Dalkeith After School Club
Day Care of Children
Woodburn Primary School
5 Cousland Road
Dalkeith
EH22 2PS

Inspected by: Isobel Reilly
Type of inspection: Unannounced
Inspection completed on: 6 September 2011
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Service provided by:
Dalkeith After School Club Association Committee

Service provider number:
SP2003002863

Care service number:
CS2003011924

Contact details for the inspector who inspected this service:
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Summary

This report and grades represent our assessment of the quality of the areas of performance which were examined during this inspection.

Grades for this care service may change after this inspection following other regulatory activity. For example, if we have to take enforcement action to make the service improve, or if we investigate and agree with a complaint someone makes about the service.

We gave the service these grades

<table>
<thead>
<tr>
<th>Area</th>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>Quality of Care and Support</td>
<td>5</td>
<td>Very Good</td>
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<tr>
<td>Quality of Environment</td>
<td>5</td>
<td>Very Good</td>
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What the service does well

The manager and staff at Dalkeith After School Club are committed to ensuring that parents, carers and children have excellent opportunities to get involved in all aspects of the service. The manager is committed to ensuring that all of the children who attended the club are supported to reach their potential. She lead her team by example and encourages staff development through 1-1 supervision, team meetings and attendance at training courses.

What the service could do better

The service should continue to develop their existing very positive practice.

What the service has done since the last inspection

Since the last inspection took place the service have continued to develop the existing very positive service. Staff have continued to attend training courses. The club has opened a satellite service at Kings Park Primary School.

Conclusion

We found that Dalkeith After School club provides a very positive child led environment. Staff are well trained, knowledgeable and committed to ensuring that parents carers and children are given positive opportunities to comment on and be
involved in the service. Staff have created a fun and supportive environment for all of
the children who attend the club.

**Who did this inspection**
Isobel Reilly
1 About the service we inspected

Before 1 April 2011, this service was registered with the Care Commission. On this date the new scrutiny body Social Care and Social Work Improvement Scotland (SCSWIS) took over the work of the Care Commission including the registration of care services this meant that from 1 April this service continued its registration under the new body SCSWIS.

Dalkeith After School Club (DASC) is registered to provide a service from Woodburn Primary School and from Kings Park Primary School. The club provides a breakfast club and an after school club service.

The Breakfast Club operates between 7.30am and 9.00am Monday to Friday. The After School Club operates from 2.pm- 6.00pm Monday to Thursday and 11.30am - 6.00pm on Fridays. On in service days and school holidays the service operates from 8.00am - 6.00pm.

A maximum of 30 children of primary school age may attend the Kings Park venue and a maximum of 45 children of primary school age and 1st and 2nd year high school pupils may attend the Woodburn venue.

There were 70 children on the register at the time of the inspection.

The Aims and Objectives of the club include the following:

"To provide:
A safe pleasant and stimulating environment for children while they are in the care of the club.
Flexible and reliable care for children of working parents/carers or those returning to education or training.
To employ qualified/ experienced staff and encourage staff to take part in further training opportunities and gain necessary qualifications in order to register with the Scottish Social Services Council.
To have regular contact with parents/carers and to encourage their involvement in the club"

Based on the findings of this inspection this service has been awarded the following grades:

**Quality of Care and Support - Grade 5 - Very Good**
**Quality of Environment - Grade 5 - Very Good**
**Quality of Staffing - Grade 5 - Very Good**
**Quality of Management and Leadership - Grade 5 - Very Good**
This report and grades represent our assessment of the quality of the areas of performance which were examined during this inspection.

Grades for this care service may change following other regulatory activity. You can find the most up-to-date grades for this service by visiting our website www.scswis.com or by calling us on 0845 600 9527 or visiting one of our offices.
2 How we inspected this service

The level of inspection we carried out
In this service we carried out a low intensity inspection. We carry out these inspections when we are satisfied that services are working hard to provide consistently high standards of care.

