

OSCARS @Nether Currie Out of School Club Day Care of Children

Nether Currie Primary School
23 Thomson Crescent
Currie
EH14 5JR

Telephone: 0131 557 7500

Type of inspection: Unannounced
Inspection completed on: 15 November 2016

Service provided by:
Out of School Scotland Limited

Service provider number:
SP2007009266

Care service number:
CS2015340051

About the service

This service has been registered with the Care Inspectorate since 2 November 2015.

Oscars @Nether Currie Out of School Club is registered to provide a care service to a maximum of 40 primary school aged children.

The service provides a breakfast club, after school care and holiday care. It is provided by Out of School Scotland Limited and operates from Nether Currie Primary school. The accommodation used includes the dining hall, stage area, school toilets and the playground for outdoor play.

The aims of the service are:-

- To provide quality out of school childcare to children attending Nether Currie Primary School.
- To offer play and educational opportunities in a safe, welcoming environment with a clear emphasis on the social and educational welfare of each child.
- Promote the dignity, privacy, choice safety, potential and diversity of all users and staff of the club.

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure they have the best start in life, are ready to succeed and live longer, healthier lives.

We check services are meeting the principles of Getting it right for every child (also known as GIRFEC). Set up by Scottish Government, GIRFEC is a national approach to working in a consistent way with all children and young people. It is underpinned by the principles of prevention and early intervention. The approach helps services focus on what makes a positive difference for children and young people – and what they can do to improve. GIRFEC is being woven into all policy, practice, strategy and legislation that affect children, young people and their families.

There are eight wellbeing indicators at the heart of Getting it right for every child. They are: safe, healthy, achieving, nurtured, active, respected, responsible, and included. They are often referred to as the SHANARRI indicators. We use these indicators at inspection, to assess how services are making a positive difference for children.

From April 2016, we will carry out a quality audit, to gather information relating to 'How Good Is Our School Aged Childcare'. The audit will focus on the quality of children and young people's play experiences and how their rights to play and have fun are promoted and protected. The Getting it Right for Every Child (GIRFEC) framework - SHANARRI, Playwork Principles and Article 31 will underpin a list of outcome-focused questions developed for inspectors to work from when inspecting. The information gathered will form the basis of an end of year report 2017, along with information on service demand for school aged childcare throughout Scotland. Further information can be found at The Hub at www.careinspectorate.com

What people told us

We observed the children enjoying the activities and experiences available to them. We observed them to be confident and content during their play and interactions with staff. We spoke with some children who told us that they enjoyed coming to the service, liked the snack, that there were very good things to do and the toys were in good condition. They told us about how the staff listened to them when they made suggestions so that they could have more choice.

We sent 14 care standards questionnaires to the service for them to give to parents to complete and five of these were returned to us. Those parents confirmed that they were happy with the quality of care.

A comment from a parent on their questionnaire included:-

'The staff are excellent - they are friendly, welcoming and all have a natural and warm rapport with the children. They are flexible and accommodating with arrangements which is fantastic for working parents'.

We also spoke with some parents/carers during the inspection and they were complimentary about the service. They were positive about the information they received, the arts and craft activities and told us that their child enjoyed attending.

Self assessment

The Care Inspectorate received a fully completed self-assessment from the provider. The provider identified what it thought the service did well and gave examples of improvements they were working on including children's personal care plans and the development of their operational plan to take into account feedback from families. The provider told us how the people who used the care service had taken part in the self-assessment process and how their feedback directed the development of their plans for improving the service.

From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	4 - Good
Quality of staffing	5 - Very Good
Quality of management and leadership	4 - Good

Quality of care and support

Findings from the inspection

The service provided a welcoming, professional and caring environment for children. Systems were in place to help keep children safe including ensuring staff had been trained in child protection procedures. Staff demonstrated that they knew the children in their care well.

