

# Central Leith After School Provision at Leith Primary Day Care of Children

Leith Primary School  
St. Andrews Place  
Edinburgh  
EH6 7EG

Telephone: 07967 674 627

**Type of inspection:**  
Unannounced

**Completed on:**  
2 September 2021

**Service provided by:**  
Central Leith After School Provision

**Service provider number:**  
SP2003003095

**Service no:**  
CS2003044511

## About the service

Central Leith After School Provision (known as CLASP) was registered with the Care Inspectorate on 1 April 2011. The service can care for a maximum of 70 children of primary school age at any one time. 40 children may be cared for at 4 Duncan Place, Edinburgh EH6 8HW. These numbers are included in the maximum number of children and should not exceed 70.

CLASP is provided by Central Leith After School Provision Management Committee. The service operates from facilities within Leith Primary School and at 4 Duncan Place, which is located next door to the primary school. Children benefit from regular outdoor play opportunities because the service makes full use of Leith Primary School playground and the nearby Leith Links Park. The provision provides a service to children who attend Leith, St Mary's and Hermitage Park Primary Schools.

The service aims to:

- provide an enriching play space for the children
- to follow The Playwork Principles
- run affordable and accessible services
- promote equality and children's rights
- actively promote and enable inclusion of children with additional needs
- ensure that the service is financially viable
- support every child's needs by working in partnership with parents and professionals.
- make the daily experience of the service interesting and rewarding for all involved
- provide a quality service for all children and staff trained and qualified to the highest standards
- enable parents to take up work, training opportunities and to provide other support to families.

We carried out site visits to the service on Monday 30 August and Wednesday 1 September and completed the inspection using telephone calls, virtual meetings, and the submission of documents. Feedback was given on Thursday 2 September 2021.

As part of this inspection, we took into consideration Key Question 5 - Operating an early learning and childcare setting (including out of school care and childminders) during Covid-19 with a specific focus on Quality Indicator 5.2: Infection prevention and control practices support a safe environment for children and staff. We will report on the overall performance of this indicator in the report.

## What people told us

Children were very engaged in their play throughout their time in the setting. They were happy to chat to us during the inspection. They told us:

"We get outside almost every day."

"We went on trips on Fridays but it had to stop because of coronavirus, we went to get pizza."

"My favourite things are to collect sticks and leaves. I like to play with my friends. We bake cakes, cookies and banana bread."

"It is ok here but there is not much to do for my age group. I like the gym hall but I haven't been there for a while."

"The staff are really caring."

"It is good in the summer; we get to go on trips."

We asked the service to issue an e-mail to all parents on our behalf to invite them to offer feedback about the service. Twelve parents took up this offer and their comments included:

"I think the staff really know and care about the kids they care for. They communicate well with parents, be that verbally at pick up and in email communication and newsletters."

"I cannot think of anything that I would suggest to improve the service. My child is happy, feels safe and cared for and he loves going to the club. He hates it if I collect him early."

"The club provides easily accessible, affordable, high quality childcare with staff that truly care about the children in their care. They take every effort to get to know families."

"I would like to see a greater range of activities for the older children. Both my children when they have reached primary seven have felt a little bored at times."

"Our child has been going to the club for seven years and I couldn't have asked for a better experience for him. I have had complete confidence in the staff since day one."

"The holiday provision is great. The team are always coming up with different ideas, especially this year when unable to do trips. They came up with some great theme days and I think children enjoyed the bouncy castle."

## Self assessment

We did not ask the service to submit a self-assessment, however, we did look at the service improvement plan, which identified appropriate priorities for improvement.

## From this inspection we graded this service as:

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

## What the service does well

Children were busy playing with friends and were happy in the service. They were engaged in a range of interesting activities both indoors and outside. We saw that staff worked hard to provide a variety of interesting experiences for children after school and during the holiday provision.

The service benefited from the use of the additional building situated in Duncan Place. This provided more play space and had allowed the service to be able to work in smaller groups to follow the necessary Covid-19 restrictions.

We saw opportunities for children to make their own choices and lead their play. The activities sheet on the wall was a space for children to write up their play ideas, which were taken forward into planning.

During the inspection, one child was tasked with asking her friends what they would like to be included in future activities. She told us that she enjoyed this task and recorded their wishes about what activities they would to have at the club.

Staff felt well supported by management. Wellbeing, support and supervision meetings supported their welfare and happiness at work and helped them to develop their role. Staff were committed to continued professional learning and had clear personal development plans in place, which identified their next steps to improve practice. They effectively deployed their skills, using their strengths to provide opportunities to enhance outcomes for children. For example, some staff were trained to deliver opportunities in science, technology, engineering and mathematics (STEM). Those staff facilitated science experiments. For example, one where children learned about what happens when fizzy juice mixes with other ingredients.

Children's wellbeing was supported through compassionate and responsive care. We saw respectful interactions when children were given choice at snack time. Similarly, we observed nurturing interactions when a child was upset and staff took appropriate time to provide loving care. Children were supported to explore their own emotional wellbeing and had opportunities to discuss feelings and emotions. Mindfulness and yoga sessions helped to improve self-regulation and reduce stress and anxiety.

