

School's Out Peebles Day Care of Children

Peebles Community Centre
Walkershaugh
Peebles
EH45 8AU

Telephone: 07575 857 585

Type of inspection:
Unannounced

Completed on:
25 October 2022

Service provided by:
Perceptive Action C.I.C.

Service provider number:
SP2014012332

Service no:
CS2014328238

About the service

School's Out Peebles is registered to provide a service to a maximum of 35 children at any one time of primary school age and up to and including S2 children.

The service operates from a hall within Peebles Community Centre. It has exclusive access to the kitchen toilets and outside area during hours of operating. Regular access to the sports hall is also available. The service is located in the heart of Peebles close to schools, parks and local amenities.

About the inspection

This was an unannounced inspection which took place on 21 October 2022, between 12:00 and 17:15. The inspection was carried out by one inspector from the Care Inspectorate. To prepare for the inspection, we reviewed information about this service which 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 who attended the setting and eleven of their parents
- Spoke with the manager and staff
- Observed staff practice and daily life
- Reviewed documents.

Key messages

- Children benefitted from positive relationships with staff.
- Children accessed outdoor play regularly, encouraging healthy lifestyles and active play.
- Staff were committed and motivated to providing good outcomes for all children in their care
- Personal plans could be improved in support strategies to provide a consistency of care.
- Staff should become familiar with best practice guidance to support positive outcomes for children

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?	4 - Good
How good is our setting?	4 - Good
How good is our leadership?	4 - Good
How good is our staff team?	4 - Good

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

How good is our care, play and learning?

4 - Good

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

1.1 Care and nurture

Children were happy and relaxed in the setting, and benefitted from a warm and responsive approach of staff. We saw they were listened to in ways that encouraged them to feel valued and included. They told us they were happy at the club and there were "fun things to do " and "staff are good".

All of the parents who returned our survey were happy with the care and support their children received. One parent told us "I couldn't ask more from any of the staff, my child is welcomed, happy and above all safe".

Staff knew children well and treated them as individuals. They were encouraged to be kind to each other and staff supported friendships through play. Staff and children together had created 'club rules' of how to behave and how to treat each other. These were displayed within the club. This demonstrated children were listened to and their suggestions valued. Children's emotional wellbeing was promoted and their emotions were acknowledged and responded to in a caring and empathetic way. This supported children to understand and express their emotions as well as understand the emotions of others.

Children's overall wellbeing was supported through personal plans. These were in the process of being further developed and children were actively involved in completing the 'all about me section' in line with the wellbeing indicators. This meant it was meaningful for children and they were involved and included in making choices to support their needs and interests.

Staff demonstrated how well they knew children and were able to talk through strategies of support in place for individual children, however, these were not always recorded. The service should continue to develop personal plans to ensure that support strategies are recorded. This will contribute to children receiving consistency and continuity in their care.

Children sat together for snack which provided a social and relaxed occasion where children chatted with each other and staff about the events of the day. We found that the snack menu did not always provide healthy options in line with good practice guidance. To further support a positive mealtime experience the service should review their procedures and ensure snack choices are healthy and meet children's nutritional needs. Practice guidance 'Healthy Eating in Schools, would help staff support children to develop more positive relationships with food.

1.3 Play and learning

Children benefitted from opportunities for freely chosen and planned play experiences. They were actively leading their own play and learning, engaged with resources which supported their interests. These included construction play, digital games, and arts and crafts. Parents told us they were happy with the activities and experiences offered to their children and one parent commented "Children get to do a huge variety of different activities, crafts and days out".

Floor books had been used to record children's experiences and capture their voices. This supported staff to identify and plan future learning, however these had not been updated for several months. We discussed the need to ensure these were kept updated. This would provide children with further opportunities to share their opinions and shape their own experiences.

Healthy lifestyles were promoted through regular active physical play and fresh air. The local community was used well to support activities and gave children a sense of belonging. The park had a range of activities and provided opportunities for climbing, balancing and swinging. Staff supported a risk benefit approach which supported children to take risks which allowed them to push themselves and learn boundaries in a safe secure environment and assess their own play.

How good is our setting?

4 - Good

We made an evaluation of good for this theme, as several important strengths, clearly outweighed areas for improvement. The strengths identified had a significant positive impact on children's experiences.

