

Yester After School Club Day Care of Children

Yester Primary School
Walden Terrace
Gifford
Haddington
EH41 4QP

Telephone: 07539692996

Type of inspection:

Unannounced

Completed on:

4 October 2019

Service provided by:

Edinburgh and Lothians out of School
Care Network.

Service provider number:

SP2004006939

Service no:

CS2003050277

About the service

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website at www.careinspectorate.com.

Yester After School Club, referred to as the club in this report, is one of ten registered services provided by Edinburgh and Lothians out of School Care Network (ELOSCN.) The club is registered with the Care Inspectorate to provide a service to a maximum of 40 children aged entry into primary school up to and including those in first year at secondary school

The care service operates a breakfast club before school during term time and after school care, Monday to Thursday, between the hours of 2.55pm and 5.45pm and Friday between the hours of 11.50am and 5.45pm. During holiday periods and in service days the service may operate between the hours of 8:00am and 5.45pm.

The club operate from the dining hall in Yester Primary School, which is situated in the village of Gifford in East Lothian. The club also have regular access to the gym hall and school library. The school playground is used for regular outdoor play.

The organisation have developed a vision for the services they provide. This includes: 'ELOSCN supports children and families in Edinburgh and the Lothians through the development and delivery of quality play provision. Our focus is self-directed, risk assessed play. We aim to provide opportunities for children to have fun and develop through play. We aim to provide the settings, trained staff and when required, the equipment, to allow children their right to play.'

We 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 the services that can help them. There are eight wellbeing indicators at the heart of GIRFEC: safe, healthy, achieving, nurtured, active, respected, responsible and included.

What people told us

We spoke to a number of children during our visit to the club. Children were keen to tell us about their club and what they did there. Children said they had a good laugh and that it was generally fun. One older child said it could be boring if their friends weren't there but normally they had a good time.

We issued a care standard questionnaire to parents as part of the inspection process. Six parents responded to the questionnaire. Parents commented on the friendly and approachable manager. Comments were also made about inconsistency in the staffing of the club, which we comment on further in this report.

Self assessment

The service had not been asked to complete a self-assessment as part of the inspection process. We comment on self-assessment as part of this report.

From this inspection we graded this service as:

Quality of care and support	3 - Adequate
Quality of environment	not assessed
Quality of staffing	not assessed
Quality of management and leadership	2 - Weak

What the service does well

The snack procedure was a positive one. Snack was healthy and well received by children who sat and chatted to each other during this meaningful social time. Children were able to make snack choices in advance from a range of healthy options helping them to form good eating habits. Good procedures were in place for hand washing and infection control.

Children were happy being at the club. They had a very good relationship with the manager who provided children with a nurturing and warm environment. Children were given a good range of information about the activities available to them during the session. These were suitably flexible and generally based on children's interests, which kept them engaged.

Children were respectful of staff and of each other. Children were at ease and confident and we spoke at length with a number of children who told us what they liked best about the club. Snack, the manager, who was described as kind and funny and the outdoor play were described as the most popular things. The manager had very good relationships with children and the interactions with parents at the end of the session were very professional and friendly ensuring that verbal information was given and received to meet the needs of children.

The manager's knowledge of child protection was secure, and she could describe her role and responsibility with regard to keeping children safe and responding to concerns. The bank member of staff on the first day of our visit had a basic knowledge and knew the reporting procedure. The manager understood the wellbeing indicators and how to ensure that children had opportunities to achieve positive outcomes such as being safe, responsible and respected.

What the service could do better

We audited children's files to assess the quality of personal plans which are needed to detail the support given to children to meet positive outcomes. The personal plan also includes clear and accurate information about those who are involved in a child's care and well-being. The manager knew children very well and could tell us clearly and in detail about the support some specific children were given. However, this information had not been recorded to develop an overview of the child or their needs. We found that for some children who had some specific support needs there were no strategies in place. Some personal plans had not been updated within the six-month period and the manager was advised to develop her own auditing calendar to help her with this process. The gathering of information about children who may have involvement with professionals such as social workers needed to be in more depth. We understood that the head teacher from the school had a very

good relationship with the manager and regularly sought and passed on information, but these communications were not recorded. These pieces of information are important to form a chronology of events if this is requested. (See requirement one.)

Procedures for the recording and administration of medication needed to be better to reflect why a medication was administered. Information recorded for the administration of long-term medications needed to include the signs and symptoms associated with the child's medical condition. (See recommendation one.)

We have commented that the managers understanding of child protection was secure. The organisation however needed to make the child protection procedure clearer for staff to follow. For example: the child protection policy in place for the organisation has the names of four child protection co-ordinators. For clarity there should be one co-ordinator and deputy. This ensures that roles and responsibilities are clearly defined. The procedure also needed the relevant numbers which staff would use in the event of reporting a concern about a child. (See recommendation two.)