Children had regular opportunities to play outdoors, which encouraged them to be active and keep healthy. The school playground and nearby park provided an inviting space for children to explore and engage in sport and appropriate risk taking experiences. For example, holiday provision activities included tennis lessons and circus skills. One child told us "I love being allowed to climb trees."

## What the service could do better

All children had a personal plan which included appropriate information to support children's individual care and wellbeing needs. We suggested that the service could make better use of personal plans by linking the child's needs and interests into experiences offered. Moving forward, we reminded the management team that all plans should be reviewed with parents and children at least every six months to ensure that current needs and interests were supported at the right time.

To further improve children's play we suggested to the service that they could record children's views to allow them to reflect on play experiences. This could be used as a tool to discuss how the activity went and what children would like to do next.

At the time of inspection, staff planned to reintroduce electronic learning journals, which had been halted due to lockdown. We agreed that this would be beneficial to record children's play and learning experiences. The online journals could be a good opportunity for parents to be included and add their views. We suggested that children could help to record their experiences from their perspective.

Staff were familiar with child protection procedures. We advised staff that in order to keep up to date with current national guidance, they could refresh their training in child protection procedures. The child protection policy could be developed to clearly detail staff roles and responsibilities in the process to protect children from harm.

Yearly objectives were planned to improve the service. We suggested that staff, children and parents should be more involved in planning the yearly objectives. Similarly, there was scope to improve self-evaluation to support the ongoing journey of improvement. We reminded management to make use of national practice guidance to support self-evaluation.

We asked the service to consider children and parents feedback when evaluating the service. This should include the recent feedback about the need for more challenge for older children, who were at times feeling bored.

We spoke to the management team about our concerns for children who were walking home independently. There was the potential for children to be at risk of harm as there was not a clear and robust procedure in place. There was a need for clarity for staff, parents and children about how this is managed. The management team were keen to take our advice that robust measures should be put in place, monitored and evaluated regularly to ensure children's safety. (see recommendation one).

The service had recently improved their recruitment policy and procedures and had begun to link this to the national guidance 'Safer Recruitment Through Better Recruitment' to ensure that suitable staff, with the right skills and values were employed. However, management had not been aware that playworker assistants required to go through the same recruitment checks and be registered with the Scottish Social Services Council (SSSC). Management had begun to rectify this by the end of the inspection and we were satisfied with the action taken. (See recommendation two).

## Requirements

**Number of requirements: 0**

## Recommendations

**Number of recommendations: 2**

1. To promote children's safety, the service should further develop policy and procedures in relation to children who may walk home independently. Staff should be supported to understand the duty of care they have to keep children safe. The service should ensure robust measures are in place which are monitored and evaluated regularly. This would support children and families to understand the policy and ensure they are supported to stay as safe as possible.

This is in order to ensure care and support is consistent with the Health and Social Care Standards which state that: 'I am as involved as I can be in agreeing and reviewing any restrictions to my independence, control and choice' (HSCS 2.6) and 'I am helped to feel safe and secure in my local community' (HSCS 3.25).

2. For children to benefit from being cared for by suitable staff, with the right skills and values, the service should continue to develop their recruitment policy. The policy should follow safer recruitment guidelines as stated in the national guidance 'Safer Recruitment Through Better Recruitment'. The service should ensure that all staff go through all stages of a robust recruitment process, regardless of position. This would include staff being promoted within the service.

All staff must be registered with the Scottish Social Services Council (SSSC) within required timescale. The service should keep an audit of when staff SSSC registration is due for renewal and timescales for staff to complete necessary qualifications to meet conditions of their registration.

This is to ensure that children are safe and protected and the quality of staffing is consistent with the Health and Social Care Standards which state: 'I am confident that people who support and care for me have been appropriately and safely recruited'. (HSCS 4.24)

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://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

There are no outstanding recommendations.

## Inspection and grading history

Date	Type	Gradings
31 Jul 2017	Announced (short notice)	Care and support 4 - Good Environment 4 - Good Staffing 4 - Good Management and leadership 5 - Very good

Date	Type	Gradings
21 Dec 2016	Unannounced	Care and support Environment Staffing Management and leadership
		2 - Weak 2 - Weak 2 - Weak 2 - Weak
12 Jun 2014	Unannounced	Care and support Environment Staffing Management and leadership
		5 - Very good 5 - Very good 5 - Very good 5 - Very good
4 Jul 2013	Unannounced	Care and support Environment Staffing Management and leadership
		2 - Weak 4 - Good 4 - Good 4 - Good
7 Jun 2011	Unannounced	Care and support Environment Staffing Management and leadership
		5 - Very good Not assessed 5 - Very good Not assessed
13 Oct 2009	Announced	Care and support Environment Staffing Management and leadership
		5 - Very good Not assessed 5 - Very good 4 - Good
25 Feb 2009	Unannounced	Care and support Environment Staffing Management and leadership
		4 - Good 4 - Good 3 - Adequate 3 - Adequate

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