

BASK Port Glasgow Day Care of Children

Newark Primary School
Bridgend Avenue
Port Glasgow
PA14 5SU

Telephone: 01505 874876

Type of inspection:
Unannounced

Completed on:
27 August 2024

Service provided by:
Andrew McEwing

Service provider number:
SP2020013600

Service no:
CS2023000001

About the service

BASK Port Glasgow registered with the Care Inspectorate in April 2023. The service is located within Newark Primary School in Port Glasgow.

The service is registered to provide a care service to a maximum of 40 primary school aged children at any one time. Children have access to the dining area, a secure outdoor playground area and the gym hall.

About the inspection

This was an unannounced inspection which took place on 26 and 27 August 2024 between 14:45 and 18:00. 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 registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

In making our evaluations of the service we:

- Spoke with the manager and provider.
- Spoke with four members of staff.
- Observed staff practice and daily life.
- Reviewed documents.
- Received feedback from eight parents/carers.

Key messages

- Staff were kind and caring in their approach towards children.
- Children has access to a range of nutritious snacks and were supported to choose their own.
- Children were able to have fun and could make choices from a range of experiences throughout the session.
- Hand hygiene practices should be further developed.
- The provider and manager engaged well during the inspection process and were open to feedback and ideas were suggested to support improvements.
- Staff had good relationships and were respectful and courteous to each other during their interactions.

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?	4 - Good
How good is our setting?	4 - Good
How good is our leadership?	4 - Good
How good is our staff team?	4 - Good

Further details on the particular areas inspected are provided at the end of this report.

How good is our care, play and learning?

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 1.1: Nurturing care and support

Staff were kind and caring in their approach towards children. Children were welcomed into the service and their choices on how they would like to be greeted were respected. For example, we saw some children receive a hug, a high five and a 'hopping' hello wave. This helped children to feel valued and secure. It was evident that children and staff had formed positive relationships. Children were keen for staff to join them in their play and shared stories about their day. As a result, children were happy and comfortable in the service.

Children had access to a range of nutritious snacks and were supported to choose what they would like to eat. On day two of our visit we saw that children were encouraged to be more involved in the preparation of snack, for example, cutting their own fruit. Whilst a member of staff was present at the snack table, some children were eating their snack whilst engaging in play and moving around the service. We discussed the potential choking hazard this could present and asked that staff discuss with children these risks and encourage them to sit at the table. On day two of our visit we noted staff having these discussions with children. This will support staff in keeping children safe and allow children to be involved in managing their own risk.

Parents had completed an 'All about me' and a personal care plan prior to children starting in the service. These documents gave staff an overview of children's emotional and wellbeing needs. Whilst it was clear staff knew children and families well, it was unclear where staff had documented this information to form their own personal plan for children. We discussed with the manager how this information should be used to support staff to set meaningful targets for children and document next steps in their learning. This will ensure staff continue to meet individual children's needs.

Children's health and wellbeing was supported by a clear administration of medication policy and procedures. As there were no children in the service requiring medication, we sampled the service's policy, procedures and consents forms and found that these were in line with Care Inspectorate's guidance 'Management of medication in day care and childminding settings.

Parents told us they were happy with the level of communication and felt involved and included in the service. One parent commented: "The staff are fantastic and have been amazing at keeping me informed and supporting my child."

Quality indicator 1.3: Play and learning

Children were enjoying their play and having fun with their peers during our visits. They were engaged in experiences that sparked their interests and a good range of resources and materials were available to allow children to extend their play. As a result children had the opportunity to play and learn in a context that was meaningful to them.

Children were encouraged to give their ideas and opinions on what kind of experiences they would like to be offered. Most parents commented positively on the range of experiences available for their children. One parent told us; "Messy, arts and crafts, science type play, baking, role play, just to name a few, my child loves all of this."

Planning processes were in the early stages of being developed. Whilst play experiences took account of children's individual interests and learning styles, we asked staff to consider how recording and evaluating experiences would support staff to challenge and support children within key curricular areas. For example, Literacy, Numeracy and Health and Wellbeing.

