Inverbrothock Out Of School Care Club
Day Care of Children

Inverbrothock Primary School
East Kirkton Road
Arbroath
DD11 4GR

Telephone: 07908136252

Type of inspection:
Unannounced

Completed on:
26 October 2023

Service provided by:
Inverbrothock Out Of School Care Club

Service provider number:
SP2003000565

Service no:
CS2003002871

About the service

Inverbrothock Out of School Care Club is a day care of children service, providing after school sessions and holiday club provision. The service operates from Inverbrothock Primary School in Arbroath. The service is registered to provide care to a maximum of 36 children of primary school age to 14 years old from 3pm to 6pm during school term time and from 8am to 6pm during school holidays. Children are cared for within a dedicated playroom, with access to a snack/kitchen area and toilet facilities. Children can also access a playground and woodland areas located within the school grounds.

About the inspection

This was an unannounced inspection which took place on 25 and 26 October 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 several children using the service;
- reviewed feedback from five parents;
- spoke with staff and the manager;
- observed practice and experiences for children;
- reviewed documents.

Key messages

• Children were happy, settled, and confident in the setting. Staff worked well together to provide a fun play experience that met the wishes and interests of children.

• Personal plans should be consistently reviewed with parents six monthly or sooner if required to ensure that information held is current.

• Children were engaged in various play experiences and activities. They were effectively supported by nurturing and responsive staff.

• The service should continue to review and update administration of medication procedures.

• Children were able to play, relax, and socialise with friends in a safe, inviting, and spacious environment.

• Self-evaluation processes were in place and we saw some evidence of the positive impact these had for staff, families and children.

• Staff were committed to providing a quality service to children and their families.

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?	5 - Very 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? 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 nurturing and warm care from staff who understood their preferences and needs well. Positive and respectful relationships had been developed with children, which supported them to feel safe and secure. Children confidently approached staff for chats and support, which highlighted they felt valued and listened to.

Children told us that they liked the snacks provided and were involved in choosing these, which allowed them some ownership of the snack time routine. We encouraged the service to consider re-introducing opportunities for children to further allow them to help prepare snack and serve themselves, as this would promote life skills and responsibilities. The current process was a social experience where children had opportunities to sit with peers and talk about their day.

The service had personal planning documents, including all about me and registration information for children. Plans contained information to help staff meet the needs of children and support them whilst in their care. We reminded the manager that the plans should be signed and dated by parents when reviewed or updated, to show that the most current information was available to staff. The manager talked of introducing a different approach to personal plans to gather more detailed information. This would help staff care for and meet the individual needs of the children. We signposted them to best practice guidance 'Guide for Providers on Personal Planning - Early Learning and Childcare', to help with the creation of the new personal plan documents and the information which may be of benefit for staff recording.

Staff supported children's overall wellbeing by offering a range of opportunities to discuss their feelings, emotions and thoughts. If needed, children had personalised resources available to help them regulate their emotions and support quieter play to allow them to relax and reflect. This allowed them to influence their care and provided time away to process and manage their emotions safely with the support of staff. One parent shared she felt well supported and feels the manager is proactive in looking at how best to support the family. They told us, "As a result of the ongoing input we receive, my child is safe and thriving".

Medication was stored securely out of reach of children. Staff were knowledgeable about children's health and medical needs, however, this information was not always being managed according to best practice guidance. Recording was not always completed within a termly period, and information was not always detailed enough to support staff in their decision-making. For example, signs and symptoms on some records could be expanded to ensure children get the help they needed at the right time. The manager agreed to revisit paperwork and records around medication and had started to develop procedures during our inspection visit.

The safety and wellbeing of children was supported by a team who understood their roles and responsibilities in safeguarding. Staff had up to date training in child protection and our discussions with that highlighted procedures including reporting and recording concerns which supported keeping children safe.

