

Oganan Ghlascu Day Care of Children

Glendale Primary School
120 McCulloch Street
Pollokshields
Glasgow
G41 1NX

Telephone: 07939 160 067

Type of inspection:
Unannounced

Completed on:
12 May 2025

Service provided by:
Oganan Ghlascu Ltd

Service provider number:
SP2015012625

Service no:
CS2015343134

About the service

Oganan Ghlaschu is a service offering day care of children. The service is registered to provide a care service to a maximum of 50 school age children at any one time. At the time of the inspection, 33 children were using the service.

The service is located within Glendale Primary School shared campus in the Pollokshields area of Glasgow. It is close to local transport links, shops and amenities. Children using the service have access to one of the school halls, small kitchen area, and a large outdoor playground area.

About the inspection

This was an unannounced inspection which took place on 7 and 9 May 2025. Feedback was provided to the manager and provider on 12 May 2025. 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 children using the service
- spoke with families of the children using the service
- spoke with staff, management and the provider
- reviewed 14 completed questionnaires from staff and families
- observed practice and daily life
- reviewed documents.

As part of this inspection, we undertook a focus area. We have gathered specific information to help us understand more about how services support children's safety, wellbeing and engagement in their play and learning. This included reviewing the following aspects:

- staff deployment
- safety of the physical environment, indoors and outdoors
- the quality of personal plans and how well children's needs are being met
- children's engagement with the experiences provided in their setting.

Key messages

- Children were nurtured, engaged in quality experiences, and having fun.
- Children experienced care within a service where they were fully immersed in Gaelic medium.
- Children experienced a nutritious, supportive, and nurturing snack time.
- The provider had invested in staff, by providing quality professional learning.
- Staff worked well together to meet children's needs.
- Quality assurance, self-evaluation and improvement planning were meaningful and having a positive impact on the outcomes for children and families.
- The staff and manager should continue to develop the play spaces to provide space for children's belongings, support children's interests, and offer increased creativity and challenge.
- The provider should continue with their plan to increase the control measures outdoors to support safety.

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?	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 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.

Staff interactions were caring and responsive. Children were warmly welcomed on arrival and were observed quickly settling into the play environment. Staff showed a genuine interest and were keen to hear the children's conversation. Children were relaxed and comfortable in the setting. We concluded that children were nurtured and supported throughout their daily experiences.

Children were involved in the routine of the service by helping to prepare snack. Snack was set up attractively with table covers, plants and menu boards. Staff had carried out meaningful consultation with children to design the menus. A selection of nutritious snack was available for children to independently choose from. During snack, children were able to engage with both their peers and staff. This meant children benefitted from rich, nurturing, and social snack experiences. One person said, "My child refers to after school club as a party after changes to how snack is distributed. She loves the table being set and for snack to be all together "like a party". She seems very happy and relaxed at the club and plays with kids from the older years with ease and confidence."

Overall, effective procedures for the storage and administration of medication were in place. Where children required medication, it was delivered in a safe and sensitive manner. This supported children's health and wellbeing. We discussed with the management how storing medication records in the same box as medication would further support the safe administration and storage of medication. Management acknowledged this and planned to update their medication procedure.

Personal plans, created with the parents and the children, were effective in supporting the individual needs of the children using the service. Plans recorded preferences, needs, approaches to care and support strategies. The children's views were clearly central to the plans, supporting their right to be heard. Staff told us how the next steps on the plans supported them to get to know the children well. We received positive feedback from families about children's care. Comments we received included:

"I am so happy how much attention Oganan are making to our son's wellbeing. It really feels like every effort is being made to accommodate his needs and to support him whenever possible."

"The staff are really good getting to know parents and updating on what the kids have been doing."

This meant staff were able to respond and offer support in a way that significantly benefitted children's individual wellbeing.

We observed effective communication between the service and others on the school campus. This facilitated the sharing of information on children's needs. One person commented that staff had attended their child's 'Team Around the Child' meeting. The provider had facilitated additional training to enhance staff skills and knowledge in supporting children's wellbeing. Staff commented on how this supported them to care for children and meet their individual needs well. We concluded that children were supported well to

reach their full potential by staff's effective communication with other professionals, and participation in meaningful professional learning.

