Broxburn Family Centre's Out of School Care Day Care of Children

Broxburn Family And Community Development Centre
1-3 Henderson Place
Broxburn
EH52 6EY

Telephone: 01506 857 158

Type of inspection:
Unannounced

Completed on:
17 July 2024

Service provided by:
Family and Community Development
West Lothian

Service provider number:
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Service no:
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About the service

Broxburn Family Centre's Out of School Care is situated within a residential area of Broxburn, close to local amenities including shops, woodlands, parks, local schools and their second site known as 'The Range'. The service provides day care for a maximum of 66 children of primary school age up to the end of S2. Additionally up to 5 children may be cared for in the summer prior to entry to primary school.

The accommodation is provided from a converted shop, which includes two large playrooms, a smaller family room, kitchen, toilets, nappy change area and an enclosed yard for free flow outdoor play.

About the inspection

This was an unannounced inspection which took place on 10 July 2024 between 09:15 and 13:15. Two inspectors carried out the inspection. We provided some feedback on the day of inspection and final feedback was shared via video call on 17 July 2024. To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:
- spoke with 18 children using the service
- spoke with and gathered feedback from 13 parents/carers
- spoke with management and staff members
- observed practice
- reviewed relevant documents.

Key messages

- Children and families experienced a very good level of care and support within a setting which was at the heart of the community.

- Children were busy in their play and enjoying themselves in the setting.

- Staff knew children well and had established secure relationships with them.

- The building and use of the local community resources provided children with variety and challenge in their play.

- Staff were responsive to children's interests and requests.

- The staff team were committed to playing an active part in the ongoing self-evaluation and improvement of the service.

- Some improvement is needed to the outside yard space to improve the quality of play in this space.

- Whole team involvement in self-evaluation was supporting quality assurance processes and improving outcomes for children.

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?	5 - Very Good
How good is our setting?	5 - Very 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? 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 1.1; Nurturing care and support.

Children were happy and secure in the setting, as they sang and laughed throughout the day. Children told us they enjoyed coming to club and were able to confidently tell us about all the things they do. Staff provided a warm welcome for children and their families and parents commented positively on this telling us "There is always someone to receive me when I arrive and chat about my child's day". These positive relationships with families enabled strong communication for the sharing of information and supported children's overall wellbeing.

Children were encouraged to eat healthy foods by the provision of a nutritious and balanced snack menu. A menu was displayed, ensuring children and families knew what was planned for the week ahead. Fruit and water were always available and children took advantage of this between mealtimes. Children were independent in self serving their breakfast and staff advised they also had these opportunities at snack times. However, lunch time limited opportunity for independence and was more task focused. We asked the service to review the lunch time period and consider a rolling period for lunches. This would enable children to eat when they were ready and reduce interruption to their play. Children acting as lunch time helpers to support with tasks such as setting tables and washing dishes could also be considered. This would provide additional responsibility and develop life skills for children.

Personal planning for children captured the needs of individual children with regular observations and identified actions to support specific needs. These were linked to the SHANARRI wellbeing indicators. Staff were confident in describing support strategies for individual children and had a good understanding of how to support individual children, which was evident in practice. Regular reviewing of personal plans and discussion with parents meant they remained up to date and supported continuity of care and support.

An 'emotion corner' and the 'worry warrior' system positively contributed to children's ability to regulate their feelings and behaviour. This improved children's ability to make friends, feel secure, explore and learn.

Children's wellbeing was promoted through the systems in place for the management of medication and accidents. The service should ensure that where children have medication such as epi-pens, that this is also captured within their personal plan and on their quick glance cards within the medicine cupboard. This is to ensure that needs can be met quickly by all staff.

Children were safeguarded as the staff team were confident in their knowledge of child protection issues as a result of regular training. They were fully aware of the procedures to follow to take action in response to any concerns contributing to children's positive welfare and safety.

Quality indicator 1.3; Play and learning.

Children felt included and involved as they told us they were able to make suggestions to their keyworkers about what they would like. Staff were very responsive to children's cues and requests during their day, enabling and extending their play.

We found the summer plan was mainly led by staff and discussed how children could take more ownership of this. Planning during term time was more child led, enabling them to have control and feel empowered. We suggested putting a floor book in place to support children in revisiting previous experiences and capturing their views and suggestions.

Children's variety of play experiences was broad and provided them with appropriate levels of challenge. Planning of play experiences took account of the play types, which increased children's enjoyment as they also had regular opportunities for riskier play. For example, using the mat for wrestling and other physical play activities at the second site known as 'The Range'. Staff provided appropriate encouragement and levels of support to build children's confidence. This enabled them to develop their understanding of risk and how to manage it.

Children had some opportunity to be responsible through roles such as 'wellbeing leader' to check in on other children's emotional state. Older children were encouraged to help younger ones, and this was seen throughout the session. This built their capacity as leaders and provided additional comfort and reassurance to younger children. As mentioned previously, this could now be developed into other areas such as mealtimes.

Children enjoyed regular opportunities to be outdoors in the fresh air and were not restricted by the weather. During the holiday period, they enjoyed regular sessions at The Range called 'manky Mondays' and 'wet Wednesdays' which were thoroughly enjoyed by most children. There was also regular play in the park and local woods. These regular active play opportunities promoted children's physical wellbeing and built their resilience. We suggested the service consider how to support alternative choices for any children who may not want to partake in the activity sessions in The Range.