What we did during the inspection
We wrote this inspection after an inspection carried out on Friday 26 August and Wednesday 31 August 2011. The inspection was unannounced.

We issued 10 Care Standards Questionnaires to the service for distribution to families before the inspection took place. Two of these were returned to this office before the inspection took place.

During the inspection we gathered evidence from a number of sources including the relevant sections of policies, procedures, records and other documents including:
Observation of staff interaction with the children using the service
Chatting to some of the children
Discussion with the manager and staff
Evidence from the self assessment and annual return documents
Public Liability Insurance
Inspection of the facilities available to children inside and in the outdoor play areas

Grading the service against quality themes and statements
We inspect and grade elements of care that we call ‘quality themes’. For example, one of the quality themes we might look at is ‘Quality of care and support’. Under each quality theme are ‘quality statements’ which describe what a service should be doing well for that theme. We grade how the service performs against the quality themes and statements.

Details of what we found are in Section 3: The inspection

Inspection Focus Areas (IFAs)
In any year we may decide on specific aspects of care to focus on during our inspections. These are extra checks we make on top of all the normal ones we make during inspection. We do this to gather information about the quality of these aspects of care on a national basis. Where we have examined an inspection focus area we will clearly identify it under the relevant quality statement.
Fire safety issues

We do not regulate fire safety. Local fire and rescue services are responsible for checking services. However, where significant fire safety issues become apparent, we will alert the relevant fire and rescue services so they may consider what action to take. You can find out more about care services’ responsibilities for fire safety at www.firelawscoland.org
The annual return
Every year all care services must complete an 'annual return' form to make sure the information we hold is up to date. We also use annual returns to decide how we will inspect the service.

Annual Return Received: Yes - Electronic

Comments on Self Assessment
Every year all care services must complete a 'self assessment' form telling us how their service is performing. We check to make sure this assessment is accurate.

Before the current inspection took place the service completed and returned their self assessment. We were satisfied with the information we received. The service identified areas of strength and areas for future development.

Taking the views of people using the care service into account
All of the children we chatted with on the day of the inspection told us they enjoyed coming to the club. They spoke positively about the staff and the activities provided.

Taking carers' views into account
We sent 10 Care Standard Questionnaires to the service for distribution to parents and carers before the inspection took place. Two of the questionnaires were returned to this office. Both respondents told us they strongly agreed with the statement "Overall I am very happy with the quality of care my child receives in this service."
3 The inspection

We looked at how the service performs against the following quality themes and statements. Here are the details of what we found.

Quality Theme 1: Quality of Care and Support

Overall grade awarded for this theme: 5 - Very Good

Statement 1

We ensure that service users and carers participate in assessing and improving the quality of the care and support provided by the service.

Service strengths

The service provided excellent evidence of the opportunities they provided for families to get involved in assessing and improving the quality of care and support provided by the service. They included:

- Management committee
- Children’s committee
- Questionnaires for parents
- Questionnaires for children
- Suggestions boxes
- Notice boards
- Newsletters
- Formal and informal opportunities for conversation
- Fund raising

Parents and carers received a detailed Welcome Pack when they took up a place at the club.

All parents and carers could join the management committee and influence the direction of the service. The annual general meeting was held every September. Minutes of the regular committee meetings were available to parents and carers.

The children’s committee meetings followed the same format as the adult committee. We found that staff gave the children a high level of responsibility for setting out the agenda and organising these meetings. There was clear evidence that consultation with children was meaningful and embedded into staff practice.
Staff had given thought to the type of questions they asked adults and children in order to get useful information on different aspects of the service. The results of the questionnaires had been collated, shared and then used to inform planning.

Notice boards gave a wide range of information about the club itself and about events in the wider community. Copies of the previous inspection report were included on the notice boards. The boards also contained information about staff training and qualifications.

