

Johnstone Out Of School Service Day Care of Children

Auchenlodment Primary School
Aspen Place
Johnstone
PA5 9QQ

Telephone: 01505 327 812

Type of inspection:
Unannounced

Completed on:
15 February 2023

Service provided by:
Johnstone Out Of School Service
Committee

Service provider number:
SP2003001051

Service no:
CS2003004984

About the service

Johnstone Out of School Service was registered with Care Inspectorate on 1 April 2011.

The service is provided from Auchenlodment Primary School in Johnstone, Renfrewshire. The service provides before school, after school and holiday care to a maximum of 40 children of an age to attend primary school.

The provider is Johnstone Out of School Service Committee.

About the inspection

This was an unannounced inspection which took place on Wednesday 8 February 2023. The inspection was carried out by two inspectors from the Care Inspectorate. 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 people using the service and 12 of their parents
- spoke with staff and management
- observed practice and daily life
- reviewed documents

Key messages

Children were happy and engaged in play when attending the setting.

Staff interactions with children were kind, caring and nurturing.

Staff worked well together as a team, creating a positive ethos within the service.

Care Inspectorate must be notified of all changes to the voluntary management committee to ensure safety checks can be carried out.

Further improvements should be made to the quality assurance processes to ensure improvements are formed from the views, wishes and aspirations of all stakeholders.

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?	3 - Adequate
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 Nurturing care and support

Children were happy, relaxed and having fun during our visit. They experienced nurturing care and support from staff who took time to listen and respond to their needs and wishes. This supported children to feel valued and respected. Parents told us staff knew their children well and supported their needs and interests. Comments made included; "Staff go above and beyond to get to know the individual child, what their likes, dislikes and interests are" and "Staff are very friendly and nurturing which as a parent makes me feel more content".

Children were treated as individuals by a staff team who knew them well. Staff used praise and encouragement to support children in a meaningful way and the use of an achievement wall enabled successes to be celebrated which develops confidence and emotional wellbeing.

Children had snack immediately on arrival to the service and could choose to have more throughout the afternoon. Staff should use snack time as another opportunity to sit with children and have conversations to encourage and promote language and social skills. Further opportunities should also be available to children to be more involved in the preparation of snacks to develop life skills.

Staff worked closely with families to gather a range of information which supported children's health and safety needs. This included medical requirements, allergy information and emergency contact details. We spoke to the manager about the need for this information to be regularly reviewed and updated with families and used to inform children's personal plans. In line with current legislation, personal plans should be reviewed with families at least every six months. This would ensure information held by the service reflected the current needs and interests of children (area for improvement 1).

We observed that parents mostly collected their child from the service by remaining within their car and parking at the entrance door. This prevented opportunities to strengthen relationships with families and to work together to meet children's needs. Prior to the completion of this inspection, parents were welcomed back into the service during collection times. The manager and staff should continue to maximise opportunities to involve families within the service.

1.3 Play and learning

Staff were positive role models to children during play. They listened to and encouraged conversations and joined children in activities showing a genuine interest in them and knowing when to intervene to guide them in positive play. This helps to create a respectful ethos within the service.

Children were mostly engaged in purposeful activities. They confidently explored the spaces and resources available to them. Staff were skilled at recognising when children were not engaged and reacted to this appropriately. For example, we observed staff offer group games and physical activity in response to children's cues for further stimulation. This supported children to be included and have fun.

The indoor environment offered children access to play resources which mostly suited their stage of

development. We observed children independently choosing what activities to participate in, these included; crafts, knitting, puzzles and games. Although children were observed leading their own play and learning, a few children would have benefitted from more challenge to extend their play to help them meet their potential. Children should be offered further opportunity to engage in challenging play and learning activities suited to their interests and stages of development. This will ensure every child's achievement and satisfaction during play.

Children experienced a balance of planned and spontaneous activities and a floor book was used to capture children's play. However, we found that planning for play and learning could be further enhanced by staff evidencing where children's voices and interests had led to planned experiences and by staff undertaking a robust evaluation of learning which identifies new skills learned and next steps for individual children. This will ensure all children are fully supported to reach their potential.

Areas for improvement

1. The provider, manager and staff, should ensure that all children have a detailed personal plan that sets out how their health, welfare and safety needs will be met. Personal plans should be developed in partnership with children and parents and should be reviewed and evaluated at a minimum of six-monthly intervals or sooner where required.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: '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).

How good is our setting?

4 - Good

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

Staff carried out visual checks of the environment daily and risk assessed all areas of play to ensure they were safe for children. Written risk assessments were in place to support these checks, recording any risks and how they were minimised.

Children were cared for within a community room located in the primary school which the service had sole use of. This room had direct access to the playground which enabled children to benefit from fresh air and energetic play after their school day. Staff responded positively to children's requests to access outdoors, where they could explore a range of physical play resources. However, we observed that children's time outdoors was limited. Staff should consider ways to ensure children have free flowing access outdoors for the duration of their session and consider ways to improve the visibility and lighting within the outdoor play space to maximise children's play experiences outdoors, supporting their health and wellbeing.

A range of play activities had been offered to children within the service and within the local community during school holidays. This offered children the opportunity to develop understanding and make sense of the world around them. However, play experiences could be further developed with the offering of natural and open-ended materials. The 'Loose parts play: A toolkit' available on the Care Inspectorate HUB would support this by encouraging children to develop their imagination and critical thinking skills.