Effective strategies had been developed to support and meet children's individual needs. Personal plans were reviewed regularly with families and we discussed the importance of ensuring that all sections of the form including GP details were completed by parents. Children were asked about their likes and dislikes and this information was reviewed by staff in team meetings and taken into account when planning to meet their needs. The service should continue with the promotion of the SHANARRI wellbeing indicators with children and to consider how these can be part of their personal plan reviews.

Children's individual care plans clearly outlined the information and action to be taken by staff to help support children with medical conditions, allergies or other known needs. The manager told us about how they used such information effectively and consistently to ensure all children's needs were met in consultation with

parents, the school and other agencies as appropriate. We directed the manager to the best practice document 'Management of medication in daycare of children and childminding services' to use to ensure that their medication records and prescribed medication supplied from parents were clearly labelled in line with this guidance.

We saw that on arrival, children were welcomed by staff and children clearly knew their setting and the routine of the service. They settled quickly into their chosen play and approached staff to ask questions, seek support and to seek additional equipment that they wanted to play with. Staff took into account any suggestions in order to plan for a variety of meaningful, fun and quality experiences.

Some children attended additional school activity clubs and this meant that they could continue with their chosen interests as well as attend the service. The clubs were held in the school and children arrived later to the service. Although staff had a record of the activity clubs that children attended each day, the service agreed to formalise a system to ensure children's whereabouts had been checked and accounted for each day.

Links with the local and wider community were in place and children were raising money for charity through cycling a set number of miles on the exercise bike. They were working as a team to achieve this target with staff support. Children were respectful and inclusive of each other and proudly recognised the contribution their peers made to achieve this target with staff support.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of environment

Findings from the inspection

We found the indoor areas used by the service to be suitably ventilated, lit and generally well maintained. Daily visual checks were carried out by staff to ensure and maintain the safety of the environment and the children attending. Any concerns were reported to the school to address and a record of the action taken was kept.

Parents and visitors had to be given access to the building by staff via the secure entry system. This helped ensure that children were kept safe. A record of any visitors was kept by the service.

On viewing the environment, we found that the sinks which staff used to wash their hands prior to snack preparation and for dishwashing were visibly dirty with paint splashes. These sinks were also utilised by the school during the day. Cleanliness of this area was usually part of the staff duties each day. We asked the service to consult Environmental Health to ensure that best practice was being followed regarding designated sink use and snack preparation areas. (See recommendation one).

The main hall area was set up daily for children to be involved in a variety of activities either on their own or in small groups. We were told that the playroom was set up with a variety of different resources each day including art and craft activities. This meant that children could choose what they wanted to do to help meet their individual interests throughout the session including outdoor play. There was also a number of resources which the children could also choose from the storage cupboards. Staff were in the progress of developing an inventory to further facilitate children's awareness of choice. We discussed the benefits of ensuring there was a consistent layout of furniture and defined areas of play resources. This should include routinely providing cosy quieter space for children to relax and resources for older children including a specific homework areas if they wanted to do this. (We saw some children doing their homework on the floor in a quieter area). There were plans in place to further utilise the raised stage area to support this.

As children could be in a variety of places when attending the service, including indoor or outdoor play, the children had developed a peg system. They took responsibility to locate their named peg on the appropriate board to show where they were located. Some children attended the service on an ad hoc basis and did not have pegs so we questioned the accuracy of this system. Staff agreed to address this.

We saw that depending on what the menu was, staff prepared and served snack onto plates in the centre of the tables for children to choose from or children queued up to make their selection. We discussed that the service could promote further independence by involving children in the preparation of snack. We asked the service to take further action to review the location of the trolley and hob when cooking hot snacks such as pasta. This is to ensure that this area cannot be accessed by children. (See recommendation two).

