

Cedar After School Care Day Care of Children

Scout Hall (Glasgow 12th and Lenzie 1st)
Millersneuk Road
Lenzie
Glasgow
G66 5JD

Telephone: 01417763292

Type of inspection:
Unannounced

Completed on:
26 March 2025

Service provided by:
Cedar Nursery Limited

Service provider number:
SP2004004236

Service no:
CS2003003730

About the service

Cedar After School Care is provided by Cedar Nursery Limited and is registered to provide a care service to a maximum of 40 children during term time and a maximum of 20 children during school holidays.

The service operates from a scout hall where children can access a large hall and a small outdoor area. There are also kitchen and toilet facilities.

The service is based in Lenzie in East Dunbartonshire and is accessible by foot, car and public transport. It is situated near to the local primary school and a park.

About the inspection

This was an unannounced inspection which took place on 25 and 26 March 2025. The inspection was carried out by one inspector (with one inspector shadowing present) 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 15 children using the service and nine of their families
- spoke with five staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children were confident, safe and secure in the setting. They were very settled and comfortable in their relationships with staff and each other and told us how much they enjoyed coming to the service after school. They were consulted and involved in planning activities and purchasing resources.
- Risk assessments needed to be further developed across the setting to specifically highlight and address the individual risks, hazards and control measures identified.
- Children, families and staff were regularly consulted and involved in improvement planning.
- Staff knew children well and responded sensitively and respectfully to their needs.

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?	5 - Very 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?

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 1.1: Nurturing care and support

Children chatted comfortably with us demonstrating that they felt confident, safe and secure in the setting. They were very settled and comfortable in their relationships with staff and each other. Children told us how much they enjoyed coming to the service after school "to meet their friends" and have fun. Staff were warm and caring in their interactions and demonstrated interest in children's lives chatting to them about school, their families and their interests. Families told us they had good relationships with staff. Comments included: "Local company, personal approach, good rapport with parents and children. They listen to the children and give them input into activities."

Each child had a personal plan which was completed in collaboration with children and families. The plan format had recently been revised to contain more relevant information. Personal plans allowed staff to tailor care and activities to suit children's individual needs and interests. Families told us that they were fully involved in developing and reviewing their children's personal plans and commented:

"I have been consulted and reviewed this [personal plan] regularly."

"My child's care plan is reviewed regularly and I am part of that review. I agree with the plans in place for my child."

"I'm frequently asked to review my child's care plan and feel confident I can ask about this at any time."

Staff were focused on supporting children's emotional wellbeing. A lovely wall display focused on love and relationships and had been created by children as part of their Valentine's Day celebrations. To support emotional wellbeing, having access to quiet, soft areas to relax and recharge would have been a positive addition to the setting. However, we appreciated that storage constraints in the shared premises made this more difficult.

We could see that children had a clear sense of belonging within the setting. They were keen to talk to us about their experiences. We could see that they were familiar with the daily routine and moved confidently around the facilities. They demonstrated a keen sense of pride in their setting.

Children had access to healthy snacks and drinks during their time at the setting. Children took turns to prepare snack for their friends alongside staff each day. They told us how much they enjoyed the choices and always had enough to eat. During our visit, children enjoyed a snack of cheese and crackers and fruit. They ate well and displayed good table manners. Children could select their own food and clear plates. Arrangements for snack were calm, pleasant and sociable.

Effective arrangements were in place to ensure staff understood children's dietary and health needs. Effective procedures for the storage and administration of medication were in place and we confirmed these were followed to keep children safe. The provider needed to factor the process for children who self-administered medication into the procedures.

Staff were confident in their responsibilities to protect children from harm, bullying and abuse.

Quality indicator 1.3: Play and learning

Children told us they could make suggestions about what they would like to do and what resources they needed. None of the children we spoke with could tell us anything they didn't like or would like to be improved, which demonstrated how happy they were with the quality of the service provided.

Staff had completed relevant childcare qualifications which gave them an understanding of child development, theory and practice. We suggested that staff consider integrating the playwork principles into their practice.

Children enjoyed some opportunities for outings within the local community. Families agreed that there was a varied programme in place for outdoor play and activities and commented:

"Small space to play at the building and occasional walks to the moss."

"I live on the same street as the aftercare club at the scout hall so I've seen them play outside for years and it was one of the biggest draws to this aftercare club. My child loves playing outside at aftercare and gets the chance to do this as often as possible."

"Outdoor snack and games. On occasions staff have arranged walks, trips locally too on nice days."

Staff met with children monthly to talk about what activities they would like to do in the next month. Staff then planned and resourced these activities to correspond with children's attendance patterns to ensure they could experience the activities they had suggested. Children told us they could make choices and enjoyed the toys and resources available. They told us they enjoyed meeting and playing with their friends at the setting and could make suggestions for new toys and resources.

Children told us how much they enjoyed coming to the setting. They enjoyed playing with their friends and discussed their positive relationships with staff and each other. They told us about the golden rules in place and how these reinforced turn taking, equity and fairness in planning activities.

Floor books had been developed to capture children's participation in activities and we could see the breadth of experiences offered within the setting. Families agreed that their children's development was supported through interesting and fun play experiences and commented on the activities:

"My child enjoys the science experiments, loom bands and Uno card games."

"I am amazed at the range of activities planned for the kids. My child has undertaken lots of activities this year that have been stretching and interesting. I asked what my child's favourite activity was (I thought it would be the colour changing experiment or foam play as they'd loved both of these!) but my child said loom bands. They were so proud when they learned how to make them at afterschool club and was able to teach me - this was a great activity for concentration and fine motor skills."

"Staff are good at organising activities through the key related to key dates, events etc. For example, Halloween crafts, Xmas activities, father's days card. Range of activities on offer. Also, games available to play."

