Happy Hours Out Of School Club
Day Care of Children

Craigowl Primary School
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Dundee
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Telephone: 07526490655

Type of inspection:
Unannounced

Completed on:
15 August 2024

Service provided by:
Happy Hours Out Of School Club

Service provider number:
SP2003000121

Service no:
CS2003000710

About the service

Happy Hours Out of School Club is registered to provide a day care of children service to a maximum of 50 children attending primary school to not yet attending secondary school. Care can be provided after school and during school holidays.

The service is provided from Craigowl Primary School in a residential area of Dundee, close to other local primary schools and amenities. Care is provided in the School community room and hall, with direct outdoor access to one of the school playgrounds. Children can also access further outdoor spaces within the school, when these are not in use by other school clubs. Toilet facilities are located close by in the main school building.

About the inspection

This was an unannounced inspection which took place on 14 and 15 August 2024. Feedback was provided at the end of the second day of inspection. 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 findings, registration information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluation of the service we:
- spoke with children using the service;
- reviewed feedback from 23 families;
- spoke with staff and management;
- observed practice and daily life;
- reviewed documents.

Key messages

• Children were relaxed, confident and happy within the setting.

• Children independently made choices about how they spent their time in the service, including, if they wanted to play outside or stay in and play games.

• Children were spoken and listened to in ways that encouraged them to feel valued and included.

• Personal plans should be further developed to ensure they fully support meeting children's needs.

• Children experienced a welcoming and well-maintained setting.

• Staff were attentive and provided warm, nurturing care to children.

• Quality assurance processes continue to be developed. A more formal approach to self-evaluation and improvement planning would support the team to assess the quality of the service and identify where changes could be made.

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
Children were warmly welcomed into the club by staff. Staff respectfully greeted children by their name as they arrived and initiated conversations about children's life out with the club. This helped children feel valued and secure. It was evident that positive relationships had been formed. Staff were responsive and listened to children as they made choices about how they wanted to spend their time. As a result, children were happy and comfortable in the service.

Children were settled and confident. They knew the routines of the club well. Children had formed positive friendships which resulted in a happy ethos. Some of the children we spoke to told us they enjoyed coming to club and spending time doing the activities and with friends. They told us:

"I like coming here, it's fun".

"I like it here. We have fun. I choose what I get to do and I can spend time with friends".

"The adults are friendly. They chat with me and ask how I am".

Children were helped to develop their awareness of their rights, as staff worked with them to help them to explore different guidance and legislation. This empowered children and helped them understand how their rights and the rights of others could be supported within the club.

Snack time was a relaxed and sociable experience. Children sat together and chatted with their friends about their day and how they were going to spend their time. Staff supervised snack to ensure children stayed safe and offered support to children when needed. Children had opportunities to be independent through preparing and serving food. While most children had snack on arrival, snack remained open throughout most of the session. This allowed children to eat when they wanted or return for more if they were still hungry. Staff should remember to ensure children consistently sit at the table to eat. This would minimise the risk of choking and keep them safe. Drinking water was available throughout the session supporting children to keep refreshed and hydrated.

Personal plans were in place for all children and included details on children's health, well-being and all about me information. Plans we sampled highlighted that not all were consistently completed. While we recognise that staff knew children well and could tell us about their personalities, needs and interests, this was not always reflected in plans. For example, some were missing support strategies and not all included children's input. The information captured within plans could be expanded to support staff to fully meet children's needs and help children reach their full potential. The manager told us that the service had sourced personal planning templates to support improving gathering and expanding information. We asked that they develop plans as an improvement priority.

Medication procedures had significantly improved since the previous inspection. The storage of medication supported keeping children safe and provided staff with quick access if required. Staff were clear on procedures and we observed these being effective in practice. Medication records were clear and contained

information to support safe administration. Information was reviewed with families to ensure details were current and correct. Audits of procedures were carried out regularly to support the team assess if procedures continued to be effective and in line with guidance.

Children's safety and wellbeing was supported by staff knowledge and understanding of their role in protecting children from harm. They showed a good understanding of times when children and their families may need extra support and an awareness of how this could be offered. The team were proactive in reaching out to other professionals when needed, including establishing positive working relationships with the school leadership team. This supported information sharing and positive outcomes for children.

The feedback we received from families was positive. Families told us they had formed strong relationships with staff and their child had fun and was happy at the club. One parent shared, "Brilliant club built by brilliant people who love and care for the children beyond measure". Another told us, "Kids are happy. They have a fabulous time. I know they are safe".

Most families currently picked their child up from the entrance door. We discussed the benefits of inviting families in to the service at pick up times. This would allow families better insight into the experiences their child had and would provide further opportunities to maintain positive relationships. It would also ensure that when sharing information this could be carried out in a more confidential and respectful way.

