

## Spring Oscars @ Corstorphine Day Care of Children

Corstorphine Community Church  
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Edinburgh  
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**Type of inspection:**  
Unannounced

**Completed on:**  
1 November 2022

**Service provided by:**  
Out of School Scotland Limited

**Service provider number:**  
SP2007009266

**Service no:**  
CS2017354572

## About the service

Spring Oscars @ Corstorphine provides school aged childcare to a maximum of 74 children at any one time.

The service is part of Out of School Scotland Limited, an organisation providing day care services for children across Scotland. Based in Corstorphine Community Church, the service provides out of school care to children attending Corstorphine Primary School. A large hall is available for children to play. In addition, a kitchen, meeting room and toilets are accessible. The garden area is a public space, however, the service has considered safety of children.

The service benefits from being close to local amenities and public transport links. Street parking is available around the local area.

## About the inspection

This was an unannounced inspection which took place on Thursday 27 October 2022 between 14:15 and 18:10. The inspection was carried out by two inspectors from the Care Inspectorate.

To prepare for the inspection we reviewed information about the service. This included previous inspection information, information submitted by the service, and intelligence gathered since registration.

In making our evaluations of the service we:

- Spoke with children using the service, and heard from four parents by email;
- Spoke with staff and management;
- Observed practice and daily life, including the walk from school;
- Reviewed documents.

We gave feedback to the manager and provider by videocall on Tuesday 1 November 2022.

## Key messages

- Children had nurturing and fun relationships with staff who were interested and knowledgeable about them and their lives.
- A warm, inviting and interesting setting gave children the strong message that their comfort, enjoyment, and wellbeing was important.
- The stable and committed team had the skills, experience, and motivation to achieve positive outcomes for children.
- The team should continue to embed the newly revised process for children's personal planning, whilst monitoring its impact and evolving the forms to improve 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?	5 - Very Good
How good is our setting?	5 - Very Good
How good is our leadership?	4 - 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 made an evaluation of very good for this key question, as major strengths in supporting children's outcomes were demonstrated.

### Quality Indicator 1.1: Nurturing care and support

Children were nurtured and supported throughout their daily experience. Children were warmly welcomed by staff who supported them to debrief from their school day. The wait for all children to come out of school was fun and sociable whilst children and staff caught up with each other's news, and made plans for their afternoon ahead. A parent recognised this saying, "It's a wonderful wind down for my child from the work in the classroom, but likewise they are learning all the time at after school. My child loves role play and after school provides this, as well as lots of creative sessions, again something they love."

Daily routines were familiar and consistent which was reassuring for children. They knew to store their belongings away, wash their hands, and then choose their activities. Children looked happy and relaxed. Snack was a relaxed and sociable time where children could eat and chat with friends at their own pace. Children served their own food which was healthy and prepared safely, practicing skills such as pouring, spreading and slicing. A child told us, "We get to choose some snacks but we have to balance out healthy things with salt and sugar." Staff were present throughout snack to offer support if needed, and to reduce risk factors around eating.

Children's individual wellbeing benefited from effective use of personal planning. All children had a personal plan which outlined their needs and how the service could support them. Parents reported that the service was proactive in seeking out information about children to enable them to offer support. They were satisfied that the service held up to date and relevant information about their children. Staff were knowledgeable about children and used the information to ensure individual needs were met. Parents appreciated the feedback they got daily and the online updates, which supported consistency for children. A parent said, "I find the regular updates on the app very helpful, and it's great to see pictures on there of what they are up to."

Children were getting the support they needed to reach their full potential. A strong focus on children's rights meant that children were empowered and involved in the care they received. A parent felt their child was supported well saying, "Staff have quality relationships with all the children and are personally invested in, and go above and beyond, to ensure they are doing well." Staff were aware of their role in keeping children safe and well.

### Quality Indicator 1.3: Play and learning

Children were having fun as they experienced quality play, learning, and development opportunities. A range of experiences were available and ready for children when they arrived, which a child appreciated by commenting, "It's great!" The layout allowed children to see what was available and decide their interests. They settled to play quickly and remained engaged throughout the session. Children were playing in construction, role play, physical games and art. They had space and freedom to move resources and use them as they wished. For example, children took play food things to the book tent for their game. This was empowering for children and promoted their imagination and autonomy.

A cosy and relaxed reading area was well used, with children quietly playing together or looking through books. A parent said, "The children all seem very happy and have a wide variety of activities to do, and a good balance between doing things and chill time."

Learning experiences for older children had been developed around snack. These were challenging and supported life skills such as, food preparation and the consideration of food hygiene. Children were taking responsibility for planning and preparing snack which made them proud. They told us they didn't have to be involved, but they enjoyed it, so were happy.

