Danderhall After School Club
Day Care of Children

Danderhall School
59 Edmonstone Road
Danderhall
Dalkeith
EH22 1QL

Telephone: 07522542587

Type of inspection:
Unannounced

Completed on:
27 January 2023

Service provided by:
Danderhall After School Club

Service provider number:
SP2003003477

Service no:
CS2003015237

About the service

Danderhall After School Club is registered to provide a care service to a maximum of 40 children aged four years to Primary 7. This includes a breakfast club and service during school holidays.

The club is situated in the dining hall within the school building of Danderhall Primary school in Midlothian. The club also has access to the adjoining sports hall, all-weather sports pitch and school trim trail for active play. The club is close to local amenities and parks.

About the inspection

This was an unannounced inspection which took place on 26 January 2023 between 14:00 and 17:30. and 27 January between 12:00 and 15:00. One inspector carried out the inspection.

To prepare for the inspection we reviewed information about this service. This included previous inspection findings, information submitted by the service, and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with children using the service and three parents
- spoke with staff
- observed practice and daily life including staff interactions with children
- reviewed documents.

Key messages

- Children and families were warmly welcomed into the service.
- Staff worked well together and had built trusting relationships with children and families.
- Children benefitted from warm, caring, nurturing interactions and engagement with staff.
- Staff recognised the importance of involving children in decision-making.
- The manager and staff team regularly reflected on their practice and the environment to make changes which improved outcomes and experiences 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?	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.

1.1 Nurturing care and support

Children were happy and relaxed in the setting, and benefitted from warm and positive relationships with staff. Routines during the session were familiar to the children which helped them to feel settled in the club. Parents told us they were happy with the care provided for their children. One parent told us "considering how happy my child is when attending the club, I feel as though they're doing a fantastic job".

Display boards held information of daily planned activities, weekly snack menu and club rules. Children told us they had agreed the club rules together with staff. This demonstrated they were listened to in ways that encouraged them to feel valued and included. One parent told us "my children love being part of the service and are confident in the setting to suggest activities and give ideas".

Personal plans were in place for each child which included information to support staff to meet each child's needs. These included required medication , allergies and children's interests. They also included wellbeing pastoral logs to inform of ongoing relevant information. These were reviewed regularly with parents which meant staff were aware of children's changing needs to support their care.

Effective communication with parents meant that relevant information was shared and relationships were maintained. A floor book displayed at the club entrance included children's experiences through photographs and artwork. This helped to include parents in their child's day. One parent commented "the black book and comments at the main door is a fantastic touch also I love to see the drawings and pictures of their days".

Children benefitted from a relaxed, unhurried and positive lunch and snack experience. There were opportunities for children to be independent, which helped them to achieve and build life skills. Staff sat with children whilst they ate and were responsive to their needs. Drinking water was available to children during mealtimes however staff had also provided diluting juice. We discussed that only water and milk should be offered in line with best practice guidance. We signposted the manager to Healthy eating in schools: guidance 2020.

1.3 Play and learning

Children experienced a balance of planned and spontaneous experiences and were actively leading their own play and learning. Resources supported children's interests and included art and craft activities, construction toys and small world play. Parents told us they were happy with the activities and experiences offered to their children .

Children benefitted from responsive practitioners who listened to them and acted on requests. This was demonstrated by the 'fact of the day' displayed on the notice board. Staff told us that an interest from one child on general facts had gained interest from other children and had now "grown into finding a fact

everyday". This meant that children's ideas and interests were valued and respected. The fact of the day children told us was "A new species of dinosaur with 400 teeth has recently been discovered in Germany''.

Healthy lifestyles were promoted through regular active physical play and fresh air. Staff supported a risk benefit approach which meant children had opportunities to manage risk safely, develop their gross motor skills and have had fun in the outdoor area.

Children benefitted from good staff interactions throughout the session. This included praise and encouragement and acknowledgement of achievements. These interactions supported children's confidence and self esteem, however we saw some missed opportunities for children to be challenged in their play. Staff could make more effective use of questioning to further extend children's play and learning.

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.

2.2 Children experience high quality facilities

Children benefitted from an environment that was bright and welcoming and offered plenty of natural light and ventilation. Moving between the indoor and outdoor spaces meant children had the freedom to choose where they wanted to be and lead their own play.

The environment was safe and secure and we saw that the staff communicated and worked very well together to keep children safe in monitoring who was entering and leaving the building and children were accounted for at all times. Risk assessments were in place for both indoor and outdoor activities and reviewed regularly.

Staff demonstrated good infection control procedures which minimised the spread of infection and created a safer environment for children and staff. For example, staff cleaned tables prior to children eating and children washed their hands at appropriate times.

The setting offered children a range of play resources to support and develop their play and learning. The club used the school dining hall and an adjoining sports hall as their main play space. Children told us they liked to play football, Lego and with dinosaurs. We saw that staff had responded to further requests of resources which included adding a chess set, animal books and puzzles. Staff were reflective in their approach. They identified through observations and discussions with children that further resources were required for older children. This would help extend play and learning opportunities.

The school grounds provided a range of spaces for the development of physical skills including climbing and balancing activities. Children had access to equipment which offered activities such as, football, loose parts play, and the trim trail. Staff told us of plans to give children more gardening and growing opportunities and had linked with a local community group Guerrilla Gardeners. This would extend children's learning and opportunities and strengthen community links.

Information about children was kept securely online and paper information in locked filing cabinets. Sensitive information was only shared with those who needed the information to meet children's needs. Staff had a good understanding of confidentiality, and this was reflected in their communication with parents.

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.

3.1 Quality assurance and improvement are led well

The service was well led and the manager was enthusiastic and demonstrated her commitment to the quality and improvement of the service. Staff told us the manager was very approachable and they felt valued and supported. Parents comments received included the manager was "friendly and approachable" and "I feel listened to when asking questions".

Staff had developed positive relationships with parents and kept them informed about their child's experience through daily conversations. Use of social media gave parents the opportunity to be involved in their child's day through the sharing of photographs. Staff encouraged children to voice their opinions and ideas on play resources and activities. This feedback helped staff plan future experiences and ensured that children were involved in and influenced what happened within the service.

As part of their evaluation process, the service had an improvement plan in place. This had been based on actions set from previous inspections. The service now need to focus on key priorities identified within the club. This would embed a shared approach to improvement and promote positive outcomes for children.

Self-evaluation processes had allowed staff and children to reflect on experiences offered and identify areas to develop. To further evaluate performance the manager and staff should continue to familiarise themselves with 'A quality framework for day care of children, childminding, and school-aged childcare'. This would help support and develop improvements within the service and support children to reach their full potential.

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.

4.3 Staff deployment

Staff worked well as a team and were flexible and responsive int their approach. This helped create a welcoming and relaxed atmosphere for children. All parents were very positive in their feedback and comments included, "staff are friendly, approachable and professional" and "what a fantastic team they are".

Sufficient staffing levels were in place to ensure children's needs were met in a consistent manner. Staff were deployed in a way that supported each other to complete routines of the day. They used phones to communicate with each other between the indoor and outdoor areas to ensure effective supervision and quality engagement across the day.

Busy times were during school pick up. Staff had a briefing prior to collecting children to gather information on child absence, changes to pick up areas and shared information from the school regarding relevant information. This supported effective partnership working to ensure children's individual needs were effectively met.

A mix of staff skills and experiences offered opportunities for staff to share strengths and support each other to meet the needs of the children. They had regular opportunities to meet informally at the beginning and end of session and more formally through regular team meetings. These provided opportunities to discuss their general wellbeing, practice issues, areas of improvement and reflection of learning and development.

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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