

# The Club Out of School Care & Community Hub Day Care of Children

Unit 4  
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**Type of inspection:**  
Unannounced

**Completed on:**  
28 August 2023

**Service provided by:**  
Mini Rainbows (Murrayfield) Limited

**Service provider number:**  
SP2017012925

**Service no:**  
CS2019376400

## About the service

The Club Out of School Care & Community Hub is registered to provide childcare to a maximum of 56 school aged children.

The service is located in Whitburn, West Lothian and is close to local primary schools, shops, parks and other amenities. The children are cared for in two playrooms with access to toilets and in the kitchen/dining room.

## About the inspection

This was an unannounced inspection which took place on Wednesday 23 August 2023 between 14:30 and 18:00. We returned for an announced second day of inspection on Thursday 24 August 2023 between 14:15 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 and observed children using the service
- . received feedback to our questionnaire from two parents
- . spoke with staff and management
- . reviewed documents
- . observed practice and children's routines and experiences
- . Feedback was given in the service on Monday 28 August 2023 to the manager and the Head of Nurseries.

## Key messages

- Staff demonstrated genuine kindness, love and interest to the children in their care. This resulted in confident and happy children.
- Policies needed to be reviewed to reflect practice.
- Children were aware of their rights and had regular opportunities to share their views.
- Two spacious playrooms with a good range of resources offered play opportunities for children to use different skills and follow their interests.
- Management should consider ways that families can be meaningfully involved and influence change within 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?	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.

### Quality Indicator 1.1: Nurturing care and support

Staff knew children well and respected their needs and wishes. There was a sense of trust, and loving relationships were evident. As a result, children were happy and almost all children were engaged in purposeful play for most of the session.

Children respected each other and the adults in the service, showing kindness to their friends. When there were disagreements, staff supported and encouraged children to understand their own and others feelings. Such positive and supportive relationships resulted in children being relaxed and confident when in the service.

An effective personal planning approach meant that children's current wellbeing needs and personal preferences were valued and supported. Personal plans contained essential information, including the child's voice about what was important to them. Plans were kept up-to-date and regularly reviewed with children and families. Staff could talk confidently and demonstrated how they supported children's individual needs, personalities and preferences. For example, when a child wanted to eat on their own, this was respected and accommodated. This demonstrated that staff valued children's rights.

The recording of specific strategies for individual children's needs and progress could be improved. This may help staff when evaluating children's progress to consider future strategies to provide the best care and support that they can offer. This should further enhance positive outcomes for children.

Snack was set out as a buffet so that children could independently choose what they would like to eat from a varied and nutritious selection of food. Food was plentiful and children could come back for more, if they were still hungry. Menus were displayed for the week in the room and children had been consulted in menu planning. Children were kept hydrated and could help themselves to drinks. Allergens were displayed so that staff could be certain that food being offered to children was safe for those who had food allergies. To further enhance this sociable experience, staff could sit with children more regularly.

Some children had long term medication that was kept in the service. Moving forward recording children's medication needs should be more specific. This information should clearly outline the symptoms and stepped approaches that may be needed to support individual children, including if medicine does not work and symptoms do not subside. The manager was responsive to advice and had begun to improve systems before the end of the inspection.

### Quality Indicator 1.3: Play and learning

Children enjoyed their play and were having fun. There were opportunities for children to participate in planned play experiences, which linked to the GIRFEC wellbeing indicators.

Regular quality observations and good interactions helped staff to promote children's creativity and curiosity. Children could make informed choices about leading their play and learning within a stimulating, challenging, and creative setting. A wealth of quality resources naturally supported children to develop literacy and numeracy skills throughout their play. Through opportunities to read and write and create and design. Children developed social, communication and leadership skills through team working with their friends on creations and through imaginary play.

Moving forward staff could improve how they evaluate children's progress and achievements through reviewing information effectively. This should enable them to respond and plan consistently to meet all children's individual needs. To do this they could record their evaluation of planning and consider observations and children's views as they plan future learning experiences. For example, the floor book showed some of the experiences offered, this could be developed to evidence successes and achievements. Children could be more involved in recording their reflection of past experiences and planning future play opportunities. This should enhance relevant and personalised planned experiences for all children.

