

Wallyford After School Club Day Care of Children

Wallyford Primary School
Futures Way
Wallyford
Musselburgh
EH21 8FF

Telephone: 01316 652 865

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Unannounced

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Service provided by:
Edinburgh and Lothians out of School
Care Network.

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CS2006117126

About the service

Wallyford After School Club is provided by Edinburgh and Lothians Out of School Care Network (ELOSCN). We refer to the service as the club in this report. The club is registered with the Care Inspectorate to provide a care service to a maximum of 55 children at any one time who attend primary school and those in first year of secondary school.

The club operate a breakfast club and after school service.

The club use part of the gym hall at Wallyford Primary School. Children have daily access to the nurture garden and school playground for physical and 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 are testing our new ELC quality framework for day care of children, childminding and school aged childcare. This inspection was included as part of the test. We have evaluated the service based on key questions and quality indicators linked to the framework. As this was a test, we will not be publishing the evaluations. More information about the quality framework and methodology can be found on our website www.careinspectorate.com

What people told us

During our visit we spoke to several children. They had been told by staff why we were there and many of them came to tell us about their club. Comments included:

'I really like coming to the club. We get games and things to do.'

'*** is really kind and you can ask her anything.'

'Staff look after us and stop people being mean.'

'I just really like coming because it's fun.'

We asked the manager to issue an e-mail to parents on our behalf. We asked parents to comment on the quality of the club. Three parents responded to our request. They made very positive comments about the club, the time their children spent there and the staff group. They confirmed that communication with parents was effective and that there was regular updating of information about children's care needs.

How good is our care and learning?

1.1: Nurturing care and support

There had been improvements to the processes for personal planning, which details how children's care and support needs will be met. There was a range of information gathered and this was regularly checked with parents, to ensure that it was current and accurately reflected the child's needs. An overview sheet had been developed for easy reference. This highlighted support strategies for both care and medical needs.

Chronologies were in place and were being used to record significant incidents which provided a timeline for staff to review and check progress.

Interactions between staff and children were consistently kind, caring and warm which promoted children's confidence in the people caring for them. Staff had a very good understanding of the primary school age group and had good banter and fun with children, who really enjoyed these interactions. We observed that children went easily to staff for assistance or just to have a chat. To further support children's mental wellbeing, staff had used Worry Sticks. Children placed their stick in the post box. Staff checked this box several times during the session and approached the children who wanted to share their concern or worry. This helped to support children who needed confidence to begin a sensitive conversation with staff. Staff were following the principles of nurture, but we assessed that they did not fully understand the positive impact of what they were doing. We have suggested that some professional development in this area would help staff understand and further implement nurture principles.

Snack options had improved significantly to follow good nutritional guidance. Water or milk was provided with snack and throughout the session to ensure that children remained hydrated. Snack was a well-supported and sociable time. Staff understood the benefits of children having a chance to sit together and chat at the end of a busy school day. Staff and children had developed a wellbeing book which included information about how exercise improves health and wellbeing, examples of snack and easy recipes.

1.2: Children are safe and protected

Children were kept safe and protected by staff who understood child protection policies, procedures and how to implement them. To ensure that staff had a shared understanding of child protection, the organisation had made the training and continued discussion about child protection a focus since the last inspection. Staff were confident about procedures and where to seek advice and support if they were concerned about a child's welfare.

Staff and children were in the process of developing club guidelines so that everyone had a shared understanding of how to behave in the club. Staff already had clear guidelines of how to support children's behaviour. Some had identified they would like more training in this area. Overall we could see that staff had a firm but kind and consistent manner when supporting children to manage their behaviour or feelings.

1.3: Play and learning

The indoor area provided children with a good range of resources and children were actively engaged in their play. The Wallyford ASC Book of Play, evidenced that a wide range of play opportunities were provided including raising butterflies, making bird feeders, cooking and baking and outings to local community places. The experiences were linked to the wellbeing indicators to highlight the outcomes of these activities.

Outdoor opportunities for fresh air and physical play were offered every day. Children were not engaged in the limited range of activities provided. We have asked the manager and staff to further develop the play opportunities for outdoor play to ensure that it too provides an engaging range of resources for children to take part in.

Areas for improvement

How good is our setting?

2.2: Children experience high quality facilities

The school gym hall used by the club provided a large and well-ventilated space for children's play. Although it was a difficult space to make cosy and comfy, staff had tried to separate the room with resources to give it a playroom/clubroom feel. Staff had used a large board to display children's work and information about the club, the wellbeing indicators, work around children's mental and physical wellbeing and information about Covid-19.

The layout of the play space had improved since our last visit. This enabled children to be more engaged with fewer, but a better-quality range of resources. Children could still request additional resources if they wished, and this responsive play was well accommodated by staff. Areas for children's play were tidy and being maintained during the session, which kept them looking attractive and inviting.