Quality indicator 1.3: Play and learning

Most children confidently led their own play and learning, choosing where to spend their time and self-selecting activities. Children were having fun and most were engaged in activities throughout the session. Some of the older children, at times, appeared disengaged. Staff should consider what is on offer to support their engagement and time at club. The manager highlighted that the team have been consulting with older children about what activities and resources they would like to have at club and are keen to develop these experiences.

Staff planned and set up experiences based on children's ideas and continued to develop these throughout the session in response to children's interests. This supported play that was meaningful and interesting. A variety of board games, chess and craft activities were very popular. Activities supported children's creativity, imaginations and problem solving. Most children knew what resources were available at club and could ask staff for these. It would be beneficial to develop ways that children newer to the service knew what was available. This would support their choice and access to a wider range of activities.

Free flow access to the outdoor area furthered children's choice in where they spent their time when attending club. Staff supported outdoor play well and engaged in what children were doing in a respectful way, which took account of children's rights and demonstrated a genuine interest in their ideas. Regular access to the outdoors allowed children to be physically active, participate in well supervised risk taking and have access to fresh air.

Floor books captured children's play and ideas. These could be better used to support planning and children's involvement in documenting their experiences. Staff could help children revisit their play and share their thoughts and evaluations of activities if floor books were more accessible and available. A club Facebook page provided a platform for sharing children's experiences with families, keeping parents informed and included in how their child spent their time.

There were no books or reading materials on offer to children during inspection. Staff told us that they do have these types of resources available. It would be beneficial for children to have these readily available to allow them to access. This would support literacy and language development, and offer a quiet, relaxing

experience for children to participate in should they choose to.

Staff took a genuine interest in children's play and took the opportunity to join in with experiences, having fun together. Interactions were warm and encouraging and staff recognised and celebrated children's achievements. Some staff were more skilled at supporting play and managing conflict between children. We discussed where more consistent approaches across the team could assist with children's engagement in play.

Children had opportunities for play beyond their setting, particularly during holiday provision. Trips were planned that supported children's interests ,including visits to parks and outdoor play spaces. This supported children's play in the wider community. The team had established positive links with the school which supported the use of the extended school facilities, including outdoor areas. This provided further opportunities for children's play whilst attending club.

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 service had moved premises since the previous inspection, which had impacted positively on children's experiences and improved outcomes. The setting was well-maintained, clean and bright. The move had also resulted in children and staff having more ownership of the spaces used, including access to kitchen facilities. Children's artwork was displayed on walls providing a sense of belonging. Other wall displays promoted children's health and wellbeing through examples of how they were included, active and respected. This sent a message to children that they mattered.

Children benefitted from an environment that was in a good state of repair and décor. Maintenance issues were reported effectively and managed by janitorial staff. Equipment and resources were in good condition and regular visual checks were carried out by staff to ensure they remained in good quality.

Children had access to two large rooms and an outdoor area. Rooms were warm and welcoming, with plenty of natural light and ventilation, which contributed positively to children's wellbeing. There was good quality child height furniture which ensured children were comfortable when sitting at the tables and taking part in activities, such as drawing and table top games. The lay out of equipment and resources provided ample space to play if children required more room, such as during play with construction or role play resources.

Staff worked well together to keep children safe and identify risks. A range of risk assessments were in place, which highlighted the risk to children and contained clear mitigations and measures for staff to follow. Staff took time together to discuss and review assessments to ensure consistency in procedures and assess if they were still relevant. This contributed to children's continued safety and wellbeing. As children's toilets are situated out with the main rooms of the club, we asked that a more detailed risk assessment is developed by staff, to fully assess the risks and measures in place to support children access these safely.

Children were supported to develop their awareness of risk and how to stay safe through opportunities to be included in assessing their play experiences. We suggested including the walk from school in safety

discussions with children. This would help them understand risks out with the club environment.

Infection prevention was promoted through effective cleaning of resources and equipment. Staff carried out regular cleaning routines. Hand washing was promoted, with children washing their hands on arrival at the setting and prior to having snack. This helped prevent the spread of germs and kept children healthy. However, there were some missed opportunities for children to wash their hands when they returned to have snack later in the session. To minimise the risk of infection spread, handwashing should be promoted consistently prior to eating.

Children's personal information was stored securely in locked cabinets. Staff were able to access key information when required. This meant children's personal information was being stored and managed securely and respected their privacy.

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 leadership are led well

The service had created a vision, values and aims that underpinned practice and the principles of the service, placing children and their families at the heart of the setting. These had not been reviewed in some time. The team could consider updating these to account for the new families using the service and the recent premises move. The staff team should consult with and involve the children and families in the consideration and agreement of the new vision and values. This would ensure it includes their views, wishes and aspirations.

Quality assurance procedures, including an action plan, audits and monitoring, supported the team to assess the quality of some of the aspects of service delivery. This allowed staff to identify where changes could be made, to support them continuing to provide care and experiences that met the needs of families. We suggested that the manager date and mark off the priorities as they are developed and addressed, to easily show the work undertaken and priorities that have been completed or carried forward.

