

St John's Out of School Club Day Care of Children

St. Johns Primary School
Heath Road
Rosyth
Dunfermline
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Telephone: 07515 189 481

Type of inspection:
Unannounced

Completed on:
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Service provided by:
Fife Council

Service provider number:
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Service no:
CS2003006998

About the service

St John's Out of School Club is located within St John's Primary School in Rosyth, Fife. The service is registered to provide a care service to 16 children who are of primary age to 14 years. The club is close to schools, local amenities, and green spaces. The service can be reached by local transport links.

Children have access to a designated play space, kitchen facilities, the school gym hall, toilet facilities and outdoor space.

About the inspection

This was an unannounced inspection which took place on Monday 17 April 2023 between 14:30 and 18:00. The inspection was carried out by one inspector 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 14 children using the service and three families on the day
- received feedback from five families through a electronic link
- spoke with two staff and management
- observed practice and daily life
- reviewed documents

Key messages

- Children were happy as they played with friends.
- Children were involved in planning daily activities to lead their play.
- Staff were kind and nurturing in their approach to supporting children's needs.
- Children made independent choices about where they played.
- Children had personal plans that recorded their next steps in play and learning.
- The service should gather the views of children, families, and staff to create a development plan that will support their improvement journey.

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.

Quality indicator 1.1-Nurturing care and support

Children experienced caring approaches from staff who knew their individual needs and preferences. Children were settled and confident to explore the environment to support their play. They told us they liked coming to the club to be with their friends. As a result they were happy and having fun.

Personal plans were in place and most children and families were involved in reviewing these in line with guidance. Plans were completed by children and gave a strong message that they had ownership over their next steps and what was important to them. Individual care plans detailed families' preferences and how the service could meet individual needs with the support of strategies if required. This meant that every child was supported to make progress at a pace that was right for them.

Children enjoyed a healthy snack that they were involved in planning. For example, they added their suggestions to the snack board and menus were planned based on children's preferences. Children were involved in some preparation, such as setting up the self-service food area, setting the table and serving their food. The service told us they had a snack helper rota and children volunteered with the snack routine. We encouraged the service to further develop their snack routine so children can choose when to have a snack and have more opportunities to prepare foods and clear up when finished. This would support them to develop important skills for life.

Children worked together to create a space to rest and relax in the small corridor using resources provided. This formed a calm area where they chose to be with friends. This supported their wellbeing and offered space to chat and play imaginatively.

The service had a system in place to record and monitor children's medication to ensure safe administration. At the time of our visit, no children required medication. However, we were confident the protocols in place would support children's health care needs.

Quality indicator 1.3-Play and learning

Children led their play and learning linked to their interests and preferences. Children accessed resources from large storage cupboards and trolleys within the room. Staff knew many children enjoyed drawing, creating their characters from a favourite book and they ensured there were materials to sustain this interest. For example, groups of children played together to draw characters from their favourite programme. Staff asked questions that encouraged them to talk about their drawings and their plans for imaginative play linked to their creations. This developed children's language and communication skills as they were able to talk confidently in a group.

Planning approaches were led by children. For example, children came into the club, sat together, and planned for each area. This meant that every child was included and had ownership of their play and interests. As a result, children were happy and engaged. One parent commented "My child loves it here, I am told not to come early to collect them.

Children had access to the gym hall where they were able to enjoy large physical activities, giving them space to move their bodies and engage in imaginative play.

Outdoor play provided some opportunities for children to learn in nature. A selection of sports resources were available outside. However, most children preferred to climb, run, and play with friends in their chosen game. We encouraged the service to look at how loose parts could be included in outdoor resources to promote problem solving and creativity. Children told us they would like to go on trips to the local park. We shared this with the service who will look at including this as part of a planned trip.

Staff had a good understanding of individual needs and supported children in a nurturing, calm manner. Strategies were planned and implemented to meet children's routine and preferences in a respectful way. This supported positive outcomes.

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.

Quality indicator 2.2 -Children experience high quality facilities

The club operates from a small, designated room with the school. They had access to a kitchen area, gym hall, toilet facilities and outdoor play space. Children were offered freedom to move between the designated room and the gym hall which ensured they played comfortably across the play spaces.

