

Aberdeen Lads Club Day Care of Children

Dill Road
Tillydrone
Aberdeen
AB24 2XL

Telephone: 01224 492672

Type of inspection:

Announced (short notice)

Completed on:

27 August 2019

Service provided by:

Aberdeen Lads Club

Service provider number:

SP2003000348

Service no:

CS2003001779

About the service

Aberdeen Lads Club has been registered with the Care Inspectorate since 1 April 2011. It is registered to provide a care service Monday to Friday during term times, to a maximum of 24 children aged two years to those not yet attending primary school, for up to three and a half hours in the morning sessions and a maximum of 60 primary school aged children between the times of 14:45 and 18:00.

To provide a care service Monday to Friday during school term times to a maximum of 10 children aged two years to those not yet attending primary school between 12:45 and 14:45.

To provide a care service Monday to Friday during school holiday periods, to a maximum of 12 children aged two years to those not yet attending primary school, for up to three and a half hours in the morning sessions and a maximum of 60 primary school aged children between the times of 08:30 and 18:00.

Aims of the service include being committed to 'promote, advance and further charitable purposes through projects such as the advancement of education, the provision of recreational activities and the advancement of public participation in sport, citizenship and community development'.

The Care Inspectorate check services are meeting the principles of Getting it Right for Every Child (also known as 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 Getting it right for every child: safe; healthy; achieving; nurtured; active; respected; responsible; and included.

What people told us

There were 18 preschool and 31 school age children present during the inspection. We observed the children and saw that, on the whole, they were well settled and confident in the service. We talked to the children about their experiences and they told us:

- 'It's good being with friends'.
- 'We all go to the same school so know each other'.
- 'You can talk to the staff, they will help you'.
- 'We can choose the fruit we have at snack'.
- 'The fire engine came yesterday'.

Four parents completed and returned questionnaires to us and we spoke to a number of parents as they collected their children. They all indicated that they were happy with the quality of care provided. Comments included:

- 'Children are supported to make friends and develop confidence'.
- 'A great part of the community'.
- 'Staff are very approachable, and we can talk to any of them, including the manager'.
- 'There's lots of information given to us'.
- 'My children attend Aberdeen Lads Club and thoroughly enjoy it. They come home excited to tell me about their time'.
- 'The staff are great with the kids and care for them well'.
- 'ALC provide a fantastic opportunity to the children in our community with the opportunity to learn, develop and grow'.

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their own improvement plan and quality assurance processes. These demonstrated their priorities for development and how they were monitoring the quality of the provision within the service.

From this inspection we graded this service as:

Quality of care and support	4 - Good
Quality of environment	not assessed
Quality of staffing	not assessed
Quality of management and leadership	4 - Good

What the service does well

The service was an established and valued part of the community. They were focused on working with parents to ensure that they had the opportunity to be active in their children's learning. A variety of information was shared with parents to support them in making informed choices about their child's health and wellbeing. Various opportunities were made for parents to participate in the service or to make suggestions or comments, supporting families to feel valued and respected.

Staff knew children very well and had built positive, nurturing, relationships with them, supporting children to feel welcomed and included. Children who were new to the service were supported to settle and to make friends. In order to support children's wellbeing and confidence, staff worked with parents to ensure that they had the information necessary to comfort and engage children in activities.

Where specific strategies were in place to support children, staff knew these and where to find further information when required. This supported them to meet the needs of individual children and promote their wellbeing, learning and development.

Children were supported to be independent at tasks such as serving their own snack, applying sunscreen or changing shoes. Staff also took the time to support children in establishing good personal hygiene habits such as washing hands before eating or after visiting the toilet. These were done in a way that supported children confidence and raised their awareness of their own health and abilities.

Staff and management had a clear understanding of their role in identifying, recording and reporting any child protection concerns. Children's safety and wellbeing was further supported by their recognition of factors which could make children more vulnerable. Staff and management were confident in discussing ways they could support families or direct them to other agencies.

To support children's health a robust system was in place to ensure that medication was stored and administered in line with national guidance. Good lines of communication and strong teamwork ensured that staff were aware of children with medical needs. Daily opportunities for outdoor play and physical activity further supported children's health.

Children were involved in the planning of the activities offered and were encouraged to in setting up and putting away resources. This supported children to feel listened to and valued. During these times staff would discuss safe ways of handling equipment and resources and encourage children to problem solve and investigate.