### 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 setting was comfortable, furnished to a high standard and welcoming. Images of the children were displayed in the entrance stair well. This gave a clear message that this was their space and that they mattered to adults who cared for them. Staff planned to display more photographs of children at play within the playrooms. This would enhance the ethos of an inclusive environment. A parent told us, "It is a safe caring environment and my child is looked after well with lovely staff."

Two spacious playrooms with a good range of resources offered play opportunities for children to use different skills and follow their interests. Natural open-ended play resources supported creativity, design and thinking skills. For example, one child worked on creating a mobile using sticks and making pompoms to hang from it. They worked on this creation over a couple of days and proudly showed the manager on completion.

Comfortable and cosy homely spaces allowed children to be able to relax and have some quiet time if they wished. Such spaces offered them the opportunity to comfortably relax after a busy day at school, or if they wanted a quiet space to read a book.

Good infection prevention and control, and food safety practices provided high levels of safety for children. These were supported by effective quality assurance practices. Similarly keeping children safe was a strength of the service. A buzzer and camera entrance were in place to support children's safety. Regular head counts were carried out and registers were completed to help ensure all children were accounted for.

All children had daily opportunities for outdoor play. This was either at the park or in an allocated outdoor space at the sister nursery. Outdoor play experiences were planned in consultation with children. Similarly, children were given opportunities to appreciate and contribute to the local community. Children were learning to be responsible citizens through community litter picking and supporting local charity shops.

However, the allocated outdoor space at the neighbouring sister nursery was in need of being developed to take account of all children's stages of development and learning. This play space should be improved to reflect children's current interests and curiosities, with appropriate resources and materials to support learning (see area for improvement 1).

The service should improve the nappy changing facilities. This would mean that when they had children who required to be changed they had appropriate nappy changing facilities. This is essential for the health and wellbeing of children and staff. This should be in line with the guidance: Nappy changing for early learning and childcare settings (excluding Childminders) (Care Inspectorate, 2023) (see area for improvement 2).

## Areas for improvement

1. For children to access a wide range of outdoor experiences and resources suitable to their age and stage, the provider should improve the allocated outdoor play space to reflect children's current needs, interests and curiosities.

This should include, but is not limited to, always having a good range of appropriate resources and materials to support learning.

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

'As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable to my age and stage, which stimulate my natural curiosity, learning and creativity' (HSCS 2.27).

2. For children to have facilities that provide them with appropriate equipment while promoting privacy, dignity and independence, the provider should improve the nappy changing facilities. This should be in line with the guidance: Nappy changing for early learning and childcare settings (excluding Childminders) (Care Inspectorate, 2023).

This should include, but is not limited to, having separate nappy changing area which has a designated sink for hand washing only. Having a changing unit of suitable size and strength appropriate to the weight of the child. This should conform to relevant safety standards.

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

'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11).

## How good is our leadership?

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 3.1: Quality assurance and improvement are led well

The manager effectively led the staff team and was clearly committed to sustaining and improving quality experiences and outcomes for all children. Staff received regular one-to-one meetings which provided opportunities for staff to be clear on their responsibilities and development needs.

This created an atmosphere of mutual respect and trust. Parents told us, "Tracey is an amazing manager and I feel she is very easy to approach and always happy and welcoming."

At the last inspection we made an area for improvement because whilst there were a number of policies in place, these were not reflective of the service or procedures. Similarly, they were not in line with current best practice guidance. Due to changes within the senior management team, this area for improvement had not been actioned and we have restated it in this inspection (see area for improvement 1).

The service vision was to provide a nurturing, fun filled and curious environment to inspire the 'thinkers and doers' of the future. Similarly an aim was to ensure positive relationships and to celebrate uniqueness. It was evident that staff worked hard to fulfil these. Further progress was needed regarding the aim to collaborate more with parents. The news feed on the communication App was mostly generic information for the organisation rather than specific to the service. This meant that important information about the individual service could potentially be missed. This could result in families not feeling well informed about changes to the setting or why they were happening. Management should consider ways that families can be meaningfully involved and influence change within the setting (see area for improvement 2).