In the garden, children were enjoying the fresh air and using the space to be active. They were being creative with resources they had, creating a game together. They also played table tennis and ran around. A parent said, "I love how they have outdoor space for the kids to play outside too. I like that the children can choose what they want to do, what activities they like, and that they get a choice."

Children were empowered to be involved in their play and learning through interactions and actions of staff. The daily routine had been improved to empower children to choose where and what to engage in. This meant they could make their own decisions about what they needed and how their needs could be met. For example, play was not interrupted to eat snack as children chose when to eat snack.

A new planning process was being trialled to involve children more and capture their interests. A child told us, "We write things we want to do on the board and we get to do them the next time we are in." A parent had observed this and said, "I have noticed they really involve the children in what is done in the club and incorporate their ideas and suggestions." Children had developed roles within the setting such as snack helpers and librarians, and their achievements were recognised and celebrated. This built self-esteem and a sense of purpose.

Staff regularly joined play or joined children to comment on their activities. This sometimes led to discussions and extended the child's ideas. For example, staff initiated a discussion about dinosaurs which added to the child's plans for their play scene. At other times, staff picked up on cues that children did not want their input and left. This was respectful of children's space and preferences.

Staff were actively observing and responding to children's interests, and thought of ways to extend their ideas. For example, adding a catwalk to the dress up clothes area, or developing their interest in football. This awareness and understanding of children's play meant that staff could support children through their interactions and actions. A child proudly told us of a Lego construction they had created, which staff had supported and celebrated.

## How good is our setting?

**5 - Very Good**

We made an evaluation of very good for this key question, as major strengths in supporting children's outcomes were demonstrated.

### Quality Indicator 2.2: Children experience quality facilities

The setting was well furnished, comfortable and homely. The addition of flags, fairy lights and rugs made the setting feel welcoming, relaxed and cosy. Children's artwork was displayed on the walls which added colour and a personal touch. A child enjoyed telling us about the artwork and said, "I helped to make that, I stuck on leaves from outside."

Children were using the space to meet their needs throughout the session. Some had their shoes off as they snuggled up in the tent to look at books. These developments to the setting gave children a strong message that they mattered and their comfort was valued.

The setting's indoor and outdoor environments were becoming more developmentally appropriate spaces. New resources had been purchased in response to children's ages, interests and wishes. This meant that children were engaged and challenged by them. For example, dressing up clothes which fit a range of school aged children were being used to create a catwalk show. A well resourced art area offered various mediums for children to freely use and explore, whilst planned activities were a source of excitement and intrigue. This combination of opportunities enabled children to be creative whilst trying new things.

The layout and presentation of resources had been improved. Dedicated play spaces meant that children's play was protected from people wandering past. They had space to spread out, if needed, without fear of being interrupted. Resources were set up enough to make the area look inviting, offering ideas and sparks of imagination for what could be. This was effective, as all children were drawn into play quickly, adapting the set-ups to meet their own play needs. The team understood the importance of loose part materials to offer endless possibilities, and were committed to expanding the range available.

Staff supported children to consider risk in play, to empower problem solving and decision making skills for the future. The outdoor space was utilised throughout the session as children chose when to go outside. A large grass area offered space to play team games. A portable trolley stored a range of resources for physical activities as well as varied loose parts for creative play. For example, ropes, tarpaulin, old telephones, and boxes. Children could choose and use what they wanted for whatever purpose they desired. The space was continuing to develop in response to children's interests and requests. For example, a small tent was well used by children, so a larger one was purchased to offer further opportunities.

The setting and equipment were safe, secure and well maintained. The walk from school was organised, structured and safe. Children were being responsible by being involved in the safety measures, such as, road crossings and supporting younger children. Whilst the garden was used as a public through way, staff were aware of the risks for children and worked to reduce these through supervision and involving children themselves.

The setting and resources were visibly clean and well maintained. The manager proactively identified and addressed any issues with maintenance, to ensure repairs were carried out timeously. Measures were in place to reduce spread of infection, such as, handwashing on arrival to the setting and touch point cleaning. The manager should take steps to ensure children's handwashing is happening consistently before and after eating snack. This will further reduce risk of infection and promote life-long good hygiene habits for children.

**How good is our leadership?****4 - Good**

We made an evaluation of good for this key question, as a number of important strengths outweighed areas for improvement.