Quality indicator 1.3: Play and learning

Children were meaningfully and actively involved in leading their play, having fun and fully engaged in their experiences. The planning approach was child centred and responsive to children's interests and experiences. Staff consulted with children to support including their ideas, which enabled them to adapt learning to meet children's needs. Evaluations of experiences allowed staff to effectively plan next steps and supported children's progress. This meant children were benefitting from well-planned high-quality play and learning opportunities that valued their contributions and was highly informed by their interests. A staff member shared, "We work well as part of a team and we know the likes and dislikes of the children in our care. We have the ability to change our playroom to cater for the ever changing wants/needs of the children".

Floor books and planning documents were used to record and plan children's experiences and floor books allowed children to have ownership of documenting their learning. Children had responsibility for adding photos, comments and artwork about their experiences. This supported children to revisit their play and learning and share their thoughts and evaluations of their activities.

There were opportunities and experiences which encouraged children's critical thinking, imagination and creativity. During the inspection several children were taking part in creating spell books and potions. This had been developed following children's interest in Halloween. A variety of craft and loose part resources inspired children to be creative as they had fun experimenting and exploring. Staff supported children's engagement and extended their play through meaningful conversations which contributed well to children's problem-solving skills.

Staff supported outdoor play well and engaged in what children were making and 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. This contributed positively to their emotional and physical health.

A recently developed lending library had been created following children's interest in extending the book corner to create a book club. Staff provided children with the resources needed based on their suggestions and ideas, and children were given the opportunity to independently develop the experience. As a result, children had full ownership whilst developing their literacy skills and love for stories. One parent shared, "The staff are really creative at finding ways to help the children learn. For example, children setting up a book club and getting roles at it. One of my children isn't really interested in books and this has really hooked him".

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

Children experienced a clean, bright and well-maintained environment. The lay out of furniture and resources provided space for children to play and move around comfortably and with ease. Staff set up inviting spaces to spark children's curiosities and to account for children's ideas and interests. Children's artwork and creations were displayed, which encouraged ownership of the environment, and provided children with opportunities to revisit activities, experiences and learning.

The hall from which the club operates is a shared space, used by the school prior to the club operating. This

meant that resources and equipment had to be cleared away at the end of each session. This did not impact on the quality of the environment and spaces used for children's experiences. Staff worked well to ensure the club was set up and sensitively structured to take account of children's stages of development and interests, and ensured children consistently experienced a welcoming and inviting environment.

Soft furnishings, including rugs and large cushions gave children space to rest. We saw children sitting chatting, enjoying social experiences with friends or taking time to participate in quieter play activities such as reading books. These spaces allowed children to take time out and relax.

Staff worked well together to keep children safe and identify risks both inside and outside. A range of risk assessments were in place, these highlighted the risk to children and contained clear mitigations and measures for staff to follow that kept children safe.

Facilities were clean and very well organised. Staff had developed very good procedures to ensure that infection prevention and control measures were in place. Children washed their hands at appropriate times and were well monitored by staff during this process. Staff had taken part in infection prevention and control training and measures such as cleaning and effective handwashing supported minimise the risk of infection spread.

We highlighted that structurally the close positioning of the toilet facilities to the kitchen area posed a risk for potential of cross contamination and infection spread. The manager informed us of plans for future refurbishment of the toilet area. We asked that in the interim they ensure that the sliding door of the toilet remain closed throughout club sessions. This would support minimising risk. Following the inspection the manager updated us of plans to install a partition screen within the kitchen as a temporary measure until permanent refurbishments are carried out.

The service had access to an office to store children's personal information 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? 5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality Indicator 3.1: Quality assurance and improvement are led well

We found a children's rights-based approach was used within the setting. Children's suggestions were actively sought, and their ideas used to plan experiences and the care they received. Children were empowered to have ownership of their club and were given independence and responsibility to make decisions. Children shared that they felt listened to and they had fun and enjoyed coming to club. One parent shared, "The staff know both my children well. They ensure that all ages of children are happy and engaged by the opportunities offered. They provide excellent leadership roles for the children. They really listen to what the children want to do and the activities they are interested in and try their best to make it happen".

We saw and heard how passionate the staff team were to get it right for children and uphold their best interests. A staff member told us, "The care and needs of the children are foremost in everything that happens within the club".