Management were clear about where future improvements were required to ensure that all areas of the service were of high quality. For example, developing the outdoor play and forest schools approach. This approach would enhance outdoor play, exploration and support appropriate risk taking skills. Improved outdoor play experiences could help children to develop confidence and self-esteem through hands-on experiences in a natural setting.

### Areas for improvement

1. To ensure children receive high quality care, the provider should ensure policies are reflective of best practice documents and are relevant to the service. This should include, but is not limited to, reviewing child protection and medication policies.

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

'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11).

2. To ensure that parents become meaningfully involved in improving the service, in a spirit of genuine partnership the provider should ensure that parents views are actively sought and effectively used to improve the life and work of the service.

This should include, but is not limited, to the provider ensuring that parents have a key-role in quality assurance processes.

This is 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.

### Quality Indicator 4.3: Staff deployment

Staff demonstrated genuine kindness, love and interest to the children in their care. This resulted in confident and happy children. Staff delegated, communicated effectively and offered support to each other throughout the session. A parent said, "The staff are great and provide a first class service for my child. They collect my child from school every day and we would be lost without them."

Staff told us they enjoyed their work and could approach the manager if they had any concerns, helping them to feel supported at their work. Happy staff had a positive impact on children's wellbeing. Good levels of interaction and support promoted children's wellbeing and safety, for example discussing and recognising how children were feeling.

The importance of ensuring that the service was appropriately staffed during the day was recognised by management as essential to the wellbeing of children in the service. The service had their own supply staff from their sister nursery that were brought in to support staff absences and planned holidays. This supported children to be cared for by familiar adults who understood their individual needs and preferences.

Staff received regular one-to-one meetings which provided opportunities for staff to be clear on their responsibilities and development needs. Support and feedback was used constructively to build effective and professional relationships. This created an atmosphere of mutual respect and trust.

Some staff would benefit from further guidance to help develop their engagement skills at times when children needed support to self regulate their emotions. This should ensure that children and staff were given the best opportunity to support their wellbeing.

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

### Requirements

#### Requirement 1

By 12 December 2022 the provider must ensure that all children are cared for by the relevant people.

To do this, the provider must, at a minimum:



- a) ensure staff are aware of their roles
- b) ensure all staff helping with the delivery of care are appropriately registered
- c) ensure there are plans in place to support staff absences.

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

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

'I am confident that people who support and care for me have been appropriately and safely recruited' (HSCS 4.24).

**This requirement was made on 2 September 2022.**

#### Action taken on previous requirement

The provider had ensured that staff were all aware of their roles. Staff helping with the delivery of care were appropriately registered and plans were in place to support staff absences.

**Met - within timescales**

## 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 support children's wellbeing and development, the manager should ensure children have opportunities for daily outdoor play. This should include, but is not limited to, ensuring children are offered outdoor opportunities and planned experiences includes outdoor play.

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

'As a child, I play outdoors every day and regularly explore a natural environment' (HSCS 1.32).

**This area for improvement was made on 2 September 2022.**

#### Action taken since then

All children had daily opportunities for outdoor play. This was either at the park or in an allocated outdoor space at the sister nursery, which is next to the service. Outdoor play experiences were planned in consultation with children.

We have made a new area for improvement under Key Question 2 'How good is our setting?' to improve the quality of the outdoor play space at the sister nursery. This is to enhance and extend purposeful outdoor play experiences for children.

This area for improvement was met.

## Previous area for improvement 2

To ensure children receive high quality care, the provider should ensure policies are reflective of best practice documents and are relevant to the service. This should include, but not limited to, reviewing child protection and medication policies.

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

'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11).

**This area for improvement was made on 2 September 2022.**

### Action taken since then

This area for improvement is yet to be actioned and has been repeated in this report under Key Question 3 'How good is our leadership?'.

## 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?	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
4.3 Staff deployment	4 - Good

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