The club had access to a 'chill out' room. This was a very useful space and could be used by the older children in the club. It was also used with staff if children needed to have some time to calm down or be apart from the group. We have asked the manager and staff to consider the resources and layout of this room, to ensure that it provides a good quality space to meet the needs of children.

A number of risk assessments were in place to ensure that the areas used by children and activities they took part in were safe. Parents and visitors could not gain access to the club without a member of staff. Children were well monitored by staff to ensure that they could not leave the club by themselves. To help children learn about what they could achieve, some opportunities for risky play were offered. As the breadth of outdoor play experiences improves, so too will the opportunities for some of this calculated risk taking.

How good is our leadership?

3.1 Quality assurance and improvement are led well

The organisation had developed an improvement plan. This included areas for improvement in the groups ten after school clubs. The organisation had improved the general auditing and monitoring of club performance and quality. We assessed those senior managers were secure in their assessment of the clubs strengths and areas where further development could take place.

The manager of the club and the staff team had started the process of looking at the quality of their service. We looked at evidence of improvement, which included what was to be improved and how this would be achieved. We spoke to the manager about further developing this system to identify what led them to recognise improvement was needed. They needed to say how they bench marked their quality and who would be responsible for driving the improvement. This information should be pulled into a working action plan, shared with staff, parents, and children to enable them to help assess increase in quality.

Aims and objectives for the service are organisational and were developed by the group managers. The manager and her team had a clear focus on inclusion, and we suggested that as a club they could develop their own aims to sit alongside those broader aims of the organisation.

The organisation had increased the opportunities for parents to comment on the quality of the club and the holiday provisions. We see could that the manager and staff had developed meaningful methods to consult with children and ask for their opinions and views. They had contributed to the completion of the floor

book, made comments about the quality of the activities and snack. Involving children in this way helped them to feel a sense of ownership over their club.

Procedures to audit processes and quality of recording were in place. Medication, accidents and incidents were reviewed by the manager. We spoke to her about the time needed to do this and the possibility of delegating some of these tasks as part of encouraging leadership in the club.

How good is our staff team?

4.1 Staff skills, knowledge, and values.

To help promote a shared vision for the club, regular team meetings took place. Staff contributed to the agenda and minutes of these meetings. They clearly identified who was to be responsible for each action point. The manager attended an organisation meeting once a month. This ensured that the senior managers of the organisation could share information with club managers who then communicated this to staff. Minutes of these meetings were focussed and evidenced a consultative approach to senior management but also managers and staff being made accountable for the quality in their clubs.

All staff had an annual appraisal. These had undergone a change since our last inspection. They now included specific targets for staff to ensure that they continued to develop professionally. In the appraisal we could see that the organisation had identified training which needed to be done, but that staff identified some training that they wish to carry out. This helped to build on the interests and professional strengths of staff.

The skill and experience mix in the staff group was appropriate to meet the needs of children. The manager was registered to start the BA in Childhood Practice. The organisation was proactive about providing opportunities for unqualified staff to start their formal childcare training. Staff had effectively used time during the period of Covid-19 to undertake a good range of professional development. The organisation had begun the process of asking staff to reflect on their learning and how they used it in practice. This was helping staff to identify what further training they would be interested in to help them develop and provide more positive outcomes for children in their care, through that increased professionalism.

Members of the staff team were consistent. This had helped them to forge good working relationships with each other and children they were caring for. We noted that they were respectful of each other and the way they behaved provided good role models for children in their care.

What the service has done to meet any requirements we made at or since the last inspection

Requirements

Requirement 1

The provider must ensure that children's health, welfare and safety needs are met. By 30 January 2020, 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,

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

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.'

This requirement was made on 15 November 2019.

Action taken on previous requirement

Information had been gathered in an overview view sheet which clearly highlighted children's needs and support strategies for both care and medical needs.

The overview sheet provided staff with easily accessible information. Allergies and requirements were detailed on a summary sheet on the wall for all staff to see.

Chronologies were in place and were being used to record significant incidents which provided a timeline for staff to review.

Met - within timescales

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

To enhance the skills and confidence of staff the provider should ensure that staff are encouraged to attend a wide range of training. Staff should focus on current play practice for planning of activities and how to provide dynamic and exciting play opportunities, child protection and behaviour management.

This is consistent with the Health and Social Care Standards 3.14 'I have confidence in people because they are trained, competent and skilled and are able to reflect on their practice and follow their professional and organisational codes.'

This area for improvement was made on 15 November 2019.

Action taken since then

Indoor play opportunities were much improved. Planning for activities was in place and children were engaged in the range of indoor resources on the day of our visit. Outdoors opportunities could be developed further. We comment on this in our report.

This recommendation was met.

Previous area for improvement 2

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.'

This area for improvement was made on 15 November 2019.

Action taken since then

The organisation had a clear improvement plan with actions to push forward improvement.

The club had begun the process of identifying areas for improvement. The process needs more work to ensure that it is a cohesive process but we could see from evidence provided that improvement and reflective practice was now being implemented in the club.

This recommendation was met.

Complaints

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

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