

LASCCA

Day Care of Children

Langside Primary School
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Glasgow
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Telephone: 01416 361 297

Type of inspection:
Unannounced

Completed on:
21 May 2025

Service provided by:
Langside After School Care
Management Committee

Service provider number:
SP2003001379

Service no:
CS2003006193

About the service

LASSCA is registered as a day care of children service, which is provided by Langside After School Care Management Committee. It is registered to provide an early learning and childcare service to a maximum of 110 school aged children. At the time of our inspection, there was a total of 82 children present.

LASSCA accommodation is based within two premises. One base is in Langside Primary School and the other is Shawlands Kirk. Both bases are in the south of Glasgow. Outdoor play spaces are accessible from playrooms for both bases. The service is situated close to local parks, shops and amenities and staff and children made use of these.

About the inspection

This was an unannounced inspection, which took place on Tuesday 20 and Wednesday 21 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 staff and management
- observed practice and daily life
- reviewed documents
- received electronic feedback from 20 parents/carers

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

This information will be anonymised and analysed to help inform our future work with services.

Key messages

- Children were happy, confident and settled in the service.
- Children were able to lead their own play and learning.
- Children benefitted from access to physical play outdoors.
- Staff knew children and families well, and provided the support and care they required in a kind and nurturing way.
- Children benefitted from a skilled staff team who worked well together.

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 found significant strengths in aspects of the care provided and how these supported positive outcomes for children/people, therefore we evaluated this key question as very good.

Quality indicator 1.1: Nurturing care and support

Staff were warm, kind and nurturing in their approach with children. Children were confident and happy within the setting. Staff knew the children well, which meant they were able to respond to their individual needs and preferences. One parent told us, 'They each know and understand my son as an individual. They are honest and candid about his time there and beyond supportive when it's needed'. One child commented, 'The staff are kind and helpful and make me feel safe.' This contributed to the positive relationships children had with staff, and supported children to feel respected and valued.

Snack was a relaxed and unhurried experience. Staff engaged with children during snack, supporting a sociable experience for them. Children could be supported to be more independent through self-serving. We discussed with management that they could include children and parents in discussions about snacks to support their choices.

Personal plans were in place for all children. The plans contained the information that staff needed to meet children's individual needs. Weekly staff meetings meant staff could review plans and discuss any current issues. Strategies to support children with additional support needs had been identified, and staff were confident in using these strategies.

We reviewed the procedures for supporting children's health, wellbeing and safety. We found that medication was stored and administered safely, and staff were aware of child protection procedures. This supported children to be cared for in a safe manner.

Staff regularly worked with children to develop their wellbeing and safety. Regular discussions reminded children of the rules of the service to support their safety. Children participated in play experiences which promoted their health, wellbeing and safety including discussions about emotions, people they can trust to help them, and spa days.

Quality indicator 1.3: Play and learning

We observed that children were happy, having fun, and were fully engaged in their play experiences. Children experienced a balance of spontaneous and planned activities, and had the opportunity to lead their own play. One child commented, 'I like playing football and the art activities. The staff are really kind. I like the freedom around playing.' This had a positive impact on children's development and wellbeing.

Children had opportunities for playing outdoors where they could participate in physical play such as football, dancing and ball games. On the day of inspection all children based at the school chose to play outdoors. Children were aware of and respected boundaries set up outdoors for their safety.

Play experiences offered opportunities for children to develop their curiosity and imagination. For example, some children created their own game using small soft sports balls and loose parts crates. They spent time creating rules and designing the game together.

Staff planned for children based on their interests and needs. Staff gathered children's opinions and ideas regularly to create their plans. Children's voices were recorded through the use of big books which children could contribute to. Staff evaluated children's play experiences in terms of children's type of play and interactions. Children were included in evaluating play experiences to understand if they were effective in capturing children's curiosity and imagination.