We could see from the quality of the interaction and conversation between staff and children that staff knew the children well and were responsive to their individual needs. Children’s folders were in place. The folders contained information including essential contacts, medical information, likes and dislikes and progress. The information in the folders was reviewed on a regular basis. Parents were reminded of there responsibility to keep staff informed of any significant changes that had taken place in children’s lives.

We saw staff chatting to parents as they picked up their children. Observations of these conversations suggested that staff enjoyed positive relationships with parents.

The service had recently added a children’s Participation Policy which included the following “DASC support the view that children and young people should be treated with dignity and respect at all times and should be enabled to reach their potential.”

Parents and carers who returned our questionnaires told us they received clear information about the service before their children started.

**Areas for improvement**
There were no areas for improvement. The club should maintain the excellent standards of participation currently provided.

**Grade awarded for this statement:** 6 - Excellent
**Number of requirements:** 0
**Number of recommendations:** 0

**Statement 5**
We respond to service users’ care and support needs using person centered values.

**Service strengths**
We found that the service provided very good evidence of how they met this Quality Statement.
The club kept individual records of information for the children in their care. As stated in Quality Statement 1.1 we found that the records contained information including essential contacts, medical information, likes, dislikes and progress. The information in the folders was reviewed on a regular basis. Parents were reminded of their responsibility to keep staff informed of any significant changes that had taken place in children’s lives.

There was evidence of staff having worked with other professionals including social workers, speech and language therapists and the local school in order to ensure that children’s needs were met.

Through observation and discussion we found that the interaction between staff and children was of a very high quality. Staff were able to give clear descriptions of individual children and we could see that used this knowledge in their interaction. The outcome of this was that children received the quality and level of attention that they needed.

There was clear evidence of how staff worked with children to plan activities. Staff told us that children’s responses to activities were used in ongoing evaluation. Activities that did not work were changed immediately. Staff got together formally once a week to evaluate and plan for the forthcoming week. Children were involved in evaluation and planning and we saw examples of how this worked in practice.

We saw the collaborative planning that was taking place for the October holiday club.

Staff had set up a ‘Buddy System’, this was in response to their awareness that some children found it more difficult than others to settle in the club environment. Staff told us that this had advantages for the ‘Buddy’ as well as the new child as it raised self esteem and promoted a sense of ownership of the club.

When we chatted to children it was apparent that they enjoyed being in the club and that relationships with staff were positive.

**Areas for improvement**

In areas for improvement the service identified the following. "Space for storage is at a premium therefor you have to decided carefully the information you need to keep and what you can dispose of. However we sometimes photograph displays as a record."

The manager was aware of the Public Services Reform (Scotland) Act 2010 which required records to be kept for individual children which were reviewed every six months. We talked about how this could be adapted to reflect the nature and length of sessions that DASC provided.
Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0
Quality Theme 2: Quality of Environment

Grade awarded for this theme: 5 - Very Good

Statement 1
We ensure that service users and carers participate in assessing and improving the quality of the environment within the service.

Service strengths
The service provided excellent opportunities for families to get involved in assessing and improving the quality of the environment provided by the service.

The information contained in Quality Statement 1.1 applies to this Quality Statement.

New families were shown around the parts of the school buildings used by children.

All parents and carers were encouraged to join the management committee. This gave them the opportunity to take part in discussions and decision making on the environment including the purchase of toys and materials for the club.

The children’s committee gave children the same opportunities for influencing the environment and the activities provided.

We saw two sets of questionnaires one developed for use by parents and carers, the other for children. The questionnaires asked for comments on the environment. The results of these questionnaires had been collated, shared with families and included in planning for the forthcoming year.

Children attending both of the clubs venues told us that staff talked to them about the environment and involved them in making decisions about changes.

Parents and carers who completed our Care Standards Questionnaires told us they were satisfied that their children were cared for in a safe, secure and pleasant environment. They also told that the club had involved them and their children in asking for ideas and feedback about the service provided.

