planning for improvement can be found on the Care Inspectorate website.

How good is our staff team?

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 4.3: Staff deployment

The staff employed within the service to deliver direct care and support to the children, were appropriately registered with the Scottish Social Service Council (SSSC).

Since the last inspection, a new manager had been employed, they had settled well into the role and had a positive influence on the service, continuing to create a welcoming and nurturing environment. The staff team were experienced working with school age children. The manager and staff attended meetings to discuss practice. We were told these meetings were very productive and provided a good opportunity for staff to share practice and ideas.

The staff worked well together and they told us they were happy in their roles. They reflected on what worked well within the service and identify where positive changes could be made. Staff were working hard to provide a quality service for the children.

Three staff were employed to work in this service. However, if only two staff were present due to staff absences, they still met the adult to child ratio, but it created some challenges due to premises layout and the need to supervise children when moving throughout the school. At times it restricted children's choice to play inside or outside, as staff needed to stay in the same area to complete required tasks to keep children safe. The manager agreed to reflect on this and if changes could be made to take action.

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

To support children's wellbeing, learning and development the provider should ensure each child has a personal plan. These should include, but not be limited to:

- children's health and wellbeing needs
- how the service plans to support these
- be created in consultation with parents, staff and other professionals.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state 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) and 'My care and support meets my needs and is right for me' (HSCS 1.19).

This area for improvement was made on 5 October 2022.

Action taken since then

The service had taken action to support staffs knowledge and understanding of child development and introduced a new personal plan procedure. We found each child had a personal plan, these were regularly reviewed and included details of children's interests and wellbeing needs.

The new plans were in the early stages, we were satisfied with the progress made. As a result, this area for improvement has been met.

Previous area for improvement 2

To ensure children receive high quality care and support the provider should ensure the service is well led and managed. This should include, but not be limited to, the service manager having sufficient time in the service, at least one session per week, to measure the quality of service being provided including the outcomes for children.

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

'As a child 'i use a service and organisation that are well led and managed' (HSCS 4.23).

This area for improvement was made on 19 September 2023.

Action taken since then

Management of this service had continued to improve since the last inspection. There had been an agreed time for the previous peripatetic manager to attend the service. Recently a new named manager had been employed that was based in the service everyday. They were new to post, but confirmed they had the time to undertake their manager role and were positive about the improvements made to date and had plans to continue to enhance outcomes for children.

As a result, this area for improvement has been met.

Previous area for improvement 3

To ensure children receive high quality care and support the provider should ensure the service has robust quality assurance systems. This should include, but not be limited to, well thought out plans to manage change and self evaluations that are based on evidence.

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

'As a child, I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes (HSCS 9.19) and I experience high quality care and support because people have the necessary information and resources' (HSCS 4.27).

This area for improvement was made on 5 October 2022.

Action taken since then

Improvements in the use of self evaluation and planning for improvement had continued. We found evidence to support that the quality assurance systems being used were having a positive impact on the outcome for children. The manager agreed that more work was needed, but felt positive going forward and implementing the use of the quality improvement framework for school age childcare.

As a result, this area for improvement has been met.

Previous area for improvement 4

To support children's wellbeing, learning and development the provider should ensure the children are cared for by an appropriate number of staff.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCC) which state that:

'As a child, my needs are met by the right number of people'.

This area for improvement was made on 5 October 2022.

Action taken since then

We found staff deployment met the needs of the children. We were informed that the ratio of one adult to every 10 children was being implemented.

As a result, 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?	4 - Good
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	4 - 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?	4 - Good
4.3 Staff deployment	4 - Good

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