Staff had received training to use a real play reflections book. This supported them to evaluate children's experiences and interactions each day and to identify any potential issues. This supported children to receive positive play experiences in the service.

How good is our setting?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children/people, therefore we evaluated this key question as very good.

Quality indicator 2.2: Children experience high quality facilities

Children were cared for in a safe, warm and clean environment. Children were based in two separate buildings, a school and a local church building. Children were divided based on age, giving older children the opportunity to have their own space to play. As well as the main halls, children also had access to quieter spaces to rest and relax.

There was a variety of resources for children which they could easily access, and there were other resources stored securely which children could ask for to support their play. Resources available took account of children's stages of development and interests. For example, den building, table football, arts and crafts, loose parts and construction.

The outdoor areas were safe and secure. Within the school grounds there were two separate areas for children, based on their classes, with older children accessing upper playgrounds. Outdoor areas had sheltered areas for children and space to rest and relax. Parents told us, 'LASCA always promote outdoor play and outdoor sports. They do den building and crafts and have funded shelters in the school playground to make this more accessible,' and 'My child loves the outdoors and I see the service using the outdoor space at most opportunities.' Regular access to outdoors supported children's health and wellbeing.

Equipment within the setting was safe, clean and well maintained. Overall, we saw appropriate infection prevention and control procedures followed. This supported children to be cared for in a safe environment.

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/people, therefore we evaluated this key question as very good.

Quality indicator 3.1: Quality assurance and improvement are led well

The manager was friendly, approachable and engaged well with the inspection process. Staff told us they could approach the manager and the management team if they required support. One staff commented, 'My manager is very approachable and understanding and will make sure we are supported, listened to and help in any way she can.' This helped to develop a motivated staff team who were committed to the children and families who attended the service.

An improvement plan was in place for the service which identified focus areas for improvement. Staff were involved in developing the plan and had leadership roles of responsibility for some areas. We saw developments in some of the identified improvements, including the setting up and use of the 'end of night book' and planning of weekly meetings to support children's care.

Monitoring and auditing took place as part of the service quality assurance process. Aspects of the service such as medication and accidents were monitored and audited to support children's health, safety and wellbeing.

Regular staff meetings gave staff the opportunity to discuss any issues or extra support children required. They were able to plan and discuss upcoming events and experiences for children each week. Staff one-to-ones gave staff the chance to reflect on their practice and identify any support or training needs they had. This helped staff feel that their wellbeing and views were important, and encouraged continual professional development.

The service understood the importance of including families and children in their improvement and quality assurance process. When families were asked their opinions, the service fed back to them on their opinions to support them to feel involved with the service. The service had a positive working relationship with the school in which it was based, which supported them to meet children's needs.

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/people, therefore we evaluated this key question as very good.

Quality indicator 4.3: Staff deployment

During our inspection, we found that effective staff deployment within the setting meant that children's individual needs were being met by the right number of staff throughout. The staff to child ratio allowed staff to be responsive to individual needs, which enhanced children's experiences.

The service used core team members at each base area to support continuity of care for children. The staff team worked well together and communicated effectively when moving areas. The use of radios supported communication outdoors, and between indoors and outside. Staff were vigilant of children at all times and noted on a register when they entered and left. This supported children's safety in the setting.

Staff development was encouraged within the service. Staff participated in a variety of training which supported and developed their practice. This included mindfulness training, child protection, the impact of mental health and play therapy. One staff told us, 'In my training I've learnt so much including how to support a child and always make sure how to understand them. I've worked more on understanding each child's needs and learning how to create a safe and engaging environment for them.'

There was a mix of skills and experience in the team, which supported staff to deliver positive outcomes for children. Staff caring for children were recruited safely and registered with the Scottish Social Services Council (SSSC). They are the regulatory body responsible for registering the social services workforce. They provide public protection by promoting high standards of conduct and practice and support the professional development of those registered with them. We sampled staff recruitment files and found that staff were recruited safely.

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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