To support their physical and mental wellbeing, children had regular opportunities to access outdoor play. They enjoyed football and physical games. Whilst access to the outdoor areas was not free flow, staff were very responsive to children's needs and wishes and supported children to go outside at a time that was suitable to them.

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.

Children were cared for in the dining hall area of the school building. Play spaces for children were clean, uncluttered and well maintained. A cosy space was available for children to rest. This offered some materials and resources to support children to self regulate if they needed to. This positively impacted on children's emotional wellbeing

A range of resources were available that were appropriate for the age and stage of development of children who attended the service. Experiences such as, kinetic sand, arts and crafts and small world figures were well attended by children. Children told us they could choose and staff facilitated children to access resources from an area within the school throughout the duration of the session.

To keep children safe, procedures to monitor potential risks and maintenance were in place. These were regularly reviewed by staff and the manager to ensure they reflected the current environment.

Some attention had been given to infection prevention and control practices, for example the environment was clean and although handwashing routines were in place, these were not consistently carried out by staff and children. We discussed with the manager how further monitoring of practice would support staff and children's understanding and minimise the potential spread of infection.

Accidents and incident forms were in place and shared with parents. Whilst the manager discussed how they oversee the recording of accidents and incidents, we discussed how a more robust process to monitor these would be beneficial. This would support the manager in identifying any trends or patterns and ensure these were recorded and any necessary action taken. This will further contribute to children being cared for safely.

Personal files were securely stored to support compliance with data protection. These were easily accessed by the manager during our inspection process. As a result, information needed was shared in a timely manner.

How good is our leadership?

4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children/people and clearly outweighed areas for improvement.

Quality indicator 3.1: Quality assurance and leadership are led well

The provider and manager engaged well during the inspection process and were open to feedback and ideas were suggested to support improvements. It was clear they were committed to providing a high quality service for children and families.

We viewed the service's annual improvement plan for 2022/2023. The manager advised the current improvement plan was in the process of being completed. Staff told us they felt confident to suggest ideas and that their views were valued by management. This supported staff in promoting positive outcomes for children and families.

Whilst the manager of the service was involved and had a good oversight of aspects of the service, quality assurance processes were in the early stages of development. We identified some gaps and discussed with the manager how a more formal process would support a robust system that led to sustained improvements.

The staff team had regular opportunities to meet and discuss what was working well and share ideas for future changes and improvements. We signposted the manager and staff team to useful tools, such as, 'A quality framework for daycare of children, childminding and school aged childcare.' This will further support staff's understanding of the importance of self evaluation and provide a good foundation for this to be taken forward and formalised.

Parents told us they felt there were some opportunities for them to be involved in shaping improvements within the service. One parent commented; "We are regularly asked for feedback and have been invited along to "open days" but staff and management are very approachable that they can be contacted as and when required."

How good is our staff team?

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 4.3: Staff deployment

Staff had good relationships and were respectful and courteous to each other during their interactions. One member of staff told us: "The team in Bask (Newark) always thank each other at the end of day. We are a very supportive group to each other and very orientated to being positive and constructive." As a result, staff were happy and felt valued.

Staff were deployed appropriately throughout the service, which ensured children were safe and cared for. Staff communicated well and were responsive in relation to following children's needs and interests. For example, staff moved between areas and the outdoors to support larger number of children in these areas. One member of staff told us; "We work great together as a team to ensure the safety & well being of all children within our setting." This supported children to move freely and pursue and explore their interests.

Staff had completed core training, for example: paediatric first aid, and child protection. Most staff had also taken part in other training relevant to their role, for example training around supporting children with additional support needs. We asked the manager to support staff in recording their reflections of these training opportunities and consider how this will benefit not only their practice but outcomes for children and families using the service.

Children were kept safe and protected through the safe recruitment of staff. Pre-employment checks were carried out and new staff were supported through an induction programme.

The manager was able to staff the setting in periods of absence using staffing from other establishments within the company. As a result, staff absences were well managed and provided continuity of care for children as they were looked after by adults who knew them and their needs well.

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?	4 - Good
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	4 - Good
How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good
How good is our leadership?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good
How good is our staff team?	4 - Good
4.3 Staff deployment	4 - Good

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Care Inspectorate
Compass House
11 Riverside Drive
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