

# Burnbank Out of School Care Day Care of Children

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Burnbank  
Hamilton  
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**Type of inspection:**

Unannounced

**Completed on:**

29 May 2018

**Service provided by:**

Childcare in the Community a Scottish  
Charitable Incorporated Organisation

**Service provider number:**

SP2017012912

**Service no:**

CS2017355811

## About the service

This service has been registered since July 2017. The service was previously registered under a different legal entity and because this changed, a new registration was created. The service is provided by Childcare in the Community a Scottish Charitable Incorporated Organisation, who provide a further four childcare services in the Hamilton area.

This service provides out of school care for a maximum of 30 school age children up to the age of 16. Currently, 19 children are registered with the service. A manager is in place and one early years practitioner, and both these staff plan and provide day-to-day care for children. A service manager is also in place and she has overall responsibility for all five services. The service operates Monday to Friday after school throughout the year and also provides holiday cover. It is provided from Burnbank Family Centre in the Burnbank area of Hamilton. The premises are close to two primary schools and children are collected by staff from these and escorted to the service.

The service has sole use of one playroom, and shared use of toilets. There is no adjacent outdoor play area and staff use the local park which is across a road immediately outside the service.

The aims of the organisation have been adopted in each service and include, "We aim to provide a safe, secure environment for children to participate in new and exciting experiences", and "To work as partners with parents/ carers in an open and honest way, respecting that they are experts in their own children."

We check services are meeting the principles of Getting it Right for Every Child (GIRFEC), Scotland's national approach to improving outcomes and wellbeing for children by offering the right help at the right time from the right people. It supports them and their parent(s) to work with services that can help them. There are eight wellbeing indicators at the heart of GIRFEC - safe, healthy, achieving, nurtured, active, respected, responsible, and included, also known as the SHANARRI wellbeing indicators.

## What people told us

We spoke to children for the majority of time during our first visit. In total we spoke to eight children. We also spoke briefly with two parents. We sent questionnaires to the manager and asked her to give these to parents using the service. We received two completed questionnaires before we completed this report.

Children were very happy with the service. They confidently spoke about how the service was provided and told us they had confidence in staff and enjoyed attending. Staff had worked with children to help them understand what the SHANARRI wellbeing indicators meant for them, and children could talk to us about these and how staff met their needs. Comments from children included:

"It's a good experience and we're not forced to do anything we don't want to do. I like it when we get to do friezes."

"I like drawing. There are lots of arts and crafts stuff. There's a lot of equipment and most of it is in decent shape."

"We have parties. We have big meetings every month to decide what to do. We plan the food and we made pizzas for the Halloween party. We also have salad days to promote healthy eating."

"We go to the park a lot if it's dry. Snacks always have fruit and we get to choose. I updated the menu. Staff allow children to take responsibility."

"It's fair here. We get a choice and everything's explained. We know bullying isn't tolerated and we all learn to respect each other."

"We've made more friends since there are two schools coming here and I like that."

"We can pick what we play with. We've got lots of play spaces and there are lots of toys we can take from the cupboards."

"I like being creative and mostly build using blocks and Lego."

"Staff are kind and help us if we're stuck. They're like adult friends."

There is no bullying. Sometimes we disagree but then we compromise."

"I feel staff listen to me. I suggested a trip and that's where we went."

"I suggested an activity and we got it."

"Our achievements are celebrated and I like that. We all brought a certificate or something we were proud of in and got our photo taken with it."

"If we ask staff for an activity, like baking, then because it takes time to organise staff put a date in and we do it then."

Both parents we spoke to said they were happy with the service. They said communication was good and their child enjoyed attending. Parents who completed our questionnaires indicated that staff shared information with them about their child's development and encouraged their child to form positive relationships with other children. Parents also indicated that staff asked for their child's views; that there was a suitable range of equipment; that staff had the skills and experience to care for their child, and they were confident that staff would protect their child from harm. Both parents indicated that overall, they were happy with the service.

## Self assessment

The service had not been asked to complete a self-assessment in advance of the inspection. The service manager had devised an overall development plan for all service. We suggested that as there were parts of this not relevant to this service, staff could give a more detailed breakdown of how they would meet priorities identified in the overall plan. This would help to personalise a development plan for this service.