The manager carried out various audits, including observations of practice and tracking staff core training needs and registration with Scottish Social Services Council (SSSC). These were effective in supporting her to identify gaps in training or areas of practice. Attendance at further training was supported and staff were encouraged to identify any training needs at termly support and supervision meetings. This ensured that children were cared for by staff who were skilled and competent.

What the service could do better

Positive developments had taken place regarding the observation, planning and assessment of children's learning. Formats for personal plans and care plans had recently been reviewed and a new one implemented. This focused on SHANARRI outcomes supporting staff to promote children's care and wellbeing. An online learning journey was completed for each preschool child. This identified learning outcomes in relation to the national curriculum and allowed parents to see what their child had been doing and comment.

A new planning system was being introduced which further identified individual learning experiences for the preschool children. However, although early evaluations had been positive it was too early to measure the full impact of these changes. The manager and staff should continue to develop and embed these systems into practice. They should ensure that they are relevant for individual children and identify specific learning and next steps. This will support them to continue to effectively plan for, monitor and support children's progress.

During transitions to different areas of the building for snack or outdoor play there was a period of time where children were waiting. This meant there was less time for them to engage in activities and follow their interests. We suggested that the management and staff look at ways that these times could be shortened to reduce the impact on children's positive experiences and outcomes.

The manager had established a self-evaluation system based on national guidance documents, such as Building the Ambition and How Good Is Our Early Learning and Childcare. This had then been used alongside feedback from parents, audits and previous inspections to form an improvement plan for the service. The plan clearly identified focus areas with priority given to developments which would directly impact children's progress and wellbeing. We discussed how tighter timescales and more defined criteria to measure success would assist the manager in ensuring that the improvements were carried forward effectively.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com

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

Recommendation 1

1. To further improve the service and improve outcomes for children, the manager should ensure the improvement plan is SMART and identifies and evaluates focussed areas for development.

National Care Standards Early Education and Childcare up to the Age of 16. Standard 13: Improving the Service and Standard 14: Well-Managed Service

This recommendation was made on 26 August 2016.

Action taken on previous recommendation

New process in place which prioritised areas for improvement, details re actions and broad time scales. Recommendation has been met.

Recommendation 2

To support children progress and achieve, planning formats and children's learning folders should be reviewed to show the:

- learning intention (what do I want children to learn)
- evaluation of the learning
- next steps.

Activities should be child-led and reflect children's ideas.

National Care Standards Early Education and Childcare Up to the Age of 16. Standard 5: Quality of Experience and Standard 6: Support and Development

This recommendation was made on 26 August 2016.

Action taken on previous recommendation

activities were, on the whole, child led. New planning processes in place which identified the learning intention, evaluated the learning and identified next steps. As this is very new it is yet to be embedded in practice. Recommendation has been met.

Recommendation 3

To keep children healthy and improve their confidence outdoors, daily opportunities for child-led, explorative play should be provided.

National Care Standards Early Education and Childcare Up to the Age of 16. Standard 3: Health and Wellbeing

This recommendation was made on 26 August 2016.

Action taken on previous recommendation

Daily access to outdoor area is available. recommendation has been met.

Recommendation 4

To keep children safe and well and free from cross contamination, liquid soap should be used for hand washing.

National Care Standards Early Education and Childcare Up to the Age of 16. Standard 2: A Safe Environment and Standard 3: Health and Wellbeing

This recommendation was made on 26 August 2016.

Action taken on previous recommendation

Liquid soap dispensers now in bathroom for handwashing. Recommendation has been met.

Inspection and grading history

Date	Type	Gradings
26 Aug 2016	Unannounced	Care and support 4 - Good Environment Not assessed Staffing Not assessed Management and leadership 4 - Good
10 Jun 2014	Unannounced	Care and support 4 - Good Environment 4 - Good Staffing 4 - Good Management and leadership 4 - Good
28 Aug 2012	Unannounced	Care and support 4 - Good Environment 4 - Good Staffing 4 - Good

Date	Type	Gradings	
		Management and leadership	4 - Good
12 Nov 2010	Unannounced	Care and support	4 - Good
		Environment	Not assessed
		Staffing	4 - Good
		Management and leadership	Not assessed
25 Jan 2010	Announced (short notice)	Care and support	4 - Good
		Environment	Not assessed
		Staffing	3 - Adequate
		Management and leadership	Not assessed
28 Oct 2008	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	4 - Good
		Management and leadership	5 - Very good

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