**Quality Indicator 3.1: Quality assurance and improvements are led well**

A shared vision, aims and objectives, positively informed practice to ensure quality outcomes for children. The team had a shared vision of how the service should be for children. This was driven by the manager through delegation, guiding, and challenging of staff practice. The result was an energetic and vibrant team who were committed to ongoing improvement. A shared leadership approach meant that staff could lead on areas of interest and skill to offer variety for children. A parent said, "The team are fantastic and I find it an extremely caring environment. You can tell the staff love their job and enjoy so much working with the children."

Children were meaningfully involved and were influencing change within the setting. Children's interests and ideas were responded to continuously, which meant they were actively involved in the daily life of the service. Staff were using their knowledge of children to reflect on aspects of the service and make changes. For example, children were building with Lego on the floor rather than the table provided, prompting staff to make a floor construction area.

Parents were able to become a member of the parent committee to offer support to the service. It was active in decision making around maintenance, resources, and daily issues affecting the provision. The service could explore ways to further involve all parents in reviewing the service to ensure it continues to meet needs of both parents and children.

Quality assurance, including self-evaluation and improvement plans, were developing to aid continuous improvement. Following the last inspection, the team spent time reflecting on the service and their practice. This enabled them to see where improvements were needed to enhance children's experiences and ownership of the service. This resulted in the positive outcomes reported in the other key questions. Senior managers supported this process through offering an objective view and helping to set goals which were monitored to ensure progress.

Newly revised processes, such as children's personal planning, have been introduced and are being used to support children effectively. However, further work was needed to review these in order to ensure they continue to be purposeful and engaging for children. The manager should involve children in reviewing the content of the personal plans and how they are being used to support children's care.

Moving forward, the team should use the wide range of best practice documents on the Care Inspectorate's website 'The Hub.' These would offer inspiration to gauge their practice against and possibly challenge themselves to further extend children's opportunities. The development of an improvement plan would also provide a planned structure for staff to work through without being overwhelmed by potential change.

## How good is our staff team?

5 - Very Good

We made an evaluation of very good for this key question, as major strengths in supporting children's outcomes were demonstrated.

### Quality Indicator 4.3: Staff deployment

Deployment and levels of staff were effective, ensuring good quality outcomes for children. A stable staff team gave children familiarity and consistency in their daily routines. This enabled the building of relationships and the gathering of information to use in the care of individual children. The positive impact this had on children's wellbeing and welfare has been outlined in key question one. A parent said, "The staff are fun and genuinely seem to enjoy being there. It is great to have an established team of experienced staff."

The team had a good mix of skills and experience where ideas and practice were shared and modelled for peer learning. Staff could be seen questioning and challenging each other in a supportive manner, which helped develop their practice. Staff knew each other's specific skills and used these to enhance children's experiences. For example, previous experience of catering was used to support children in their snack responsibilities. Equally, the team knew each other's areas for development. This meant they could support each other to improve.

Arrangements for unplanned absences, in particular the manager, needed to be more defined. For example, keys for the medication cabinet should be accessible to all in the event of absence. The service took steps to remedy this and also ensured more staff could access and navigate the online register of attendance. This meant that the team could effectively keep children safe during an unplanned absence of the manager.

Staff were flexible and supported each other to work as a team to benefit children. Good communication and teamwork between staff meant that there were minimal disruptions to children's play and opportunities. Staff noticed children's choices and wishes, moving with them to enable freedom whilst gaps were responded to by other team members. For example, when a staff member became engaged in a specific task with a child, other staff recognised the importance and accommodated this. Respectful and kind interactions between staff were the norm. This reflected relationships between staff and children, modelling good interpersonal skills for children in all situations. The result was a pleasant and fun place to be for all.



## 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 ensure children have opportunities to enjoy fresh air, physical activity, and a natural environment, they should be able to choose when to play outdoors on a daily basis.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states: 'As a child, I play outdoors every day and regularly explore a natural environment.' (HSCS 1.32).

**This area for improvement was made on 1 November 2021.**

#### Action taken since then

Children had free movement to the outdoor area throughout the session. This meant they could choose where to play and control the routine and pace of their own day.

This area for improvement has been met.

#### Previous area for improvement 2

To contribute to high quality care and support, the provider and manager should review quality assurance systems and use them to plan future actions, monitor progress, and review outcomes for children based on best practice in early learning and childcare.

This is to ensure care and support is consistent with Health and Social Care Standard 4.11 which states: 'I experience high quality care and support based on relevant evidence, guidance and best practice' and standard 4.19 which states: 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes.'

**This area for improvement was made on 1 November 2021.**

#### Action taken since then

Improvements to the quality of provision for children have been made since the last inspection.

This area for improvement has been met.

### 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)

## 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?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very 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?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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