

BASC: Bonnyrigg Service Day Care of Children

Bonnyrigg Primary School
1 Cockpen Road
Bonnyrigg
EH19 3HR

Telephone: 01316 637 181

Type of inspection:
Unannounced

Completed on:
13 July 2022

Service provided by:
Bonnyrigg After School Club

Service provider number:
SP2003002903

Service no:
CS2003011999

About the service

BASC Bonnyrigg is an out of school care setting situated in a residential area of Bonnyrigg, close to local transport links, shops and community services. The setting is registered to provide care to a maximum of 70 children at any one time of primary school age to 15 years.

The setting is provided from two playrooms and a computer suite within the community area of Bonnyrigg Primary School. Children can also access the gym hall and outdoors for energetic play as well as the dining hall at lunch time.

About the inspection

This was an unannounced inspection type which took place on 7 July 2022 between 08:30 and 13:20. One inspector carried out the inspection. To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration information, information submitted by the service and intelligence gathered since the last inspection. In making our evaluations of the service we:

- spoke with children using the service and twelve of their family
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children experience fun in their play and learning.
- Staff support children's wellbeing through nurturing and responsive care.
- The effective deployment of staff enables children to choose to move freely between indoors and outdoors.
- Staff are flexible and support each other to work as a team to benefit children.
- Children have a clear sense of belonging in the setting.

From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

How good is our care, play and learning?	5 - Very Good
How good is our setting?	4 - Good
How good is our leadership?	5 - Very Good
How good is our staff team?	5 - Very Good

Further details on the particular areas inspected are provided at the end of this report.

How good is our care, play and learning?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality indicator 1.1 - Nurturing care and support

We evaluated this quality indicator as very good.

Children were valued and respected as individuals. They benefited from warm, caring, inclusive and nurturing care and support. Staff gave children lots of praise and encouragement and offered reassurance and comfort when needed. Staff were very good at developing meaningful relationships with the children and their families. Children were relaxed and confident with staff. Parents commented "the staff are friendly" and "the staff provide excellent care and attention to my child". Children were happy, confident and having lots of fun in the setting. The familiarity of the routine helped children to feel secure.

Children had lots of opportunities to make choices about their time spent in the setting. They had fun whilst playing games with each other, reading books, learning how to knit and working well together to build a den. A respectful ethos was highlighted on the 'my say matters' board where children could give feedback about the staff and the setting. This coupled with regular opportunities to vote for and comment on activities and snacks helped give children a sense of belonging.

Lunch was eaten in the dining hall, which was part of the setting's space. It was a well organised social time for children. They chatted to each other and staff gave them information about the activities on offer and any other information that children needed. The snack menu was varied and met healthy eating guidelines.

Since our last inspection, improvements had been made to the way that information about children was recorded. Each child had a personal plan where information was gathered to ensure staff were knowledgeable about children's needs. From speaking to staff we could see they knew children well and were working together to meet needs. We spoke about ways in which staff could enhance the existing approach to personal plans. Parents were happy with the way in which staff cared for their child, one commented "they are amazing with my son and they seem to know what he needs and even I can find that hard sometimes, I wouldn't know what I do without them".

Quality indicator 1.3: Play and learning

We evaluated this quality indicator as very good.

Staff supported children to lead their own play. Children's preferences were respected and as a result they were having fun in a relaxed atmosphere. Parents told us "my son loves it. He feels respected and likes that staff listen to his requests" and "staff take an interest in what my child likes and play opportunities are provided to meet his interests".

Staff encouraged children to play together, make friends and socialise. They supported children to make positive choices and accept responsibility for their actions. These approaches raised children's self-esteem and confidence and helped them to feel loved, safe and respected. Children told us "I love coming", "the

staff are lovely" and "my friends are here".

The setting recognised that access to a wide range of play opportunities enhanced children's capacity for positive development. A colourful wall display reminded staff and children of the importance of play and its fundamental role in to the healthy development and well-being of children. Children's voices were heard in the design and resourcing of play environments. Plans for play were child centred and responsive to children's requests throughout the day which enriched their play and learning. We saw that the program of activities brought excitement and children were looking forward to the summer festival they had planned for the afternoon. They were particularly looking forward to seeing the staff dance which showed a sense of fun and friendship. A child told us "the summer program keeps us entertained".

How good is our setting?

4 - Good

Quality Indicator 2.2: Children experience high quality facilities

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Children benefitted from a comfortable, welcoming environment with plenty of fresh air, space and outdoor play experiences. Children could independently access the outdoor area and develop their confidence as staff supported risky play on the playground equipment and loose parts play. Staff should put their recent training into practice as children would benefit from a more extensive range of tools and open ended resources to further engage their curiosity and challenge their thinking.

The setting had sole use of rooms in the school which enabled them to make the space their own using posters and wall displays. The rooms along with the use of the dining area and gym hall provided children with enough space for a range of activities. It was good to hear that plans were in place to secure a place on the school grounds for children to participate in planting and growing.

Children had access to well-maintained age and stage appropriate resources, which meant that the environment and activities were inclusive of all children. Staff provided a range of interesting experiences that children enjoyed. Children particularly enjoyed the role play opportunities. For example, a child spent a lot of their time taking their suitcase between indoors and out to pack for "their holiday".

Safety measures were in place to minimise risk and to keep children safe. We were told staff paid close attention to supervision in the playground as it was a communal walkway in the community. We spoke about this being continually reviewed to ensure children were aware of the play parameters to minimise risk.

How good is our leadership?

