

Carnwadric After School Day Care of Children

c/o St Vincent's Primary
40 Crebar Street
Carnwadric
Glasgow
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Telephone: 07834 451 535

Type of inspection:
Unannounced

Completed on:
27 March 2025

Service provided by:
The Management Committee of
Carnwadric After School Service

Service provider number:
SP2003001386

Service no:
CS2003006203

About the service

Carnwadric After School is registered to provide a care service to a maximum of 80 children attending primary school to those children up to the age of 14 years only. Within these numbers a maximum of five children aged four years six months who will be starting primary school in August may attend during the summer holiday period. The service is located within St. Vincent's Primary School in the Carnwadric area of Glasgow. The service is provided by a voluntary management committee. The accommodation includes a main dining hall, gym hall, playground, football pitches and a garden area. The service is close to transport routes and other amenities.

About the inspection

This was an unannounced inspection which took place on Wednesday 26 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 throughout the inspection year.

In making our evaluations of the service we:

- Spoke with 11 children using the service and reviewed survey responses from 18 parents whose children attend the service.
- Spoke with the manager and five staff.
- Observed practice and staff interactions with children.
- Reviewed documents.

Key messages

- Children experienced warm and supportive caregiving and engaged in fun play experiences that were responsive to their changeable interests and demands.
- We found that staff promoted a culture within the service that focussed on promoting the children's rights to play.
- Planning approaches focused on capturing and responding to the play interest of a child or group of children.
- Opportunities for engaging children in personal planning could be extended and provide children with a greater sense of ownership of their next steps for play and development.
- The management and staff had a clear vision of how they wanted to take forward quality improvements within the service.

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?	5 - Very Good
How good is our leadership?	5 - Very 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?

5 - Very Good

We made an evaluation of very good for this key question as we found performance that demonstrated major strengths in supporting positive outcomes for children. There were very few areas for improvement.

Quality indicator 1.1: Nurturing care and support

We looked at how the service's planning approaches for children's care, learning and development ensured they experienced positive outcomes. Throughout the various play sessions we observed it was clear that children experienced warm and supportive caregiving. We observed staff adapting daily planned activities and being responsive to children's changeable interests and demands. Children were spoken and listened to in ways that promoted self esteem, encouraged them to feel valued as well as responsible for their play choices. One parent told us: "The team is brilliant - they know the kids really well and are a brilliant mix of caring and no nonsense. I know my child is being well looked after." Another parent commented: "The staff that run it are so friendly and cheerful and really good with the kids my daughter always has best time with them."

The manager told us how they worked with parents to ensure personal plans included the key information needed to provide appropriate care, meet any medical needs and take forward children's play interests. Parents told us how staff listened to their views and took account of children's personal preferences or dietary requirements. One parent commented: "The team all know my child well. My child has allergies and they are extremely conscientious in making sure anything offered to him is safe." Children told us that when they had an accident or a fall staff were warm, caring and nurturing. We found these actions supported an overall approach where children's sense of security and confidence was being actively fostered.

We discussed with staff approaches that may make a gathering of personal planning information more collaborative and provide children with a greater sense of ownership of their next steps for play and development. We discussed with staff how personal plans had potential to include a forward-looking element that highlighted the children's own play goals. Staff agreed that this would provide time and space for children to regularly review, evaluate and adapt their plans. It can enhance the existing approach to personal plans by ensuring they become a meaningful forward-looking planning tool that supports children's ownership of developmentally challenging play opportunities.

Quality indicator 1.3: Play and learning

We found that staff promoted a culture within the service that focussed on promoting children's right to play through a wide range of creative and physical play experiences. One parent commented: "There's always the opportunity to play outdoors and the team is great at getting the kids out in all weather. The range of outdoor activities is really varied and he enjoys trips to the park, playing team games, or with his friends on the climbing equipment." Another parent told us: "They get to play with a range of kids from older to younger so they can always learn and help each other."

We found children had opportunities to participate in a variety of creative and active play experiences including: science based experiments, dancing, ball games, imaginative play, house challenges, baking activities, messy play, arts and crafts, litter picking, play in the dark. During term time holidays the children also had opportunities to visit Pollok Park, Rouken Glen, Sporty Kids soft play, and Baltic Street adventure playground.

Children and staff told us how they celebrated important annual cultural events including Burns Night, Chinese New Year, Mother's Day, Red Nose Day, St Patricks Day, Remembrance Day, World Kindness Day, St. Andrews Day and Road Safety Week. In addition the staff organised stay and play session for parents to learn about the range of play opportunities on offer and the potential impact on children's all round well being. The balance of organised and freely chosen extended play opportunities provided opportunities for children to develop social and physical skills, confidence and self-esteem as well as awareness of the needs of the wider community.

All of the qualified staff we spoke to during our visit had a good understanding of the playwork principles and used this to support children's play experiences. Staff told us how they used observations of children's play to promote opportunities for children's independence and creativity. We found that the staff team regularly reflected on children's play experiences to support planning approaches that focused on capturing and responding to the particular interests of a child or group of children. Staff told us that this responsive approach helped them to build on existing approaches for recognising children's play interests as well as extend opportunities for child initiated play. It supported children's progress by positively impacting on the quality of planned play experiences.

How good is our setting?