Outdoor play in the playground was enjoyed by the children who could use their own scooters or access some loose parts for imaginative play. Due to the size of this area and the early dark nights, boundaries were in place to ensure that staff could see children during their play. We saw that by the door that children used to enter/exit the playground, there was a low level area which posed a potential risk for children to fall into/trip. Staff advised that children were aware of this risk as it was part of their usual playground space. Plans were in place to further enhance this area development of a sensory garden area. We asked the service to further risk assess this area and take action to minimise any potential falls until this area was filled in. (See recommendation two). We also directed the staff to the best practice document 'My World Outdoors' to assist them in providing further outdoor learning opportunities for children.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 2

1. The provider should take action to consult Environmental Health to ensure that their sink areas for staff handwashing, dishwashing and snack preparation are in line with best practice.

National Care Standards for Early Education and Childcare up to the age of 16:

Standard 2 - A safe environment

Standard 3 - Health and wellbeing.

2. The provider should take action to further risk assess the environment and record the action taken to further safeguard children from potential hazards. This should include the location of and procedures for preparing hot snack and the low level area in the playground.

National Care Standards for Early Education and Childcare up to the age of 16:

Standard 2 - A safe environment
Standard 3 - Health and wellbeing.

Grade: 4 - good

Quality of staffing

Findings from the inspection

There was a welcoming atmosphere in the service and staff were respectful in their communication with parents and children. They were knowledgeable of the importance of involving children with opportunities to be consulted to help improve upon their experiences and meet their interests and potential.

We observed that staff interaction with children was nurturing, respectful and responsive to their care needs. Staff knew the children well and supported them in their play as appropriate. Children were clearly comfortable in approaching staff when they needed support.

We found that staff were caring and committed to providing quality care to the children. Staff worked well together as a team. Regular team meetings took place and a record of the agendas and minutes of these meetings were kept. Staff contributed to team meetings and their ideas and suggestions were valued.

The majority of staff were registered with the Scottish Social Service's Council (SSSC). The SSSC are the body who regulate care staff and decide on the level of qualification for each post. A newer member of staff was in the process of applying to register. Annual appraisal and regular support and supervision meetings were carried out with staff to discuss their practice goals. As a result, training needs to further assist them in their role or to meet their SSSC registration criteria were identified. This was to ensure that registered staff would have recognised qualifications and the skills to meet the needs of the children in their care.

The manager encouraged staff to take responsibility for key roles during the session. This helped support their confidence in their abilities and their understanding of what was expected of them. A staff handbook and induction process helped ensure that staff knew what was expected of them in order to carry out their role effectively. We saw that staff worked well together and supported each other to complete the daily tasks and set up of the play areas in preparation for the children arriving.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of management and leadership

Findings from the inspection

Quality assurance systems helped the manager and staff to continually assess and improve the service in line with best practice. Systems helped to ensure the staff team's responsibilities and accountability were monitored and communicated. Staff were committed to improving their skills and knowledge to continue to develop the quality of the service.

To assist with the evaluation of the service and to help identify areas of achievement or areas to develop, feedback was sought from parents and children. Staff evaluated the service throughout the week and during team meetings. They had also visited other services to assist them in their development of the service. We found that the manager and staff were reflective of their practice during the inspection. The manager was clear about the focus for improvement and an operational plan had been developed. This demonstrated to us through professional discussions that on-going improvements would continue to be planned to enhance the service for children and families.

The manager worked alongside the staff team and this meant that she could view staff practice and identify issues or achievements. Best practice documents were shared with staff through team meetings to help assess practice and identify any changes to be actioned. We discussed that a written record should be kept to record the impact on how best practice documents have been used and to outline action taken or planned as a result.

The manager was currently peripatetic which meant that they were also responsible for another service registered with the provider. Although contactable, they were not always on the premises and agency staff were regularly used to maintain the adult:child ratios to support the staff team. Staffing was currently being reviewed to ensure consistency and continuity of care for the children attending throughout the week.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 - 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 registration. Details of complaints are published at www.careinspectorate.com.

Enforcement

No enforcement action has been taken against this care service since registration.

Inspection and grading history

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

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