Quality indicator 1.3: Play and learning.

Children confidently led their own play and learning. Staff planned experiences and developed them throughout the session in response to children's interests and play ideas. This helped children have fun while learning through play. Staff were skilled in observing play. They were able to monitor and connect with children but not interrupt. This supported children's right to play. Parents were positive about the play and learning opportunities at the service. Some of the comments we received included:

"The holiday clubs are well thought through with the activities they offer."

"Our son is given the opportunity to do what he wants, when the weather is appropriate, which is very important for him."

"There is always equipment for after school, and they do great trips and activities in the holiday clubs."

Staff planned experiences in response to children's interests and the views they gathered through general interactions and planned consultations. We observed children to be highly engaged in experiences of their own choosing that were appropriate to their age, stage, and interests. Children commented positively on the choices they had at the club. We recorded the following comments from children:

"It is fun."

"I like to make tents with the benches, and my brother likes to bounce the ball."

"I like to play quiet games and games outside."

Staff used positive communication during their conversations with children to extend their skills. Various experiences were available to support them, including board games, mark making, playdough, physical play resources, and small world/imagination toys. Staff were on hand to support and guide play, where appropriate. They were responsive to children's requests and changed the experiences on offer throughout the day. For example, when children requested to play board games such as "guess who" staff supported this by guiding the play or joining in the game, having fun with children and supporting their play ideas.

Children had opportunities for play beyond their setting. This included participation in clubs, such as basketball, music and choir. During holiday clubs, trips were planned that supported children's interests. For example, trips to parks and the sister service within the provider group. This supported children's play beyond the setting and developed their relationships within their local and wider community.

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 setting was comfortable, furnished to a high standard, and welcoming with plenty of light and ventilation through open doors and windows. Children had lots of space for their needs. The welcome area had important and supportive information for families, including information on the improvement work of the service. This meant the spaces supported children's wellbeing, and supported children and families to feel welcomed. We noted there was no allocated space for children to hang their bags or jackets. We shared this with the manager and provider. They agreed it would be good to implement this to further support children to feel they matter.

The service let the space within the school from the local authority. Children had access to a large hall, a small kitchen area, and large outdoor playground. All spaces were set attractively with resources that supported a wide range of ages and interests.

During the inspection, we carried out a perimeter check of the premises. There were two gates down a pathway at the side of the playground that were left open. One of these led to a carpark area. This had potential to compromise children's health and safety as children could leave the premises quickly without an adult. We acknowledged that staff were vigilant when outdoors to account for and supervise children. They positioned themselves next to the pathway leading to the gate. We highlighted this to the provider who took action and reached agreement with the school to have the gates closed when the after-school club are using the playground. This is a positive step to making the outdoor space more secure.

There were well functioning arrangements for monitoring, recording and reporting maintenance. The provider reported maintenance issues to the local authority to arrange swift repair. This contributed to keeping children safe.

Staff worked together to identify risks and remove these to keep children safe. Risk assessments were in place that highlighted the hazards, along with the control measures in place. Accident/incident forms were completed when needed and shared with families. Risk assessments and accident/incidents were monitored monthly to establish any patterns and agree actions to prevent these in the future. This contributed to keeping children safe.

Children's information was stored safely in files or within password protected online apps. Staff had access to information needed to keep children safe and care for them well.

Through self-evaluation and improvement planning, developing the indoors and outdoors environment had been a focus for staff. We observed the environments offered age and stage appropriate experiences that stimulated children. Additionally, staff had added soft and cosy areas for children to rest and relax. We agreed the play space could be further developed to offer a wider range of sensory and challenging play experience that support high-quality creativity play. The management should continue with their plan to further enhance the spaces.

Infection, prevention, and control (IPC) policies and procedures were in place. For example, we observed staff and children practice effective hand washing, the building was visibly clean, and staff cleaned down surfaces regularly. Janitorial and cleaning staff were on hand to support. Additionally, management carried out IPC audits to support positive improvements to practice. This protected children and staff from the spread of infection.

