

Cumbernauld YMCA Archibald Russell Centre (POMP) OSC Day Care of Children

Haypark Road
Denny
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Telephone: 01236 721382

Type of inspection:
Unannounced

Completed on:
21 March 2025

Service provided by:
Cumbernauld YMCA-YWCA

Service provider number:
SP2003000977

Service no:
CS2006117188

About the service

The service is part of the Peace of Mind for Parents (POMP) childcare service, provided by Cumbernauld YMCA-YWCA. This organisation provides a further six out of school care services across three local authorities. Children attending this service have the opportunity to attend a holiday club held in another base during school holidays.

The service is registered to provide out of school care for a maximum of 20 children attending primary school and up to the age of 16-years. The service operates Monday to Friday, before and afterschool care sessions.

The service is provided from the Dennyloanhead Community Hall in Denny. Children have sole use of the premises during operation times.

About the inspection

This was an unannounced inspection which took place on 18 March 2025. The inspection was concluded on 21 March 2025 by telephone, confirming the inspection findings. 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 most of the children present during our visits
- we gathered feedback from 10 family members of children using the service
- we gathered the views from three staff and management
- observed practice and children's experiences
- reviewed documents.

Key messages

- Children were happy, confident and very familiar with the daily routine. They were encouraged to share their ideas and made choices about the type of service they received.
- The premises were well maintained, clean and spacious. The service made good use of the space available to them to ensure children's play experiences were interesting, fun and met their needs.
- Leadership within the service needs to be improved to ensure self evaluation systems support them to find out how well the service is doing, and they follow good practice guidance and the organisations policies and procedures.
- Staff responsible for reporting serious incidents and protection concerns must be confident implementing the service policies and procedures. This must include how to complete the required documentation and when to notify relevant agencies.

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?	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?

4 - Good

We found several strengths that impacted positively on outcomes for children, and clearly outweighed areas for improvement, therefore, we evaluated this key question as good.

Quality Indicator 1.1: Nurturing care and support

When children arrived at the service they were keen to have snack and play with their friends. We could hear the excitement in their voices and there was lots of discussions about what they were wanting to do and what was for snack. The children were happy, confident and familiar within the service. They told us they liked attending the service, with one child telling us they learned a lot, and another that staff listened to them. Children routinely made decisions about the type of service they received and staff responded appropriately to ensure their needs and interests were met.

Staff communications were calm and relaxed. When talking to children, staff did so with respect and kindness. The atmosphere in the setting was warm and friendly. We saw staff responding to children's requests in a timely manner. Parents told us that the staff knew the children well. One parent told us, "The staff know my children very well and ensure that activities provided on the days they attend are interesting and enjoyable." Another shared, "They are safe and cared for by lovely members of staff. They have fun with friends doing a wide variety of activities." Children were being cared for in a welcoming, nurturing environment where they felt safe and their views were respected.

Children were routinely involved in the snack procedure. They wrote the menu and prepared and served the snack. Children were learning important life skills and about having positive relationships with food and drinks. Children shared they were happy with the variety of foods on offer and drinks were available throughout the session. Snack was a relaxed and sociable time of the day.

Staff knew the children and families well. Each child had a personal plan in place to support staff identify and plan how best to support their needs. Children and parents had been involved in identifying how the service could best support the children's needs. Some of these plans could be further enhanced by including detail of the children's wellbeing needs, as well as their interests. The management agreed to review how well these personal plans were being used and to provide further support to staff. The personal plans could be an effective tool to support staff in providing the right care and support, meeting children's needs with some minor improvements.

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, for example, by having clearer guidance recorded if a child is self-medicating. The management agreed to address these issues.

Quality Indicator 1.3: Play and Learning

The children recorded their ideas for play and learning on weekly programme sheets and floor books. These were available to children allowing them the opportunity to make suggestions at anytime. Staff monitored these and encouraged all children to contribute. Children liked this method as it ensured they got to participate in the play they had suggested, on the days they attended. In addition, we heard children ask for materials from the cupboards or when they wanted to play outside, which staff accommodated. There were good systems in place for children to make decisions and direct their play and learning, their ideas and opinions were valued and respected.

The children told us staff listened and provided play and materials meeting their needs. They told us they like art, making things to take home, and playing games with their friends. We saw that staff interactions with the children were kind and that they routinely checked in with the children, attending to their needs, making sure they were being met. Staff recognised the importance of listening to what matters to the children and giving them the right to influence the service they received.

The main hall was set up for children on arrival, with some materials. However, these changed and were adapted in response to children's wishes. Children were playing with art materials and some building structures with different loose parts, a favourite being creating structures with large drinking cups. Children were engaged in play throughout the sessions. They were laughing and playing with friends, using their imaginations, problem solving and working together to meet their goals. Children received praise and encouragement making children feel proud. Staff were skilled at facilitating children's natural curiosity and ideas, and as a result, children were learning whilst having fun.

Children told us they can choose to play outside and that they had fun in the grounds outside. They had access to a local park and various grassed areas. However, on the day we visited, they chose not to go out, but we did see evidence they went out regularly. One child told us they loved going outside and going to the park, but another shared they would like to go outside more. The service should continue to consult with children and promote outdoor play.

How good is our setting?**4 - Good**

We found several strengths that impacted positively on outcomes for children, and clearly outweighed areas for improvement, therefore, we evaluated this key question as good.

Quality Indicator 2.2: Children experience high quality facilities

The entrance to the premises was secured and monitored by staff throughout the operational hours. Children were signed in and out of the building to ensure staff knew how many children were in their care. Staff were vigilant about attendance numbers, for example, ensuring they had effective systems in place when taking children to and from school were safe. Throughout the session staff periodically checked the children in their care to ensure all were accounted for.

