

Courtney @ FAST Chapelhall Day Care of Children

Chapelhall & St. Aloysius Primary Joint Campus
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AIRDRIE
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Telephone: 07933219804

Type of inspection:
Unannounced

Completed on:
12 March 2025

Service provided by:
Courtney McAteer

Service provider number:
SP2021000096

Service no:
CS2021000161

About the service

Courtney @ FAST Chapelhall is provided by an individual provider and is registered to provide care to a maximum of 30 children aged between four years and 12 years, at any one time.

The service is based within Chapelhall & St. Aloysius Primary Joint School Campus. Only children from this campus attend the service. The service has exclusive use of the specified room, sports hall and outdoor area during operational times.

About the inspection

This was an unannounced inspection which took place on 12 March 2025. The inspection was carried out by two inspectors.

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 17 children using the service
- spoke to staff and management
- observed practice and children's experiences
- reviewed documents.

Key messages

- The service provided a welcoming and friendly atmosphere for children. They had access to a good variety of play spaces that provided different types of play, such as imaginary, creative and physical play.
- Children enjoyed attending the service and had lots of fun learning new things and playing with their friends.
- Staff knew the children well, however, the records held to support staff plan how best to meet the children's needs could be further improved.
- The service should continue to further enhance the use of self evaluation to ensure they can measure what the service does well and where improvements could be made.

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

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| 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 happy and very familiar with the daily routine. During collection time from school one of the older children helped staff to check all children were in attendance, giving them some responsibility. Children were smiling, laughing and chatting with friends as they arrived at the service. They told us they liked attending the service. Staff had created an environment where children could feel relaxed and be themselves.

Snack was a buffet style, children could self-select and make their own foods. On the day of inspection, one of the choices was wraps. One child told us they loved wraps and that pepperoni was their favourite, whilst another didn't like wraps and told us they had selected a pastry instead. Children's personal preferences and dietary needs were respected. This was a very relaxed start to the session and provided children and staff with the opportunity to discuss how their day had been and what they would like to do at the service.

Children told us they get to make suggestions and that staff provide play experiences they enjoy, making slime being a popular choice. We observed that when children asked staff, they accommodated and took children outside to play. Children could self-select materials from the cupboards under staff supervision, as these were not inside the classroom. Children had created a wall to display their art work, the wall had been named after one of the children, as they loved art. The service had created an environment where children's ideas and suggestions were valued and respected.

Staff were well informed of the children's needs, which ensured they provided the right care and support in a nurturing and responsive way. However, the records held to support staff plan how to best to meet the children's needs could be further improved. These could contain more detail on how the service planned to support the children's health and welfare needs. The manager agreed to review the current paperwork. More information on personal plans can be found on the Care Inspectorate website.

Quality Indicators 1.3: Play and learning

The daily routine started with the children being collected, then they walked through the school campus to the designated classroom, where the service was based. This was well organised and children arrived ready to have their snack and were keen to play. Children helped staff to set up the play materials and select what they wanted to play with. This ensured children were involved in making decisions on the type of afternoon they were going to have, for example, an afternoon of science and art and crafts.

Staff planned the play experiences in consultation with the children daily, the children confirmed this. Children enjoyed learning and making things, these types of experiences offered children the opportunity to learn new things whilst having fun. Some children were keen artists, and on the day of inspection, were creating pictures to enter an art competition. For those children who liked to chill out or take part in quieter experiences, this was also accommodated. We discussed that by introducing a cosy corner, this would create a designated space for the children, if they wanted to rest.

Children had access to the gym hall where they could have fun being active and playing team games. The school grounds provided children with more active play opportunities. Due to staffing, children either all went outside or stayed inside. We discussed with staff to consider how children's opportunities to play outside could be improved, for example, not all children having to play in the one area, they agreed to consider this.

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 was provided within Chapelhall & St. Aloysius Primary School joint campus, all children were collected from within the campus and walked to the main classroom where the service was provided. Staff worked closely with teachers ensuring a smooth transition, they had created a safe and secure collection procedure.

The classroom provided a clean and well maintained space where children could have snacks and participate in a range of play experiences. Materials were easily accessible from a nearby storage room, but it would be better to have more materials within the classroom. The classroom was mostly arranged for children to play at tables and chairs. They should consider the room layout to offer different surfaces, for example, soft furnishings and even some dens for children.

The service needs to be mindful when operating at full capacity, a maximum of 30 children, as they would need to ensure they met the minimum space requirements. This may mean having to have more than the current classroom open. They do have access to the gym hall. The manager is aware of this and agreed they would address this, if needed.

We found the service to be clean, tidy and well maintained. Staff and children followed good hand hygiene, for example, with children washing their hands on arrival at the service and before snack. Children and staff both helped to clean up after messy play activities, which kept the areas ready for use. One child asked to help wash the dishes, which staff accommodated.

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 service was being well managed. The management had grown in confidence and had taken some positive steps to further develop quality assurance systems since the last inspection. This included improving the auditing and monitoring of systems in relation to accidents and medication. We discussed some minor improvements that were needed in relation to the management of medication, and these were addressed on the day of inspection. The service should continue to monitor the quality of the service using good practice guidance.

The provider consulted with parents, children and staff to gather their views. To further enhance the use of self evaluation, the service should use the Care Inspectorate Quality Improvement Framework and Self Evaluation Guidance tools. This would widen the scope of the aspects being evaluated. More information can be found on the Care Inspectorate website.

Staff appraisals and additional monitoring had been developed to support staff training and development. Staff kept themselves up-to-date with current thinking and good practice guidance, and together they reflected on how to make best use of new information. To further support their professional development, some staff had enrolled to complete child care qualifications.

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

Staffing levels met the needs of the children and service. Staff were well organised and confident, they communicated well with each other. They ensured they were deployed appropriately during school collections and when back at base. Staff kept each other informed, for example, if one of them had to leave the classroom.

Staff worked well together, they shared tasks and supported each other. The two core staff were supported by staff from one of the provider's other services, when needed. To promote consistency and continuity, this was usually the same staff. The provider visited weekly to support the staff and undertake quality assurance checks. Staff confirmed they felt valued and that their opinions were respected.

Staff were happy in their roles and felt supported by each other and management. Their interactions were polite and respectful. They were skilled at communicating with children, using appropriate language for the age of the children. Throughout our visit, we heard lots of jokes, discussions and praise being shared. As a small team, they worked well together and recognised the importance of creating a welcoming and friendly environment for children to play and have fun.

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

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| 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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