How good is our leadership?

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 3.1: Quality assurance and improvement are led well.

The service was part of a group of four services. There were positive working relationships between managers and the provider across the provider group. This included support from a training and development manager. The manager of the service was visible and supported the daily practice. They had developed strong relationships with children and staff. Staff commented on the support from the manager positively. One person said, "My manager checks in on me and I know if I had an issue, it would be discussed professionally." This supported a shared positive ethos where everyone felt valued and worked towards the same goals.

There was a shared vision of values and aims across the provider group. It had been recently reviewed and agreed after consulting with staff, children, families and their community. This created a culture where people felt confident to initiate well-informed change. This shared vision supported people to provide high quality care and play for children and families.

Staff and management were proud of the language support they offered to children. Part of the service's vision was to support full Gaelic emersion for children. We observed children were completely exposed to Gaelic language during their play experiences. Parents described this as one of the key strengths of the service. When we asked what do you like at the service, one person said, "The continued Gaelic relationship and the staff support." Another person said, "It's great, and my child's Gaelic is coming on really well, I have trust in the school and after school club to support her well as we are not native Gaelic speakers." This supported children's development.

Leaders had a very good understanding of the importance of using the views of children and families to inform the planning and development of the service. Regular questionnaires were used to help measure success and inform improvements. Children's views were gathered to support developments in practice. For example, children had been involved in shaping the outdoor area, and new free flow snack. This meant children and families were meaningfully involved and influenced change within the service.

A development plan was in place, and had been created in partnership with staff, families and children. A whole team approach to improvement was evident. Leadership roles were being developed to support and improve practice. For example, staff had a key role in gathering evidence to support self-evaluation, including medication management, IPC, and supporting children with additional needs. This meant children benefitted from a team who were reflective, and keen to provide a high-quality service.

Management and staff were carrying out quality assurance activities to successfully self-evaluate the

service. Staff meetings, manager meetings workshops, training, management monitoring, auditing, and staff appraisals were used to support staff to reflect on practice and plan improvements. These were having a positive impact on practice. For example, improvements had been made to personal planning, and how children with additional needs were supported. As a result, children were highly engaged in play and getting the support they needed. We concluded staff, children and families benefitted from self-evaluation and improvement planning that was leading to continuous improvements.

How good is our staff team?

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 4.3: Staff deployment.

The manager and provider recognised and valued the importance of ensuring the service was always appropriately staffed. The staffing rota ensured enough staff were in place across the full session to meet children's needs, provide high-quality care and learning for children.

Children benefitted from a keyworker system. This also meant families had a designated person to talk with about their child's care and development. The service used staff from their sister service to support staffing where needed. This meant children knew the staff well, and they knew the children well. This approach supported continuity of care for children.

Staff caring for children were registered with the Scottish Social Services Council. We sampled staff recruitment files and found staff were recruited safely. This included a robust induction where staff met with management to review their progress and ask any questions. This meant staff were recruited and inducted well. This supported them to provide high-quality care play and learning to children.

Staff were deployed across the service in line with their skills and experience. They had clear roles and responsibilities. Some staff had not yet achieved the desired qualification for their role; however, had been recruited with the appropriate transferable skills. Additionally, staff were supported well with a range of training and development opportunities. This included training such as trauma awareness, play and risk, first aid, and observation skills. This meant children benefitted from a skilled staff team, who were continually taking part in professional learning to support them to provide high quality play and care.

Staff worked well together to benefit the children. We observed examples of good communication and team working taking place. They made good use of walkie talkie system to communicate. For example, staff shared when children were moving around the service from inside to outdoors. This meant staff worked well together to provide a high-quality service that supported positive outcomes for children. Parents' feedback about the staff team was very positive. Comments we received included:

"The team are really friendly and warm. They are really quick to learn all about your child and their likes and needs."

"The staff are really good getting to know parents and updating on what the kids have been doing."

"Staff are such assets to Oganan in the care that they provide and the comfort that they give us is looking after our son and specifically catering to his needs."

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?	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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