Since the previous inspection, the manager had begun to review approaches to self-evaluation and improvement planning. However, this was still in the early stages and could be further developed. The team met frequently to reflect on and discuss what was working well and share new ideas, but should now begin to formalise self-evaluation to identify key areas to develop. The staff team should become more familiar with self-evaluation tools, such as, 'A quality framework for daycare of children, childminding and school aged childcare', to provide benchmarks to support assessment. This will support the continued development and improvement of the service. **(See area for improvement 1).**

Club policies and procedures reflected guidance and were reviewed regularly to ensure they continued to be in line with best practice and legislation. We made some suggestions to further incorporate current guidance, but were satisfied that policies were relevant and up to date.

The service had effective systems in place to ensure children and families had opportunities to share their suggestions and ideas. The team gathered feedback through daily discussions and questionnaires, and promoted an inclusive environment where families felt comfortable in chatting to staff. Families told us they felt well informed, communication was effective and staff were approachable and welcomed feedback. As a

result, parents and children could influence care and drive improvements. The club had previously implemented a children's committee and plan to re-establish this with the current intake of children. This would further the opportunities children had to shape developments within the service.

Areas for improvement

1. Quality assurance procedures should be further developed to include more effective self-evaluation and improvement planning. This would allow the team to assess the service and identify where improvements could be made.

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 were deployed appropriately throughout the service, which ensured children were safe and cared for. Staff effectively moved with children to support them with their play and learning. Children were relaxed and happy. They confidently approached staff, which demonstrated they felt at ease, safe and secure. Staff were enthusiastic and committed to the service and had the children at the centre of their work.

Staff were observed communicating well with each other when leaving areas of the environment, to maintain ratios and ensure children's safety. Staff shared key messages about children's needs, which helped provide continuity to the care children received. The service also had the use of walkie-talkies to aid communication when staff were in different areas. This supported children's safety across the variety of play spaces.

During the inspection we attended a school pick-up. Staff were well informed about safety measures when collecting and transporting children back to the club, for example, knowing what to do if a child was not at school for collection. Staff were vigilant during school pick-ups. Registers were taken and staff ensured children's safety whilst crossing roads.

Children were kept safe and protected through the safe recruitment of staff. Pre-employment checks were carried out and new staff were supported through an induction programme. Supervisions and appraisals were carried out for staff by the manager. These could be further developed to promote reflection on practice and discussion about the strengths and identify the development needs of the team.

Staff accessed training inhouse and through online courses. They had opportunities to undertake professional qualifications relevant to their role. We would encourage the team to continue to develop their knowledge, skills and practices using best practice guidance and frameworks to support positive outcomes for children, including, using the Care inspectorate HUB and Play work Scotland.

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

Requirements

Requirement 1

By 12 June 2023 the service must improve their procedures and medical protocols regarding the storage and access to medication to ensure children receive any treatment or intervention effectively and promptly. Staff must be clear on procedures to avoid delay in the access to and administration of treatment.

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 2011/10).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:
'Any treatment or intervention that I experience is safe and effective' (HSCS 1.24).

This requirement was made on 27 April 2023.

Action taken on previous requirement
The storage of medication supported keeping children safe and provided staff with quick access if required. Staff were clear on procedures, and we observed these being effective in practice. For example, staff had a good overview of children's whereabouts and used transportable bum bags to go to staff working in the area children who required medication were using.

Medication records were clear and contained information to support safe administration and information was reviewed with families to ensure details were current and correct.

Audits carried out to support the team assess if procedures continued to be effective and in line with guidance.

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

The manager should improve children's experiences by ensuring planned activities are provided that promote challenge and stimulation.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that:
'I am supported to achieve my potential in education and employment if this is right for me' (HSCS 1.27).

This area for improvement was made on 27 April 2023.

Action taken since then
A wider variety of resources and activities were on offer and most children were seen to be engaged. The service was continuing to consult with children about their ideas and preferences, and were responsive to their suggestions. Children's play was reflective of their interests. As a result, children had fun. While we are satisfied that the service have met this area for improvement they should continue with their plans to develop activities and resources, in particular for older children.

Previous area for improvement 2

The manager should improve self-evaluation practice and improvement plans to ensure everyone is clear on actions to be taken and how success will be measured.

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).

This area for improvement was made on 27 April 2023.

Action taken since then
The team took time together to discuss provision, children's experiences and practice. This helped to assess the setting and plan for improvements. However, self-evaluation and improvement planning was mainly informal. The team would benefit from formalising their approaches to support them to effectively assess the club. This would help to identify what is working well and areas for improvement. An improvement plan would allow the team to identify key areas for development that they would like to focus on and help them to effectively plan their improvement journey.

We have re-worded this area for improvement and reinstated it. **(See area for improvement 1 - Quality assurance and improvement are led well)**.

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
4.3 Staff deployment	4 - Good

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