

# Big Voices @ Anderston OOSC Day Care of Children

Anderston Primary School  
3 Port Street  
Glasgow  
G3 8HY

Telephone: 07999027073

**Type of inspection:**  
Unannounced

**Completed on:**  
21 March 2025

**Service provided by:**  
Big Voices Childcare Services Ltd

**Service provider number:**  
SP2022000167

**Service no:**  
CS2022000248

## About the service

Big Voices @ Anderston Out of School Care is registered as a daycare of children service. It is registered to provide a care service to a maximum of 48 primary school age children at any one time. The service provides care during term time. At the time of inspection 32 children were in attendance.

Big Voices @ Anderston Out of School Care is based in Anderston Primary in the centre of Glasgow. It is situated close to local shops and amenities. The service has one main playroom in the dining hall, and access to a spacious enclosed school playground.

## About the inspection

This was an unannounced inspection which took place on Tuesday 18 and Wednesday 19 March 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 eight parents/carers

## Key messages

- Children were happy, confident and settled in the service.
- Children were able to lead their own play and learning.
- Children benefitted from direct access to outdoors.
- Staff knew children and families well, and provided the support and care they required in a kind and nurturing way.
- The manager should develop an improvement plan and quality assurance processes to support children's care.

## 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, as several important strengths, taken together, clearly outweighed areas for improvement.

### Quality indicator 1.1: Nurturing care and support

Staff were kind, warm and nurturing in their approach with children, and knew the children well. Children were having fun, and we could see clear friendships had formed between children. Children enjoyed engaging with staff and were affectionate with them. Staff were attentive to children's needs. One parent commented, 'My daughter is super happy, the staff are very friendly, lots of things for them to do, staff really care about the kids.' One child commented, 'I like that everyone is very friendly and they know me well.' Positive relationships with the children supported staff to offer care which met their needs.

Snack was a sociable, unhurried experience for children with lots of conversation taking place. Snack was served to children, and this took some time for all children to be served. Management told us they were reviewing their snack routine to suit children's needs. More opportunities for self-serving would support children's independence. Children did not access water on the first day of inspection. We discussed with management the importance of children having drinks throughout the day. On the second day there were jugs of water for children to have. Children requested fruit for the next day to add to their water and the manager agreed to continue with this as it was popular with the children.

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.

Personal plans were in place for most children, which contained the information required by staff to care for children. Children completed the 'all about me' sections with staff, noting the information which they felt was important to them. Plans were reviewed with parents. Staff noted any significant events or issues relevant to individual children. The service should continue to develop plans to support staff to meet children's individual needs.

Children's rights were an integral part of the services ethos. One parent told us, 'My child feels listened to, loved and cared for.' Parents and children received handbooks before starting the service which explained children's rights, their importance and encouraged children and parents to discuss them before they began attending. This supported families to be aware of and understand the importance of children's rights being respected. We saw parents being welcomed into the service which supported their positive relationships with staff.

### Quality indicator 1.3: Play and learning

We observed that children were having fun with staff and were fully engaged in their play. We discussed with management that staff should develop their understanding of when to be involved in children's play and support building relationships, and when to step back to allow children to play freely.

Children experienced a balance of spontaneous and planned activities including role play, arts and crafts and

construction. One parent commented, 'My son enjoys a variety of activities, including creative arts, group games, and problem-solving activities. He loves playing with his friends and learning new things through play.' Children had access to a range of resources which were developmentally appropriate and supported their play and learning.

Children were able to lead their own play and learning. For example, some children chose to play a ring game which staff supported by joining in. Children also told us that they could choose which activities they wanted to participate in each day. We saw children making those decisions. This gave them the opportunity to develop independence and supported their right to play. We discussed with management that children could help set up resources to support their decision making in play experiences. Children would benefit from more stimulating and challenging resources to support children in physical and challenging play.

Children had the opportunity to participate in physical play outdoors. Children were aware of and respected boundaries that were put in place by the service and school. Staff joined in with games and supported children's play. This included football, outdoor games and imaginative games. One parent commented, 'My daughter really enjoys all the options for activities, we also live in a flat so enjoys all the outdoor time she is able to get.' Access to physical play outdoors supported children's health and wellbeing.

Staff planned for children based on their interests and children knew the planned activities in advance for the week. This included physical activities and arts and crafts. Staff encouraged children to share their thoughts and ideas through mind maps. Staff listened to children to ensure the plans were flexible to meet their interests. For example, on the day of inspection the plan was for bubble painting, but this had been swapped for another day after some children asked for it to be another day when they attended and would not miss out. The service should continue to develop planning systems to support children's voices and meet their interests.