How good is our setting? 5 - Very Good

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

Quality Indicator 2.2; Children experience high quality facilities.

Overall, children benefit from very good facilities. The building had recently been redecorated, providing a fresh and clean environment. The large space available across three rooms and an outside yard meant children could move freely and lead their own play. We asked the service to consider where some activities were placed, to try and keep the noisier, physical play and the quieter spaces for relaxation separate. For example, the sofa books were in the 'treetop' area of the climbing structure which was used frequently for boisterous play.

Risk assessments for the building and outings identified potential hazards and how to minimise harm to children. The staff team were fully involved as a whole team in dynamic risk assessing of spaces used ensuring they all knew how to keep children safe. Children were given some freedom to play unsupervised at points within the yard area. Although this has been risk assessed, we asked the provider to keep this under review and consider the needs of individual children to ensure their continued safety and reduce the risk of them leaving unnoticed.

Resources were all in good condition, varied and sufficient in content to support their interests and increase their engagement.

Children told us about other resources and activities available and told us "It's good, there are lots of toys" and "we get to play with our friends, activities are fun like colouring pictures". Parents were also satisfied with the resources and experiences on offer and said "Lots of different activities available, my child is always excited to go".

The environment and resources were clean contributing to children's positive wellbeing. Appropriate hand washing supported children to reduce their risk of cross infection. Toilets and nappy change areas were clean. We asked the service to replace open top bins with lidded pedal bins and to review the storage of some items in the nappy change area to further promote infection prevention and control.

Confidentiality of children and families' information was maintained as records were stored on a password protected computer or locked cupboards. CCTV was in place on the outside of the building to further promote security and was used proportionally. A policy was in place which ensured families were fully aware of how this was used.

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/people, therefore we evaluated this key question as very good.

Quality indicator 3.1; Quality assurance and improvement are led well.

There was a shared approach to improvement across the whole team, as staff spoke confidently about their involvement. They had taken on champion roles and were identified as holding responsibility for key areas of the service improvement plan. Weekly staff meetings supported the team to come together and discuss different aspects of provision. The vison, values and aims of the service also provided a shared direction for all staff. This built their capacity as leaders and supported progress of improvement through team work.

The service had created an improvement plan as a result of self evaluation. This provided specific and measurable actions to support the continued improvement of the service.

The management team maintained an overview and direct involvement in provision of the service. This supported regular, informal observations of practice and discussions to support improved outcomes for children.

The manager and staff were using the quality assurance document 'A quality framework for daycare of children, childminding and school-aged childcare' to assess themselves. They gathered photographic evidence of progress made within a leaflet and made links to all relevant quality indicators. They supported identification of strengths. Quality assurance systems included ongoing reflective discussions and reviewing progress of the improvement plan as a whole team during team meetings. The senior management team also carried out a regular assessment against different quality indicators and areas, enabling identification of any areas for improvement and action needed to address these. This contributed to the ongoing development of the service. Policies and risk assessments were up to date and their implementation was supporting positive outcomes for children. This contributed to children's positive experiences as they reflected best practice and current legislation.

There was ongoing opportunity for children to give their feedback verbally on different aspects of the service and their play. Parents had some opportunity for feedback through informal discussions and a yearly questionnaire. Almost all parents told us they felt involved in a meaningful way to help develop the service.

They told us "We know we can make suggestions if we want to" and "I'm sure they send out a questionnaire asking for our thoughts". As previously mentioned, a floor book could be developed which would support sharing of experiences with families and allow them to give more informed feedback. For example, one parent's suggestion for making the service better was "updates on what activities my child has been involved in or pictures of this". The service should now consider how they can gather feedback from parents more formally on a regular basis and use this to inform improvement. They should ensure that families are made aware the impact of their feedback and any actions taken as a result.

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/people, therefore we evaluated this key question as very good.

Quality Indicator 4.3; Staff deployment

The staff team was established with a good mix of skills and experience between them. They worked well together as a team and effectively communicated during the day to ensure children's needs were met. Staff interactions were warm, calm and nurturing, they knew children well and drew on this to support their wellbeing. They were knowledgeable of best practice and used this to support children's play experiences. Parents commented positively on the staff team and told us "The staff are friendly, they are knowledgeable. Always able and happy to answer any questions" and "They are friendly and always offer to help with anything the children need".

Staff ratios were maintained appropriate to the number of children attending. Management advised of increased ratios when these were identified to meet individual needs, enabling all children to be fully included in all experiences. Parents told us "The staff ratio appears good. When in the park or at the range there are always a few members of staff present in different areas". Regular supply staff and use of staff from other settings within the group meant they were familiar with the setting and children. Staff rotas were in place, which maintained appropriate numbers during a crossover of staff and supported lunch breaks. This enabled consistency of care for children.

Staff maintained appropriate supervision of children indoors and on outings, supporting their continued safety. They positioned themselves well within their key areas indoors and whilst out and about. For example, registers and head counts were carried out, ensuring staff knew how many children were present at all times. One staff member was also deployed to manage the entrance/exit into the site at The Range during a session for the whole community, enhancing security. Whilst outwith the setting, they made use of walkie talkies to support their movement to assist and monitor children. This reduced children's risk of leaving unnoticed and maintained a secure environment.

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?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very Good

How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very 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

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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

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