## From this inspection we graded this service as:

<b>Quality of care and support</b>	5 - Very Good
<b>Quality of environment</b>	5 - Very Good
<b>Quality of staffing</b>	5 - Very Good
<b>Quality of management and leadership</b>	5 - Very Good

## Quality of care and support

### Findings from the inspection

Staff included children when developing and updating their personal plans. Children we spoke to knew about these plans and told us staff talked to them about what was included. Staff knew children very well, and because of this, were meeting their needs. However, although the way care and support was provided was meeting children's needs, written plans did not reflect this. We reminded staff about the requirement for personal plans to set out how they were meeting children's health, welfare and safety needs and to record each six monthly review. During the inspection it was noted that information was updated electronically and previous information removed. This meant that there was little or no history of how effective strategies agreed with parents and children had worked. Where specific needs or concerns were identified by staff or families,

individual risk assessments could be developed and attached to the plan. We discussed these points with the manager and we were confident that she would make the necessary improvements. (see recommendation 1)

Children were being supported to be emotionally resilient and to have a strong sense of their own identity. Staff listened to children and children told us they felt their voice was heard and valued in the service. Staff talked to children about the SHANARRI indicators, and children discussed these with us. They said, "We feel nurtured. For example, if someone hurts someone else accidentally they always say sorry" and "We talked about nurture and that's about not forcing us to do anything and also making sure we all feel cared for." Bullying, including cyber bullying, was discussed openly and children told us it "never" happened in the service. Children were encouraged to make and keep friends and staff consulted with them regularly to make sure they felt included in the service. A buddy system was in place for any new children and those we spoke with remembered this had worked well for them. This meant that children felt happy and safe in the service.

Children were learning about healthy eating and living and staff encouraged them to plan snack menus. Children were able to choose snacks and were encouraged to try new foods. Parents appreciated this as it helped them plan meals at home and this helped children feel their views were valued in the service. The service had recently worked in partnership with NHS Scotland to learn about the effects of passive smoking and to devise a banner. This had been completed and was attached to the fence surrounding the premises. Children were proud of this and talked openly about the effects of smoking and the impact they hoped their banner would have on helping people to think about how and where they smoked.

We observed kind and caring interactions between staff and children and between children. This meant that the ethos in the service was positive and happy. Children felt able to talk to staff about sensitive issues and trusted them to keep them safe. Staff had completed training on child protection and an update was planned for August this year. A child protection coordinator had been appointed for the organisation and staff were clear about the protocols they should follow in the event of any concerns. Overall, we assessed care and support as very good.

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 1

1. The needs of children should be recorded in the written plan and these should reflect individual children. Plans need to be reviewed at least once in every six months. Where individual risk assessments would benefit a child, these should be put in place and reviewed with the personal plan. This is to ensure care and support is consistent with the Health and Social Care Standards which state that "My personal 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)

**Grade:** 5 - very good

## Quality of environment

## Findings from the inspection

Children's self-esteem was developed through a balance of organised and freely chosen play. Children were able to choose from a wide range of equipment and had been involved in choosing some of this. Children could confidently direct their own play and we saw this working very well during the inspection. All children were engaged with activities and resources available. However, we noted that staff missed some opportunities to help children's creativity, for example through loose parts play. Although the manager was particularly confident in planning outdoor activities including forest activities, these were limited due to distance, attendance and weather. We sent the manager a copy of the Loose Parts Play Toolkit to help her plan more creatively indoors. We also discussed how staff could record activities in, for example, a large floorbook. Children reflected on activities and outings currently, and these reviews could be included in the floorbook and linked to the activity. We suggested that children take ownership of this book as they could then write their suggestions and reviews and this would help staff track how effectively consultation was leading to better outcomes for children.

Children's Rights were promoted routinely in the service. This meant that the environment was nurturing, safe, and respectful. Regular meetings were held with children where they were able to have their say, and more formal questionnaires were also used. It was evident that if any concerns were raised, staff acted quickly to address these and reassure children.

The playroom was one large space and children had planned the layout to suit how they wanted to play. One child told us, "I like the sofa. If we want quiet time, we go there." Children's work was displayed around the walls which helped give them a sense of ownership of the room. The environment was safe and secure and risk assessments were in place. Toilets were shared although rarely, and children talked to us about the additional risk assessment that had been put in place for this. Although risk was clearly discussed with children often, we suggested that children could be more involved in developing and reviewing written risk assessments. Overall, we assessed the environment as very good.