2.2: Children experience high quality facilities.

Children benefitted from a welcoming, safe and well maintained environment. The service was based in a large bright hall within the community centre with direct access to the outside area and regular use of the sports hall. Procedures and practices within the setting supported good infection prevention and control which included effective hand washing,

All parents told us they were happy with the setting and parents comments included:

"Staff are always looking out for the children and making there place safe and fun for our children"

"Schools out is amazing".

"There was an open day recently and my child gave me a tour and showed me the things he liked. I liked the environment as it had different zones (outdoor space, big hall and relaxing zone which I thought was great".

There was a range of activities and resources that reflected children's interests and they could use their school iPads for homework purposes or to play games. In response a digital policy had been developed. Loose parts and natural resources were available but were limited in choice, Staff told us that this was an area that was in development and further resources were being sourced to further promote children's curiosity and imagination. Children told us they liked "art and crafts", "playing in the sports hall" and "going to the park". One child told us they would like to "play in a house corner".

Active play and ball games were enjoyed in the large sports hall, with free flow access to a small outdoor space. Children enjoyed daily physical exercise. For example, children enjoyed using the large sports hall which supported their physical skills, including football, badminton dance and gymnastics.

Information about children was kept securely in a locked filing cabinet. Sensitive information such as child protection was only shared with those who needed the information to meet children's needs. Staff had a good understanding of confidentiality, and this was reflected in their communication with parents.

How good is our leadership?

4 - Good

We made an evaluation of good for this theme, as several important strengths, clearly outweighed areas for improvement. The strengths identified had a significant positive impact on children's experiences.

3.1: Quality Assurance and Improvement are led well.

The manager provided effective leadership and staff told us they felt valued, and well supported. Parents told us that they felt the service was well led and one parent told us the manager is very knowledgeable and passionate about getting it right for all service users".

An ethos where staff felt empowered to share responsibility for the development and improvement of the service was encouraged by the manager. For example one of the staff had a lead role in the development of loose parts and natural resources within the club, This would provide further challenge and extend children's play and learning.

Staff had a positive working relationship with parents promoting effective communication through a range of methods. These included face to face contact, social media and texts. This ensured that they were kept up to date with what was happening within the service. Feedback from parents told us that the manager and staff met children's needs and one parent told us "I can't think of anything, they do everything to such a great standard I really can't fault them"

Self-evaluation processes had allowed staff and children to reflect on experiences offered and identify areas to develop. To further evaluate performance the manager and staff should familiarise themselves with 'A quality framework for day care of children, childminding, and school-aged childcare'. This would help support and develop improvements within the service and support children to reach their full potential.

How good is our staff team?

4 - Good

We made an evaluation of good for this theme, as several important strengths, clearly outweighed areas for improvement. The strengths identified had a significant positive impact on children's experiences.

4.3: Staff deployment.

Staff worked well as a team which helped create a welcoming and relaxed atmosphere for children. They encouraged children to have a voice and showed them that their views were valued and important.

All Parents were positive in their responses of staff and told us "they are fantastic" A further parent told us "Claire and the girls are so warm and welcoming, they go over and beyond for not only the children but the parents too".

Staff had regular opportunities to meet informally at the beginning and end of session. and more formally through regular team meetings and appraisals. These provided opportunities to discuss their general wellbeing, practice issues, areas of improvement and reflection of learning and development.

Sufficient staffing levels were in place to ensure children's needs were met in a consistent manner. Staff were deployed in a way that meant there was a mix of skills and experience and they worked well together supporting each other to complete routines of the day. Staff used phones to communicate with each other between the indoor and outdoor areas to ensure effective supervision and quality engagement across the day.

Staff had a range of childcare skills, knowledge and experience and had undertaken core training in child protection, first aid and food hygiene. Staff were safely recruited and were registered with Scottish social services council (SSSC) They demonstrated a good knowledge of safeguarding children which supported children's health, welfare and safety.

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?	4 - Good
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	4 - Good

How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good

How good is our leadership?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good

How good is our staff team?	4 - Good
4.1 Staff skills, knowledge and values	4 - Good
4.2 Staff recruitment	4 - Good
4.3 Staff deployment	4 - Good

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