5 - Very Good

Quality Indicator 3.1: Quality assurance and improvement are led well

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

The manager regularly spent time in the setting which supported them in building a good relationship with staff and children. This meant that staff felt supported and the manager had a good overview of the service

and how it was meeting children's individual needs. A parent told us "leaders and managers are very present and communicate well and promptly".

Priorities within the development plan related to children's play and routines. For example developing chill out areas, further improving the snack experience and enhancing play areas. This demonstrated a commitment to ensuring that high-quality learning through play was at the heart of improvement planning.

Recent self-evaluation processes were effective in bringing positive change to children's personal plans, medication systems and supporting staff well-being. We spoke about how medication recording could be further improved by ensuring the most up to date information was stored with children's medication.

Children and families views were actively sought to inform the development of the setting. We saw examples of how views impacted on the setting. For example, following a parent suggestion, a noticeboard was now on display at the entrance hall to inform parents and children of the days events and activities. This coupled with a weekly email update and the use of an online app meant that parents received up to date information of what their child had been involved in.

Parents spoke positively about the management of the setting, telling us "they are always helpful and there when I need them", "very good at communication", "I feel communication is much better than last year. So I am happy with the leadership" and "she is very approachable and prompt with her replies". Children told us they "loved" and "enjoyed" the setting. One child told us "I'd give it one hundred out of six".

When asked what the setting could do better, parents told us, "the service is always looking at ways to change and improve" and "nothing". A few parents mentioned that now Covid-19 restrictions were lifted, they would like to be able to go into the setting more. Management and staff should now make parent's entry into the setting a regular occurrence so they can experience the setting first hand. This would further parents involvement in influencing change and facilitate stronger partnerships approaches to care, play and learning outcomes.

How good is our staff team?

5 - Very Good

Quality Indicator 4.3: Staff deployment

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Staff were friendly, kind and caring. We observed positive interactions between the staff and children. This provided children with comfort and reassurance and also helped them feel welcome and included.

Arrangements were in place to promote continuity of care and ensure communication with families. Staff communicated very well with their colleagues when a task took them away from their responsibilities. As a result, staff worked together to ensure effective supervision and quality engagement with children. This was echoed by a parent who told us "I feel that all staff work together to provide a strong service".

To support good outcomes for children, daily routines and use of available space were planned for and staffed appropriately. The use of walkie talkies facilitated staff to communicate when outdoors and to keep track of children when moving between indoors and out. Busier times of the day, such as arrival and departure times were recognised and planned for. Having one person available to answer the door and

speak to parents meant that other staff were not interrupted and could meet children's needs and provide continuity of care.

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

Requirements

Requirement 1

Children's health, welfare and safety needs must be met. In order to achieve this, by 12 April 2021 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, medical 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) Planning review dates at least every six months in consultation with parents or sooner if a child's support needs change.

This is to comply with The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI/2011/210) Regulation 5 (1)(2) Personal plans.

This is to ensure care and support is consistent with the Health and Social Care Standards which state '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.' (HSCS 1.15) and 'My needs, as agreed in my personal plan, are fully met, and my wishes and choices are respected.' (HSCS 1.23)

This requirement was made on 21 January 2021.

Action taken on previous requirement

From the records we sampled at this inspection, we found that significant work had been carried out to ensure sufficient information was gathered and recorded about each child to meet care and support needs, medical needs and any individual strategies for support. Procedures were in place to enable effective communication and this was evident from our conversation with staff. Review dates were planned to ensure records were kept up to date.

Met - within timescales

Requirement 2

Children's health, welfare and safety needs must be met. In order to achieve this, by 26 April 2021 the provider must ensure that risk assessments are in place for all aspects of service delivery and in line with current local and national guidance related to COVID-19 pandemic.

This is to comply with The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI/2011/210) Regulation 4 (1)(a) Welfare of users.

This is to ensure care and support is consistent with the Health and Social Care Standards which state 'I experience high quality care and support based on relevant evidence, guidance and best practice.' (HSCS 4.11)

This requirement was made on 21 January 2021.

Action taken on previous requirement

Following the last inspection, staff and management had revisited Covid-19 guidance. From looking at records and observing staff practice, we saw that as a result, staff practice was in line with current local and national guidance.

Met - within timescales

Requirement 3

Children and parents must experience a service which has a culture of continuous improvement. In order to achieve this, by 31 May 2021 the provider must ensure that there are robust and effective quality assurance procedures in place. This should include but not be limited to:

- a) ensuring accurate and up to date record keeping
- b) clarifying staff roles and responsibilities and the consistency of staff practice using local and national guidance
- c) reviewing policies and procedures with staff to develop a shared approach which helps achieve continuous improvement
- d) developing systematic and rigorous procedures for self-evaluation, auditing and monitoring of all areas of the service to promote positive outcomes and experiences for children.

This is to comply with The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI/2011/210) Regulation 3 Principles, 4 (1)(a) Welfare of users and 15 (b) Staffing

This is to ensure care and support is consistent with the Health and Social Standards which state 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes.' (HSCS 4.19)

This requirement was made on 21 January 2021.

Action taken on previous requirement

Since the last inspection, improvements had been made to the quality assurance processes. Staff meetings were used as a platform to ensure staff understanding of policies, clarification of roles and responsibilities which helped to create a shared approach to continuous improvement. A system for auditing and monitoring all areas of the service had been developed. Whilst it was too early to assess the impact of this, the work carried out was sufficient to meet this requirement.

Met - within timescales

Complaints

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

Detailed evaluations

How good is our care, play and learning?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very Good
How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good
How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good
How good is our staff team?	5 - Very Good
4.1 Staff skills, knowledge and values	5 - Very Good

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