

## Connect 2 Out of School Care (Haghill) Day Care of Children

Haghill Park Primary School  
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Glasgow  
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**Type of inspection:**  
Unannounced

**Completed on:**  
17 April 2025

**Service provided by:**  
Connect 2 Out of School Care (SCIO)

**Service provider number:**  
SP2024000148

**Service no:**  
CS2025000150

## About the service

Connect 2 Out of School Care (Haghill) registered with the Care Inspectorate on 1 April 2025. The service is registered to provide a care service to a maximum of 40 children currently attending primary school. An escort service from one local primary school is available. The provider Connect 2 Out of School Care (SCIO) is a voluntary management committee made up of people who use the service. The service operates from within Haghill Primary School located in the east end of Glasgow. The service has the use of a school dining hall, staff room, visitors' room, corridor area, identified outdoor playground area and sports pitch.

## About the inspection

This was an unannounced inspection which took place on Wednesday 9 April 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 throughout the inspection year.

In making our evaluations of the service we:

- spoke with 15 children using the service and reviewed survey responses from five parents whose children attend the service
- spoke with the manager and nine 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.
- The service had used Scottish Government "Inspiring School Age Childcare Spaces (ISACS) Fund" to provide outdoor play spaces for children which were of outstandingly high quality.
- 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?	6 - Excellent
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: "I am welcomed into the service and have the opportunity to discuss my child's care, play and learning." Another parent commented: "Staff are always great and approachable, communication is really good, very friendly and supportive."

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: "My child can choose from a range of healthy food that reflects their individual needs." Another parent told us: "I am fully involved in my child's care, including developing and reviewing their personal plan." A third parent stated: "Staff are very intuitive when sensing kids moods, emotions and needs." 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 identified a need to ensure that personal plans were closely monitored to ensure they were reviewed by parents at least every six months or when important changes occurred.

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. Children were consulted and their ideas listened to informing weekly play plans. A member of staff told us: "We also create an activity planner for during term time - all activities were chosen out by the children, and we plan each activity a few weeks in advance so that we have time to prepare for each activity properly." Another staff member commented: "During holiday planning children are given the opportunity to give their ideas for activities and trips they would like to go on which are taken into account when creating their holiday programme. Parents are also encouraged to give suggestions on our board or through text message." We found that children had lots of freedom to pursue their own play ideas during the observed session.

This promoted children's choice and independence in their play. We looked at examples of play experiences that had been captured in personal plans. These provide evidence that children were happy and confident in their play and this was consistent with our observations on the day of the inspection.

We found children had opportunities to participate in a variety of creative and active play experiences including: den and hammock building, science based experiments, dancing, ball games, imaginative play, baking activities, messy play, outdoor arts and crafts, easter egg hunts, litter picking, play in the dark. Outdoors we witnessed children engaged in a variety of play activities involving a variety of loose parts materials, waffle block construction, play on scooters, chalk marking, small scale construction, ball games, and navigating swing bars, steps and logs in a trim trail. During term time holidays the children also had opportunities to visit a variety of local places of interests including: Alexandra Park, Baltic Street Adventure Play Park, Glasgow Green, Soccer World, the Willow Tea Rooms, visits to the Apple store. 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 and St. Andrews Day. 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 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?

## 6 - Excellent

We made an evaluation of excellent for this key question as we found performance that was innovative and supported outcomes children which are of outstandingly high quality. We were confident that excellent performance was sustainable and that it would be maintained.

### Quality indicator 2.2: Children experience high quality facilities

The service had recently applied through the Scottish Government "Inspiring School Age Childcare Spaces (ISACS) Fund" to improve the outdoor spaces around the school. We found this funding had been used by the provider to provide experiences and outcomes for children which were of outstandingly high quality. The provider had used the funding to create a stimulating and challenging playground that supported and included: physical accessibility for children with additional needs; spaces that promoted mindfulness and supported children's self regulation of their emotions; the refurbishment of the existing obstacle course and trim trail area; grass mats; swinging logs; a scaffold pike; swing bar; log cabin; fixed playground markings for snakes and ladders and "What's the time Mr. Wolf?" playground games; an Olympic sprint facility; a ball shoot and four-way hopscotch facility; outdoor canopy; wooden picnic tables as well as additional storage space. A large modular sheltered area and picnic tables had enhanced the children's snack time by enabling them to enjoy food outdoors. The provider told us how this development had helped the children's play to be more meaningful by broadening the resources available to them to take forward their choices and be independent.

Staff told us how it provided opportunities for children to develop healthier lifestyles through a range of activities including experiencing sports activities that parents from low income households might not normally be able to support. The development of the outdoor space had included training for staff to ensure optimum use of the new equipment and resources. Staff workshops had been arranged through Stramash and Operation Play Outdoors to enable the team to meet their aim of encouraging children to spend more time outdoors. The provider told us that the whole school community was benefiting from the improvements that had been made. This outdoor play initiative represented a development in the quality of the facilities on offer for an out of school care setting from which other services could learn.

Although the service had recently re-registered with Care Inspectorate as a Scottish charity, this was a well established out of school care service with a wide range of resources in a good state of repair. We found the accommodation to be bright and airy, with considered organisation and layouts of play spaces that reflected children's interests. Appropriate maintenance records were in place to ensure the safety of equipment and premises. The setting mainly comprised a large dining hall, secure outdoor play spaces and an adjacent corridor area. Children had access to a large all weather hockey and football pitch area adjacent to the main outdoor play area. This was used to promote children's physical activity through variety of sports and ball games.

Staff told us they adapted play spaces to meet different needs of children at different ages and stages. For example a dedicated space had previously been set up to offer older children the time to socialise together. Staff told us of the systems in place to help identify and remove risks to children across both the indoor and outdoor setting. We found that effective infection prevention and control and food safety practices were in place. Staff told us they had received training on infection prevention and control and used this to ensure a safe and healthy environment for children.

We could see that 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 of listening to children and parents to inform the planning and development of the service. All of the 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." 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. Staff told us the leadership approach within the service had helped build their confidence and capacity to support children and families to reach their potential.

### 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 39 children on the day of the visit and nine 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 local primary school 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: "There are always enough staff in this service to meet my child's needs." Another parent told us: "Even when staff were walking my kids from one primary to another there was always enough staff on hand." We found the staffing arrangements in place fostered children with a sense of confidence about their safety and supported their wellbeing.

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 was in place that helped to ensure that every child felt confident and supported during their time at the service. Parents were provided 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](http://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?	6 - Excellent
2.2 Children experience high quality facilities	6 - Excellent
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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