## How good is our setting?

4 - Good

We evaluated this key question as good, as several important strengths, taken together, clearly outweighed areas for improvement.

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

Children were cared for in a warm, clean and spacious environment. As well as the main dining hall, children also had access to a large outdoor space. Children had ample space for their needs. The environment helped to give children the sense that they were important to the service.

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 develop their play. This supported children's independence and ability to lead their own play. Older children would benefit from more resources which sparked their curiosity, imagination and offered challenge, such as open ended and loose parts play. This would support children's play experiences.

There was a comfortable area with mats and bean bags where children could rest and relax. Equipment and resources were safe, clean and well maintained. This supported children to be cared for in a safe setting.

We discussed with management that the children could help set up resources each day to further support their choice and ability to lead their play. Having a photo album of resources would support children to know what is available and to choose based on their interests.

The outdoor areas were safe and secure. Children had the opportunity to participate in risky and challenging play through a climbing unit and a trim trail for balancing. They also had access to pitches, a large playground, and small garden area. One parent told us, 'He gets to run, play games, and explore outdoor activities, which he enjoys.'

Staff and children followed best practice when hand washing before snack. Children had access to toilets which were near the playroom and ones which were further away. We encouraged management to ensure children had access to more handwashing facilities at snack time to prevent them having to wait for longer periods of time.

## How good is our leadership?

4 - Good

We evaluated this quality key question as good, as several important strengths, taken together, clearly outweighed areas for improvement.

### Quality indicator 3.1: Quality assurance and improvement are led well

The management team were friendly, approachable, and engaged well with the inspection process. Staff told us they found the management team to be supportive and approachable. This meant staff were supported in delivering positive outcomes for children.

The service was using Achieving Quality Scotland documentation, to support their improvements and self-evaluation process. We discussed with management that introducing a more specific improvement plan would support them to be able to focus on specific areas they want to develop in partnership with staff, children and families. A more robust system for monitoring and auditing would support them to manage their monitoring systems in a way that would meet the children's needs.

The service understood the importance of involving staff, children and families in their self-evaluation processes. Staff had participated in a development day where they evaluated the service using best practice guidance. Staff worked with colleagues from their sister services to support peer monitoring and shared practice. This gave staff the opportunity to reflect on their practice and the quality of the service.

Children were able to have their voices heard through helping with the snack menu and planning activities. A comments box was available where children noted what they liked or wanted to change about the service. Comments included 'visits to a farm' and 'I love it here.'

Parents were able to give their opinions via online emails and feedback sheets which were available at the entrance to the service. The service should continue to gather families' opinions to support them to feel more involved in the service. They should also continue to use their 'you said we did' board to help families understand the impact of their opinions on improvements.

Support and supervision meetings with staff gave management and staff the opportunity to review practice, discuss development and identify any support or training needed to support practice development. We discussed with management that they should continue with these, giving staff the opportunity to self-reflect on practice.

## How good is our staff team?

4 - Good

We evaluated this key question as good, as several important strengths, taken together, clearly outweighed areas for improvement.

### 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 manager explained that there had been some staff changes within the service recently. When staff were required to cover for absences, the service was able to provide staff from their sister services and regular support staff. This offered a continuity of care for children and families. Using the same staff to cover created a flexible and supportive ethos where staff supported each other, working together as a team to benefit the children.

The service understood the importance of positive relationships with parents. Staff told us they had positive relationships with families. One parent commented, 'Staff are professional, friendly and are always able to accommodate conversation in regard to my child. I hold the staff in the high regards.' Knowing the families and children well supported staff to offer care which met their individual needs and interests.

Staff worked well as a team and communicated well with each other when moving areas or leaving to go outdoors. The use of radios supported staff in their communication between indoors and outdoors. This supported children's safety by ensuring enough staff are available at all times to support children.

Staff development was encouraged within the service and staff had attended a variety of training including child protection, first aid and Getting It Right for Every Child (GIRFEC). Further training would support staff to develop their skills and understanding of being aware of children's play and behaviour and their responses in supporting children to resolve conflict.

Staff caring for children were recruited safely and registered with the Scottish Social Services Council. 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 reviewed the service procedures for safely recruiting staff. We found that they followed best practice in relation to gathering references, completing safer recruitment checks and registering staff with suitable regulatory bodies. The provider should ensure the safe storage of data in relation to safer recruitment to ensure that there is evidence to support their decision for employment.

## 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?	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  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

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