The large hall provided a good space to promote various play experiences. The space was divided up into areas for different types of play, such as arts and construction. Staff ensured they provided play spaces that were welcoming and inspired children to play. Children moved freely around the areas, selecting to play either on their own or in small groups. When asked about their experiences and materials on offer, they told us they were happy.

Other rooms were available, but due to numbers in attendance, they were not being used at the time of the inspection. The smaller room provided a more calm space for children to participate in activities, such as read books and chill out with friends. They had access to a third room which could be used for a variety of play experiences depending on the children's choice. The service made good use of the spaces and made changes in response to the children's needs and wishes.

Overall, we found the premises and materials to be well maintained, clean and tidy. They were making good use of the space and materials. They reviewed how they used the spaces and the types of materials children had access to, ensuring they met the needs of the children.

How good is our leadership?

3 - Adequate

We found strengths just outweighed the weaknesses, therefore, we evaluated this key question as adequate.

Quality Indicator 3.1: Quality assurance and improvement are led well

The provider's vision and aims for the service included to provide peace of mind for parents to go to work, and know children are in safe hands. The service ensured that, when undertaking quality assurance, this is at the heart of all self-evaluation and reflection.

As part of the Peace of Mind for Parents (POMP) childcare service provided by Cumbernauld YMCA-YWCA, this service has a named manager and cluster manager who visit the service to provide additional support, when needed. As the service is part of a large organisation, they had support from the provider's management team, with designated roles such as human resources, protection and staff development.

The named manager had the responsibility for the day-to-day running of the service. However, at the time of the inspection there was no named manager, a temporary management arrangement was in place. We discussed the need for the provider to address this to ensure the service was well led. They have agreed to recruit a new manager and submit an application, in a timely manner.

The provider had taken positive actions and had developed an improvement plan. However, leadership within the service is needed in relation to roles such as the self evaluations. More effective procedures need to be put in place to find out how well the service is doing, how they use good practice guidance, and ensure they are following the services policies and procedures.

The service had quality assurance systems in place to support them monitor how well the service was doing, for example, in monitoring the management of medication and accident and incidents. We found there had been improvements in these areas and that they were following good practice guidance.

Staff responsible for reporting serious incidents and protection concerns must be confident implementing the service protection policies and procedures. This must include how to complete the required documentation and when to notify relevant agencies. The service agreed that following the inspection, they would undertake a further review of the policies and procedures on safeguarding of children, to ensure staff fully understood their roles and responsibilities, and these were being implemented. As a result, we have made an area for improvement. **(See Area for Improvement 1)**

Areas for improvement

1. To ensure the safety and welfare of children, the provider should ensure all staff, no matter their role, undertake a review of the service protection procedures and guidance. This may include, but is not limited to, protection or concerns being discussed as part of the agenda at staff meetings, staff reviews and being included in the the monthly quality assurance checks. This is to ensure all concerns are documented, assessed, and where required, shared with the lead agency in a timely manner.

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

'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes' (HSCS 3.14)

and

'I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their expectations' (HSCS 3.20).

How good is our staff team?

4 - Good

We found several strengths that impacted positively on outcomes for children, and clearly outweighed areas for improvement, therefore, we evaluated this key question as good.

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).

The staff team were experienced in working in school age childcare. They were very knowledgeable about providing the right type of service for children of that age group. One parent told us, "Nothing is too much trouble, and they really put the kids at the heart of what they do." Staff were very clear about their roles and responsibilities and worked hard to provide the right care and support for each child.

Staff being a team of two for most of the time, meant they had to share tasks and work well together taking on board designated roles. They deployed themselves well, supervising the different play areas and tasks, meeting the needs of the children. We saw that when one staff was undertaking tasks such as preparing food, the other remained with the children to supervise and support their needs.

To further support the staff, additional staff were employed to cover, for example, to provide before school care and cover staff holidays. There was mostly consistency and continuity in these staff to ensure children were familiar with staff caring for them. However, a few parents did share at times there could be less consistency in the staff cover.

Staff interactions with children were caring, kind and respectful. Staff found time to speak to parents when they collected children. A member of staff told us that they had really positive relationships with the children and families. Parents gave positive feedback about staff with one parent telling us, "Local staff are fantastic." Another told us, "Two incredible members of staff."

Staff meetings and training opportunities were provided to ensure they kept up-to-date and well informed about current thinking in school age child care settings.

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 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:

- good practice guidance for administration of medication is implemented;
- accurate records are maintained for accidents and incidents;
- develop meaningful self evaluation;
- have a service improvement plan; and
- serious incidents and protection concerns must be recorded and reported.

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

'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19)

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 7 December 2022.

Action taken since then

We found that the provider had taken positive steps to improve quality assurance systems within the organisation. This included the development of an improvement plan for each service, and to ensure good practice guidance was being followed. They had made progress, however, we discussed the need for further development using meaningful self-evaluation and the use of good practice guidance to measure how well they were doing.

This service had taken positive action to address most areas identified for improvement from the last inspection. Improvements had been made to the management of medication and recording of accidents and incidents.

We did identify there was further improvement needed in relation to how the service managed protection concerns, to ensure these were recorded and reported to the lead agencies. Due to the seriousness of this, we have made a new area for improvement within the report under 'How good is our leadership.'

Sufficient improvements had been made to the other quality assurance procedures contained within this area for improvement. **As a result, this area for improvement had 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?	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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