We found that the overall presentation of the main playroom needed to be improved to provide a calming play and learning environment for children. For example, we saw that wall displays were torn, faded and

illegible as the result of being on display for several years, large bulky storage pieces restricted children's play spaces and the unnecessary clutter throughout the main playroom had the potential to prevent effective cleaning regimes. The manager and staff should declutter, organise and improve the presentation of the indoor play environment to ensure children's emotional, intellectual and social development is supported by a calm, natural environment that lowers stress levels and supports positive wellbeing (area for improvement 1).

Areas for improvement

1. The manager and staff should make improvements to the indoor environment for children to ensure appropriate infection prevention and control procedures can be undertaken and to ensure children experience a calming, safe and stimulating play and learning environment. To achieve this, action taken should include but is not limited to:

- a) ensure all areas of the service are free from unnecessary clutter to ensure effective cleaning arrangements can be undertaken
- b) carry out a deep clean of the service, including floors, carpets and soft furnishings
- c) remove or replace wall displays which are torn, faded and illegible or contain art work of children who are no longer registered at the service
- d) review and improve the storage of files located within the playroom office space to ensure all current documents can be accessed easily
- e) where documentation is not relevant for current service delivery or do not relate to children attending the service, these should be archived inline with General Data Protection Regulation (GDPR).

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishings and equipment' (HSCS 5.22).

How good is our leadership?

3 - Adequate

We evaluated this key question as adequate, where strengths only just outweighed weaknesses.

Children and families benefitted from a service that recognised and valued their involvement. Verbal discussion and comment boxes provided opportunities for responsive feedback and parents told us they were regularly consulted by questionnaires to gather their opinions of the service.

The staff team met on a regular basis to discuss children's experiences and we observed staff consulting with children throughout their session acting on their ideas for play. The pupil council enabled children to have some influence on service delivery, however, as there was not a consistent approach to the members and the responsibilities of the group, children were not always clear on their role. The role of the pupil council should be further improved to empower children with ownership within the service and to ensure where children's views have been sought this consistently leads to improvement.

We found that an improvement plan was in place, however the current manager did not have ownership of the improvement agenda. This meant it was not clear where improvements had been made. The manager

should develop a clear strategy to achieve future improvements that is informed by the views and wishes of all stakeholders. This will enable them to lead the service to make and sustain improvements that support positive outcomes for children and their families.

The quality assurance systems were at an early stage and needed to be further improved. We found that there was not a process in place for monitoring children's experiences and staff practice. The management team should develop and implement a system for monitoring the quality of the service, this should include developing a monitoring calendar which identifies actions to be undertaken by management and staff. In addition, self-evaluation processes should be further improved to reflect current service delivery and should involve all stakeholders to ensure planned improvements are formed from the aspirations of staff, children and their families (area for improvement 1).

Care Inspectorate had not been notified of changes to the voluntary management committee. Care inspectorate must be notified timely to ensure appropriate safety checks including protecting vulnerable groups (PVG) checks & references can be undertaken to ensure children's safety (requirement 1).

Requirements

1. By 3 March 2023, the provider should ensure the care inspectorate is notified of all relevant changes to the chair person and members of the voluntary management committee to enable safe recruitment checks to be carried out.

This is to comply with Regulation 6 (fitness of providers) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is also to ensure care and support is consistent with the Health and Social Care Standards which state: 'I use a service and organisation that are well led and managed' (HSCS 4.23).

Areas for improvement

1. To ensure children receive quality play and learning experiences the provider, manager and staff should ensure effective quality assurance systems are developed and implemented to improve outcomes for children. At a minimum, they should ensure;

- a) ensure views are routinely sought from children, staff and parents on aspects of the service and that these views are used to inform improvement planning
- b) ensure self-evaluation processes are developed which include the introduction of formal systems that supports reflective practice across the setting
- c) ensure monitoring of staff practice and children's play and learning experiences is regularly carried out to identify strengths and any areas for further improvement
- d) monitor the quality of children's personal plans and learning journals to ensure these reflect children's current health, welfare and safety needs

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

How good is our staff team?

4 - Good

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

The staff team worked well together and were courteous and respectful to each other. This provided a happy and relaxed environment for children.

Staff had a good understanding of how to support children's varied developmental stages and were enthusiastic in their approaches when joining play experiences. Children told us that they enjoyed attending the service, staff were friendly and that the staff took care of them. Parents agreed, commenting; "the staff are amazing and are a credit to the service. They are welcoming, friendly, informative and nothing is ever any hassle to them. They always have a smile on their face".

Staff were experienced in working with school age children. Through discussion they demonstrated a commitment to support children and families by promoting positive interactions and building relationships. We observed staff interacting respectfully with children and parents and as a result, families felt valued.

Children benefitted from a settled staff team. Ratios were upheld and the deployment of staff allowed children to access all play areas available to them. However, we observed that during collection times, staff were often required to leave their area to locate children from other parts of the service. We encouraged the management team to consider the use of a communication device, such as walkie talkies to enable staff to communicate effectively and limit disruption to children's experiences.

A process for staff appraisals provided opportunities for staff to celebrate their successes, identify areas for improvement and training opportunities. Core training had been completed, however, we found that some training evaluations lacked reflection and did not identify how training or professional learning would improve staff skills or experiences and outcomes for children. Further support for staff to reflect on learning opportunities would help them to ensure children were supported by knowledgeable staff who consistently implemented learning from training within their practice.

The staff team confidently spoke of the procedure they would follow should a safeguarding concern arise. However, the service child protection policy should be updated to reflect the National guidance for child protection in Scotland 2021. This will ensure staff have access to the most current information.

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?	3 - Adequate
3.1 Quality assurance and improvement are led well	3 - Adequate
How good is our staff team?	4 - Good
4.3 Staff deployment	4 - Good

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