Areas for improvement
There were no areas for improvement. The club should maintain the excellent standards of participation currently provided.
Statement 3
The environment allows service users to have as positive a quality of life as possible.

Service strengths
We found that the service provided very good evidence of how they met this Quality Statement.

Staff worked in two different environments. In Woodburn Primary School they had their own designated space. In the newly established Kings Park satellite club they had the use of the dinning hall. This had to be set up on a daily basis. We found that in both services staff has worked hard to create a comfortable and interesting space for the children.

We saw children being involved in decisions about the purchase of some dressing up outfits. Children in the Kings Park satellite club had worked with staff to decide how the room should be set up. This was still evolving as the group tried out different ways of using the space.

We found that the club had a wide range of resources that were suitable for the age range of children in their care. Children were familiar with the resources available and were confident in accessing them by themselves.

Children’s art and craft work was displayed. There was photographic evidence that these displays were changed frequently in order to reflect different topics and individual pieces of work.

In both services children had sufficient space to move around freely and to play individually and in small groups. Children had access to outdoor play and we were aware that they went on outings in the local community.

Children in the more established group in Woodburn Primary School had well established areas for outdoor projects including gardening. Staff at Kings Park discussed their plans to involve the children more in this. We saw very good photographic evidence of children using the outdoor space throughout the year both in the school grounds and in outings. Outings had included Vogrie Park, Dalkeith Country Park and the National Gallery. Children had also been involved in work with Zoo Lab they spoke enthusiastically about this.

On both premises children had been given responsibility for establishing ground rules. These had been illustrated and were on display, they included:
"Use kind words
Be respectful of adults and children
Tidy up after yourself
Be safe and keep your hands to yourself"

Staff were aware of the systems in place for reporting damaged and broken equipment. They told us they were confident that the system worked well and maintenance issues were dealt with quickly.

**Areas for improvement**

We found that the service was meeting current good practice in relation to this Quality Statement.

**Grade awarded for this statement:** 5 - Very Good

**Number of requirements:** 0

**Number of recommendations:** 0
Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 5 - Very Good

Statement 1
We ensure that service users and carers participate in assessing and improving the quality of staffing in the service.

Service strengths
The service provided excellent evidence of the opportunities they provided for parents, carers and children to get involved in assessing and improving the quality of staffing provided by the service.

The information contained in Quality Statements 1.1 and 2.1 apply to this Quality Statement.

All parents were encouraged to join the management committee which was responsible for the recruitment and selection of staff. The staff met with the committee on a regular basis to provide feedback on all areas of the club including staffing, training and performance.

There was evidence that children had been involved in discussions about the recruitment of the most recent member of staff. They had talked about the skills they thought were important, these included being good at football and art.

Children had been given the opportunity to choose three questions to be used in the most recent member of staff’s interview. Their chosen questions included “Do you like children?” and “Why do you want to work at Dalkeith After School Club?”

Children’s requests for more male members of staff had led to the recruitment of a male staff member to the relief staff bank.

Areas for improvement
There were no areas for improvement. The club should maintain the excellent standards of participation currently provided.
Grade awarded for this statement: 6 - Excellent

Number of recommendations: 0

Number of requirements: 0

Statement 3
We have a professional, trained and motivated workforce which operates to National Care Standards, legislation and best practice.

Service strengths
We found that the service provided very good evidence of how they met this Quality Statement.

Staff were registered with the Scottish Social Services Council. Registration certificates were displayed along with training certificates and qualifications gained.

The service was affiliated to Youth Scotland which provided training, recruitment support and legal advice.

Staff had individual files, these contained a record of 1-1 supervision sessions and recruitment and selection information.

A staff induction programme was in place for all new staff. The manager described how she went through the induction explaining what each section meant. She also talked about the clubs expectations of staff in terms of commitment, participation and training. This information was confirmed by staff.