The manager was the only member of permanent staff in the club. This had a significant impact on continuity of care for children. The manager was struggling to carry out all the tasks necessary as she could not delegate tasks to anyone as she did not know which member of staff she would be having the next day. This had been highlighted by the manager to senior managers but no action had been taken to provide a consistent and qualified member of staff. We have raised this issue with the provider and will monitor progress to provide a permanent member of staff at the club.

The manager had considerable experience as a youth worker and had recently started SVQIII which is a recognised daycare of children qualification. She had limited experience as a manager of an afterschool service and needed more guidance from the organisation for many aspects of the role. That said, given the right support and encouragement she had the capacity to fulfil a manager role and had very positive qualities such as her open approach and extremely positive interactions and relationships with parents and children. The manager had not received an appraisal since taking up her post in February 2019. The completion of this procedure would identify areas where the manager needed additional support and the areas of professional strength. (See recommendation three.)

The organisation had begun the process of carrying out monitoring visits to the club. One had taken place shortly before our visit. This audit focussed on processes. For example, communication sent to parents, and marketing materials distributed as appropriate were some of the areas audited. The organisation needed to develop an evidence-based method of assessing the quality of the service focussing on the outcomes for children. (See recommendation 4.)

Requirements

Number of requirements: 1

1. The provider must ensure that children's health, welfare and safety needs are met. By 30 November 2019, the provider must ensure that sufficient information is gathered and recorded about each child to develop a personal plan that clearly sets out how their needs will be met. This must include:
 - a) Recording sufficient information about a child to meet care and support needs and any individual strategies for support to be implemented
 - b) Ensuring that procedures are in place to enable effective communication and information sharing with staff and other services involved in the care and support of individual children
 - c) Increased understanding and use of chronologies.

This is in order to comply with, Health and Social Care Standard 1.15 'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices.' and Health and Social Care Standard 1.23 'My needs, as agreed in my personal plan, are fully met, and my wishes and choices are respected.'

Regulation 5. (1)(2) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011/210.

Recommendations

Number of recommendations: 4

1. To ensure that children's health and wellbeing needs are met clear recording procedures should be followed to ensure accurate and full recording of medication needs and the administration of medication. This is consistent with the Health and Social Care Standards 1.15 'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices.'
2. To promote a clear understanding of the procedure for reporting child protection concerns senior managers from the organisation should review the child protection procedure to ensure it meets current good practice and legislative guidance for child protection. This is consistent with the Health and Social Care Standards 3.20 'I am protected from harm and neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities.' and 4.11 'I experience high quality care based on relevant evidence, guidance and best practice.'
3. To enable the manager of the service to further develop her knowledge and confidence in the role. Senior managers of the organisation should ensure that the manager receives an appraisal to help identify areas of professional strength and areas where more support is necessary. Senior managers should provide enhanced opportunities for more in depth induction and regular support. This is consistent with the Health and Social Care Standards 3.14 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes.' and 4.23 'I use a service and organisation that are well led and managed.'
4. To ensure that the organisation can accurately assess the quality of the service and develop plans for improvement the group manager and service manager should develop an effective and evidence based system for quality assurance. This is consistent with the Health and Social Care Standards 4.11 'I experience high quality care and support based on relevant evidence, guidance and best practice' and Health and Social Care Standard 4.19 'I benefit from a culture of continuous improvement, the organisation having robust and transparent quality assurance processes'.

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

The manager and staff should ensure that personal plans include information about areas where a child is being supported. This will include areas such as development, behaviour, health or offering support through GIRFEC procedures. The information should be held centrally in the child's file and updated regularly. National Care Standards for Early Education and Childcare up to the age of 16. Standard 6 – Support and Development.

This recommendation was made on 31 May 2017.

Action taken on previous recommendation

The recommendation was not met. A requirement has been made with regard to personal planning.

Recommendation 2

The manager should ensure that she has the updated and full range of organisational policies and procedures to inform the practice in the club. National Care Standards for Early Education and Childcare up to the age of 16. Standard 14 – Well-managed Service.

This recommendation was made on 31 May 2017.

Action taken on previous recommendation

Since our last inspection many policies and procedures had been updated. This recommendation was met.

Inspection and grading history

Date	Type	Gradings
31 May 2017	Unannounced	Care and support Environment 5 – Very good 4 – Good

Date	Type	Gradings	
		Staffing Management and leadership	Not assessed Not assessed
6 May 2014	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 4 - Good 4 - Good
31 May 2013	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good 4 - Good 4 - Good 3 - Adequate
13 Jun 2012	Unannounced	Care and support Environment Staffing Management and leadership	3 - Adequate 3 - Adequate 3 - Adequate 2 - Weak
15 Nov 2011	Unannounced	Care and support Environment Staffing Management and leadership	3 - Adequate 3 - Adequate Not assessed Not assessed
22 Sep 2009	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good

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