5 - Very Good

We made an evaluation of very good for this key question as we found performance that demonstrated major strengths in supporting positive outcomes for children. Performance evaluated as very good does not require significant adjustment.

Quality indicator 2.2: Children experience high quality facilities

We found the accommodation to be bright and airy, with considered organisation and layouts of play spaces that reflected children's interests. The setting mainly comprised a main dining hall, secure outdoor play spaces and an office/storeroom. The building was modern, clean and there was ample space to meet children's play needs. We found the environment and resources within it were effectively managed to support positive outcomes for children. We found that appropriate maintenance records were in place to ensure the safety of equipment and premises. Staff told us they adapted play spaces to meet different needs of children at different ages and stages. For example, a corner space had previously been set up to older children to have the time to socialise together. We were able to see systems were in place for maintaining and monitoring children's accidents. Staff told us that accident records were shared with the child's parents to provide reassurance that their child had been cared for by staff and to make sure there was continuity in their child's care.

The indoor environment was clean and well maintained by school janitorial staff. Children were kept safe and healthy through the good infection prevention and control measures implemented by staff. Staff worked well together to identify and remove hazards in the way of children's safety. Risk assessments were completed for inside and outside the setting. We found that the service supported children's physical activity through access to the secure outdoor play area. Children's access to the school playground was considered a strength by parents. The playground provided plenty of space for children to engage in group games, run and develop gross motor skills. Children could play a variety of ball games and experiment with the loose parts materials which stimulated their team building, imagination and problem-solving skills. Children understood the boundaries and how to use different spaces and equipment. Team meeting minute records showed that the management team were committed to widening the range of materials available to support children's play both indoors and outdoors. This can extend the opportunities for children to learn actively through play, be creative and think critically.

We could see that robust systems were in place for ensuring the safety of children's personal information. Any stored personal information was for the purposes of delivering safe, and effective care for children.

How good is our leadership?

5 - Very Good

We made an evaluation of very good for this key question as we found performance that demonstrated major strengths in supporting positive outcomes for children.

Quality indicator 3.1: Quality assurance and improvement are led well

We found that the manager had a clear vision of how they wanted to take forward quality improvements within the service. We were impressed by their commitment to leading positive changes that will contribute to future improvements to the quality of children's outcomes and experiences. The manager had a sound understanding of the importance listening to children and parents to inform the planning and development of the service. Fifteen of the 18 parents who completed our survey agreed or strongly agreed with the statement: "My child and I are involved in a meaningful way to help develop the service." One parent commented: "The team is always open to feedback and asks for suggestions regularly." Another parent told us: "They deliver the service offered to a really high standard." Parents and carers were actively involved through the use of quality questionnaires and invited into the service to experience children's play opportunities. The manager told us how they dedicated time to analysing children's, staff and parents' contributions to any consultations and extracting the key messages, themes or ideas put forward. This helped to ensure that the improvement planning approach closely reflected the aspirations of children. We found the strategies in place for engaging parents and carers increased all stakeholders sense of ownership of future development priorities for the service.

We found a range of self evaluation processes were embedded within team practices. Staff told us of the steps they had taken to listen to parents adapt their approaches to the particular needs of individual children. Children were consulted using variety of approaches including: children's meetings, staff talking and listening to the children, staff analysis of observations. Staff told us that they took time to reflect together on their work and use this to support future planning. Staff told us they feel empowered to take forward ideas and activities. The whole staff team was committed to delivering high-quality play experiences at the heart of the improvement planning process.

The manager carried out formal one-to-one support meetings with staff. This provided an opportunity to recognise staff skills and offer a planned approach to staff's professional development.

How good is our staff team?

5 - Very Good

We made an evaluation of very good for this key question as we found performance that demonstrated major strengths in supporting positive outcomes for children

Quality indicator 4.3: Staff deployment

Throughout our inspection we found there were always sufficient staffing arrangements to support the play needs of children. There were 36 children on the day of the visit and six staff. The manager told us how they took steps to ensure that the service was appropriately staffed and recognised this as being essential to the health and safety of the children using the service. Arrangements for supporting children's movement from a range of local primary schools were well planned and appropriately risk assessed.

This meant that the staffing levels in place ensured children's needs were met at these travel times. All of the parents that responded to our survey strongly agreed or agreed that the setting always had enough staff to meet their child's needs. One parent commented: "Good staff to child ratio planned in advance". Another parent told us: "The staff to child ratio always seems very generous." We found the staffing arrangements in place fostered children with a sense of confidence about their safety and supported their wellbeing.

The manager told us how the staffing structure had been adapted to provide opportunities for staff career development and distribute leadership within the team. This had led to the creation of two lead practitioner roles with particular responsibilities for overseeing personal planning, key worker arrangements, supporting children in their play and friendships, and collating feedback from children on aspects of service that they enjoy.

We observed staff communicating well together to ensure that children experienced effective supervision across different play areas and activities. Staff had lots of time for quality engagement with children across the session. Staff told us they had sufficient support from within the team to allow for extended conversations and sharing of information with parents at pick up time. A keyworker system had been established to ensure that every child felt confident and supported during their time at the service. It also helped provide parents with the opportunity to discuss their child's wellbeing with a staff member who knew their child well. Overall, we found that the staff deployment arrangements within the service promoted children's sense of security and helped foster positive relationships with parents and carers.

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?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good
How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good
How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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