Quality assurance, including self-evaluation and improvement plans were in place, which supported the ongoing development of the service. The service improvement plan enabled the team to evaluate current provision and identify where improvements were needed. It set clear goals and plans for improvements and supported the ongoing development of the service.

Opportunities for the development of staff practice and skills took place through monitoring and appraisals. These promoted reflection and discussion about the strengths and development needs of the team. We discussed how a consistent approach and more regular opportunities to carry out monitoring would support continued improvements within the setting.

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

Parents were welcomed into the setting by staff who shared information and engaged in respectful and meaningful conversations which supported to develop positive relationships and involve parents. Feedback we received from parents highlighted that they felt well informed and involved in their child's experiences and care. One parent shared, "The team are excellent. Always welcoming and providing feedback". Online platforms and monthly newsletters provided families with key information about the club and updates about children's experiences and family events. As a result, parents were given insight into their child's time at club, with access to club information readily available to keep them informed.

Leaders were visible and were committed to ensuring the staff team felt fully involved in the development of the service. This approach of working together to improve outcomes was driving forward improvement and impacting positively on staff morale. One staff member shared, "The leadership is very good. As the care and needs of the children are foremost in everything that happens within the club. Also I know if there is ever anything I need or need to know, I am very confident I can approach and be heard and given support and guidance when I need it".

The club committee took an active role as provider of the service and were committed to ensuring the club provided a flexible and quality service to meet the needs of the families who attend. The manager shared she felt very well supported and assisted in the running of the club through the input of committee members.

How good is our staff team? 5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality Indicator 4.3: Staff deployment

Staff were deployed appropriately throughout the service, which ensured children were safe and cared for. Children were relaxed and happy within the service and they confidently approached staff, which demonstrated they felt at ease, safe and secure. Staff effectively moved with children to support them with their play and learning. The team had a good awareness of children's needs and interests and provided flexible support to allow children to experience meaningful care and learning. We received very good feedback about the staff team from parents, including, "Friendly, flexible and dedicated carers" and "Fantastic".

Team meetings provided the opportunity for staff to come together to reflect and to identify what was going well and plan developments. Meetings took place both formally and through daily discussions the team could effectively plan experiences and care for the children who attend. The whole team had established strong working relationships, enabling a positive ethos of mutual trust and respect between them. This resulted in a happy, secure, and supportive environment for children and their families.

Staff accounted for children well during our visit. Staff communicated with each other as children moved around the service or when they needed support. A register was in place to capture a record of children present and to reflect who had been picked up from the service. This supported children's safety.

The team consisted of long standing members with a variety of experience and skills. They worked well together to ensure consistent positive experiences and a continuity of care for children. Positive relationships had been established with colleagues, children and families. Staff spoke positively about their role, team relationships and told us they felt valued and involved in the development of the club. One of the staff shared, "I am confident to share my ideas for activities and trying out new things. My ideas are always supported and am told to give things a go".

The staff team had recently completed additional qualifications in early learning and childcare. They told us that this had enabled them to develop their understanding of child development theory and practice. A variety of training and professional development supported staff to continue to develop their knowledge and skills. This contributed to the quality of care provided and positive outcomes for children and their families.

There were sufficient numbers of staff across the day to meet adult: child ratios and to speak with families during drop off and collection. This supported good relationships with children and families. The service was staffed well to account for potential absences of colleagues and staff were flexible in their working pattern, if needed. As a result, children were cared for by a familiar team who provided consistency and continuity. Although no cover staff was being used at present, we asked that the provider ensure that safer recruitment procedures be followed, should they require cover staff.

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 staff should continue to develop the policies, which support the service ensuring that the information reflects best practice. Policies should be reviewed regularly to ensure information remains current.

Reference: National Care Standards, Early Education and Childcare up to the age of 16, Standards 2 - A Safe Environment, Standards 3 - Health and Wellbeing

This area for improvement was made on 22 August 2017.

Action taken since then

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

Complaints

Please see Care Inspectorate website (www.careinspectorate.com) for details of complaints about the service which have been upheld.

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	5 - Very Good

How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good

How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good

How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànain eile ma nithear iarrtas.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.