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 0

**Grade:** 5 - very good

## Quality of staffing

### Findings from the inspection

Parents and children had confidence in staff. They felt staff took the time to listen to their views and took account of these when planning care and support. Observations during this inspection reflected that staff were respectful and focused on each child's needs. Both staff had early years experience and the manager had a range of qualifications relevant to her role. She was working towards SVQ level four, and the staff member was working towards SVQ Playwork level three. Both staff were registered with the Scottish Social Services Council (SSSC- responsible for registering staff and regulating their training), and both were aware of the SSSC codes of practice and the requirement for training and reflection in their work. We asked staff to use the Care

Inspectorate HUB as this would provide them with excellent information and resources to help them in their work. Staff did not fully understand the requirement for personal plans and we asked them to look at this before amending the plans in place.

Staff knew children well and because of this, were able to anticipate issues and plan for these with families. They greeted children and parents warmly and the staff team had been consistent since a member of staff had been appointed for this service in January this year. Staff and parents told us this had impacted positively on planning and children's enjoyment in the service. Staff worked well together and children told us they appeared to have a very good relationship. This meant that staff were good role models and created a positive working atmosphere which children responded well to. Care and support was consistent and stable because staff worked well together.

Staff told us they were supported to be innovative and to use their initiative in their own service. They said they could raise any concerns with the service manager, and that supervision and appraisal meetings were supportive. There were regular opportunities for staff from all services to meet and share practice which staff told us they found useful. Overall, we assessed staffing as very good.

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 0

**Grade:** 5 - very good

## Quality of management and leadership

### Findings from the inspection

The service meaningfully involved children in how it worked and developed. Children were actively encouraged to be involved through meetings, interactions, and questionnaires. Parents were also offered questionnaires annually. However, there was no formal feedback to children or parents about the action that had been taken about any suggestions made. Questionnaires were not effectively gathering the views of parents as questions were not open-ended. (see recommendation 1)

At service level there was a culture of continuous improvement. However, the service development plan had been agreed with all five services and some of that was not relevant to this service. We asked staff in this service to develop their own plan based on the priorities identified for the organisation. This would allow them to set out how they would meet each priority. For example, staff had been working on the new Health and Social Care Standards, considering how these impacted on their service and what they were doing to meet them. This could have formed part of their development plan. (see recommendation 2)

Information was displayed in the premises about child protection, registration and making a complaint. A general Handbook had also been developed which was used in all services. It would be helpful if this included how to make a complaint as this would help parents see that the service was focussed on ensuring families were happy with the service provided.

Some monitoring took place. This included each staff member submitting their post training log to the service manager, and six monthly support and supervision meetings. However, the gaps in written personal plans had not been identified and management should consider how to ensure any gaps in written information were identified and resolved quickly and effectively.

The service had an operation plan which set out the tasks to be carried out over the year. This helped the manager plan her time.

We wanted to look at the ethos created in the service by management and staff and found that there was a clear focus on human rights. How care and support was planned, including helping children understand the quality of care they should receive was particularly good. Although there were some areas around quality assurance that should be improved, overall we assessed management and leadership as very good.

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 2

1. Management should review the effectiveness of the methods of consultation with parents and children. They should consider giving parents open-ended questions, or using the "three stars and a wish" approach so that feedback helped development. Action taken on any suggestions made by parents or children should be shared with parents and children. This is to ensure care and support is consistent with the Health and Social Care Standards which state that, "I can be meaningfully involved in how the organisations that support and care for me work and develop", "I am actively encouraged to be involved in improving the service I use, in a spirit of genuine partnership" and "I am supported to give regular feedback on how I experience my care and support and the organisation uses learning from this to improve." (HSCS 4.6, 4.7, and 4.8)
2. A development plan specific to this service should be agreed. This should link to the organisation's identified priorities while being individual to this service. This is to ensure care and support is consistent with the Health and Social Care Standards which state, "I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes." (HSCS 4.19)

**Grade:** 5 - very good

**What the service has done to meet any requirements we made at or since the last inspection**

## Previous requirements

There are no outstanding requirements.

## What the service has done to meet any recommendations we made at or since the last inspection

### Previous recommendations

There are no outstanding recommendations.

### 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).

### Enforcement

No enforcement action has been taken against this care service since the last inspection.

### Inspection and grading history

This service does not have any prior inspection history or grades.

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