Staff had very positive opportunities for training, courses recently attended included Child Protection, Food Hygiene, Scenario Planning, Pediatric First Aid, Play Policy and Recruitment Training. We saw samples of the minutes of staff meetings which staff confirmed took place regularly.

The manager had established monthly team building lunches. She had high expectations of herself and of the staff team. We found that the staff team were very well motivated and committed to the service.

Parents who completed our questionnaires told us they were confident that staff had the skills and experience to care for their children.

Areas for improvement
We found the service was meeting current good practice in relation to this Quality Statement.
Grade awarded for this statement: 5 - Very Good
Number of requirements: 0
Number of recommendations: 0
Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 5 - Very Good

Statement 1
We ensure that service users and carers participate in assessing and improving the quality of the management and leadership of the service.

Service strengths
The service provided excellent evidence of the opportunities they provided for children, parents and carers to get involved in assessing and improving the quality of management and leadership provided by the service.

The information contained in Quality Statements 1.1, 2.1 and 3.1 apply to this Quality Statement.

As previously stated the Participation Policy was shared with parents, carers and children.

The parent led committee met with staff regularly to discuss the management of the service.

Questionnaires gave parents, carers and children the opportunity to comment on all aspects of the service. This included management and staffing.

The complaints policy was included in the Welcome Pack given to all families. The policy gave parents and carers information on how to take forward any concerns they might have about the overall quality of the service provided.

The Annual General Meeting that all parents are encouraged to attend provided information on all aspects of the service. The Development Plan was a working document which was shared with parents through the committee.

Areas for improvement
There were no areas for improvement. The club should maintain the excellent standards of participation currently provided.
Grade awarded for this statement: 6 - Excellent
Number of requirements: 0
Number of recommendations: 0

Statement 3
To encourage good quality care, we promote leadership values throughout the workforce.

Service strengths
We found the service provided very good evidence of how they met this Quality Statement.

The manager and two members of staff had completed training in Leadership and Personal Effectiveness.

Staff supervision took place on a regular basis and was recorded. Staff told us that supervision was an opportunity for them to discuss their work and their training needs in a supportive and challenging environment. They told us that they felt encouraged to take responsibility for areas of the service. There was evidence to support this.

In discussion with staff we found that manager had made them aware of the key documents influencing their practice.

Areas for improvement
We found the service was maintaining current good practice in this quality statement.

Grade awarded for this statement: 5 - Very Good
Number of requirements: 0
Number of recommendations: 0
4 Other information

Complaints
No complaints have been upheld, or partially upheld, since the last inspection.

Enforcements
We have taken no enforcement action against this care service since the last inspection.

Additional Information

Action Plan
Failure to submit an appropriate action plan within the required timescale, including any agreed extension, where requirements and recommendations have been made, will result in SCSWIS re-grading the Quality Statement within the Management and Leadership Theme as unsatisfactory (1). This will result in the Quality Theme for Management and Leadership being re-graded as Unsatisfactory (1).
5 Summary of grades

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<thead>
<tr>
<th>Quality of Care and Support - 5 - Very Good</th>
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<tr>
<td>Statement 1</td>
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<td>Statement 5</td>
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<tr>
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6 Inspection and grading history

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<tr>
<th>Date</th>
<th>Type</th>
<th>Gradings</th>
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<tbody>
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<td>14 Jul 2009</td>
<td>Unannounced</td>
<td>Care and support 5 - Very Good</td>
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<td></td>
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<td>Environment 5 - Very Good</td>
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<td></td>
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<td>Staffing 5 - Very Good</td>
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<td></td>
<td></td>
<td>Management and Leadership 5 - Very Good</td>
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<td>20 Jun 2008</td>
<td>Unannounced</td>
<td>Care and support 5 - Very Good</td>
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<td>Environment 4 - Good</td>
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<td></td>
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<td>Staffing 5 - Good</td>
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<td>Management and Leadership 4 - Good</td>
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All inspections and grades before 1 April 2011 are those reported by the former regulator of care services, the Care Commission.
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