Interactions between staff and children were very positive. We could see children and staff had developed fun and respectful relationships. Staff actively joined in the activities and had fun with the children.

At the time of our visit, the outdoor area was very popular with most children choosing to spend time outdoors. Children understood the measures in place to keep them safe outdoors.

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.

Overall, the setting was well-maintained with enough space to meet children's needs to play indoors and outdoors. The shared accommodation was furnished and decorated to a satisfactory standard. We discussed cleaning arrangements which were insufficient and a plan to resolve this was discussed during our visit. The water temperature needed to be checked as this was too high.

The layout of the playrooms supported children to play together in groups or to play alone if they chose. Children were involved in setting up, caring for and tidying resources in a way that was age appropriate.

There was a varied selection of play resources which was well-maintained. Resources were displayed at child height to encourage choice and self-selection.

There were effective procedures in place to control and prevent the spread of infection within the service to protect staff and children. Children and staff demonstrated good hand washing practices and children understood this helped to protect them from germs.

Children were confident in the setting and moved freely between the playroom and outdoor play area. We discussed some concerns about security, as the front door to the hall was kept open while children were outside. While we accepted that the benefits to children to freely access outdoor play went some way to mitigate these concerns, this needed to be factored into the risk assessment procedure. Risk assessments needed to be further developed across the setting to specifically highlight and address the individual risks, hazards and control measures identified. Individual risk assessments needed to be developed for the playroom, the outdoor play area, school pick up and the entry/free flow arrangements at the front door. Risks needed to be clearly outlined with the control measures specific to them easily identifiable. This task needed to be completed as a matter of urgency to ensure comprehensive risk assessments were in place and shared with staff to ensure they understood what was needed to keep children safe (see area for improvement 1).

Areas for improvement

1. To ensure children are safe and protected from risk, the provider should develop a comprehensive risk assessment procedure in collaboration with staff which:

- a) takes account of best practice guidance
- b) identifies risks and control measures clearly
- c) is reviewed regularly.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "My care and support is provided in a planned and safe way, including if there is an emergency or unexpected event (HSCS 4.14) and "My environment is secure and safe" (HSCS 5.19).

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.

The management team had a clear vision for the service and was committed to continuous improvement. An improvement plan was in place which highlighted priorities and timescales for identified improvements. Self-evaluation was carried out using a PDSA (Plan Study Do Act) approach and identified what was working well and what could be developed and improved.

Regular monitoring of quality within the setting allowed procedures to be audited and areas for improvement to be identified.

Staff regularly discussed and evaluated quality within the service and highlighted improvements needed. Staff told us they felt valued and could make suggestions for improvement. Families were routinely invited to make suggestions and we could see how their ideas had been taken forward. Families told us they felt involved in a meaningful way and commented on some of the ways they had been involved:

"I get to be part of the picture review of what the children and staff have been doing over the course of the term."

"Feedback is requested and daily updates on pick up."

Children were consulted at monthly meetings and through informal daily chatting. We could see how their suggestions were implemented to make improvements.

Appropriate arrangements were in place to record details of any accidents and incidents occurring, and to pass this information on to families. Staff were trained in first aid to ensure they had the skills and confidence to react to any accidents or health issues arising.

Staff had been recruited safely and all staff were registered to practice with the Scottish Social Services Council (SSSC). Staff had undertaken qualifications relevant to their roles. Staff told us they had good opportunities to engage in continuous professional learning to ensure their practice was underpinned by relevant theory and guidance.

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.

Families and children were kept informed and introduced to any new staff in the team who may be caring for their children. Electronic updates using the ClassDojo app were issued which contained information on staff and any changes planned.

Adult to child interactions were very positive. Staff and children had developed very positive relationships and had fun together. Staff listened attentively to children and were interested in what they had to say.

The small staff team promoted continuity of care across the session, ensured positive transitions for children and good communication with families. Staff knew children well and responded sensitively and respectfully to their needs. Children told us how much they liked the staff in the service and enjoyed "playing" with them. Families valued their relationships with staff and commented:

"Staff are always there to help whenever they can. Staff are able to understand my child's needs and the difference in patterns of childcare."

"Staff are attentive to my child and know what my child's 'normal' is. It's so reassuring when staff know your child well enough and are attuned enough to let you know if your child hasn't been themselves that day. I couldn't ask for more. Staff are always approachable and friendly and I feel comfortable asking any questions I have."

"Staff keep us informed of activities and with any updates about my child."

"The staff are incredible! They really focus on the needs and development of the children. They provide nurturing, responsive care and a homely atmosphere for after care. I always feel welcome when I come to pick up and feel that I could ask the staff anything. I couldn't ask for more!"

Staff worked well together as a team and told us they valued the support they received from their colleagues and management team.

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

The provider should develop the children's personal plans to show how they will meet the ongoing individual needs, wishes and choices of the child and their family. The provider should ensure that it covers the health, welfare and safety of the child and links these to principles of Getting it right for every child (also known as GIRFEC). And, the SHANARRI wellbeing indicators: safe, healthy, achieving, nurtured, active, respected, responsible and included.

This ensures 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).

This area for improvement was made on 25 August 2021.

Action taken since then

Personal plans were in place for each child containing very useful information linking to the wellbeing indicators.

This area for improvement has been met.

Previous area for improvement 2

The provider should put systems in place to ensure that all maintenance issues are reported, recorded and addressed promptly.

This ensures that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishings and equipment" (HSCS 5.22).

This area for improvement was made on 25 August 2021.

Action taken since then

An appropriate maintenance system had been put in place. There were no outstanding maintenance issues at the time of inspection.

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?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very 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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