The play space benefitted from natural light and ventilation as new windows had been fitted. It had some soft furnishings. We asked the service to remove a chair that had been ripped to minimise the risk of infection. Every child had their own tray in the trolley units which provided space for their belongings and creations. This gave a message to children that they mattered.

Children were kept safe as staff had a system in place to monitor and record children in their care. We recognised the staff team was small, however, they managed the use of the spaces effectively to ensure children were supervised where they played.

Infection, prevention and control practices were well embedded. For example, children, washed their hands when entering the service and staff reminded them of the importance of hand washing at key times. Staff cleaned surfaces before and after children played and ate. This ensured children experienced facilities that protected their health and wellbeing.

The club had risk assessments and policies in place in line with local authority procedures that supported the operation of the service. These were reviewed regularly to ensure children, families and staff experienced a service that was safe.

How good is our leadership?

3 - Adequate

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

Quality indicator 3.1 -Quality assurance and improvements are led well

Children and families experienced a welcoming and warm ethos and staff worked in partnership with families to meet children's needs. The club aimed to deliver a service that offered high quality, affordable, out of school care by providing a positive, caring, and secure environment for children. Families received important information about the service and future events through newsletters, flyers, by phone and face to face discussions at drop off and pick up times. Most parents felt communication was good.

Children had created 'rules' for their club that allowed them to have ownership of the spaces. This meant their suggestions were valued. A suggestion box documented children's ideas for future play and learning experiences. These were displayed on the wall and children could re-visit their suggestions .

The service had quality assurance visits from managers that highlighted what was going well and areas that needed to improve. We recognised some areas that were previously highlighted had improved. For example, staff were now aware of who to report concerns to in relation to children's wellbeing and knew where to access relevant documentation. The service should continue to revisit minutes from meetings and actions points to ensure they are actioning areas for improvement.

The club had limited, current evidence of self-evaluation to support continuous improvement. As a result, there was no development plan in place. Staff could tell us how they were developing the service for children. We asked the service to refer to the Care Inspectorate 'A quality framework for daycare of children, childminding, and school- aged childcare' to support their self-evaluation journey. This should include consultation with children, families, and staff.

We gave them suggestions on how to gather the views of all stakeholders and use these as a starting point to develop their improvement plan. This would ensure children's wellbeing and learning continued to be at the heart of service delivery. (See area for improvement 1).

Areas for improvement

1. The club should regularly evaluate the service offered as part of their self evaluation process. This should include consultation with staff, children and parents. This will help identify any areas for improvement and support the service to create their development plan to enhance outcomes for children.

This is to ensure confidence in the people who support and care for me and is consistent with the Health and Social Care Standards which state that 'I benefit from a culture of continuous improvement, with the organisation having a 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.

Quality indicator 4.3 -Staff deployment

The service ensured it was appropriately staffed to meet children overall needs. Staff worked well together and deployed themselves to areas when children chose to play. The mix of skills and experience across the team complemented the delivery of the service to ensure positive outcomes for children.

Absences of staff were planned and managed to minimise disruption to children's routines. This meant children were looked after by familiar people most of the time, even when there were absences.

Busier times of the session were well planned. For example, at the beginning of the session, children sat with staff and recorded who was in the club on that day. Staff engaged with children at their level or alongside them as they played. This meant that they could offer support or extend learning when required.

It had been identified at the last inspection there was no clear process for supporting staff in identifying training needs to support their professional development. The club had a professional development system in place where staff were supported to evaluate their practice and identify any training and development needs. We were confident this area for improvement had been met.

Children benefitted from a staff team that engaged in ongoing training and development sessions. For example, staff had recently taken part in training to promote and evidence consultation with children, getting it right for every child and trauma informed practice. This meant that children experienced care and support to meet their needs.

Staff benefitted from regular visits from their manager. Staff told us they were supported in their role. As a result, children experienced care from a team that enjoyed working in the club.

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

It is recommended that through the use of a recognised appraisal system discussing the employees' performance and personal development, management should support employee development and progress and identify training needs leading to improved quality of practice.

National Care Standards: Early Education and Childcare up to age 16 years

Standard 14. A well-managed service.

This area for improvement was made on 17 November 2016.

Action taken since then

We recognised the service has developed an appraisal system where staff meet twice a year with the manager to review professional development and identify training needs. We found this supported staff practice. We were confident this area for improvement was met.

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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