Auchtermuchty Out of School Club
Day Care of Children

Auchtermuchty Primary School
Back Dykes
Auchtermuchty
Cupar
KY14 7AB

Telephone: 07515 189 430

Type of inspection:
Unannounced

Completed on:
6 April 2023

Service provided by:
Fife Council

Service provider number:
SP2004005267

Service no:
CS2007160823

About the service

Auchtermuchty Out of School Club is registered to provide a care service to 24 children from an age to attend primary school to 14 years. It is close to local amenities, green spaces, and transport links.

Children have access to a designated club room, quiet area, playing field, woods and toilet facilities.

About the inspection

This was an unannounced inspection which took place on 6 April 2023 between 08:15 and 12:45 hours. 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 six children using the service and one parent;
- received feedback from families electronically;
- spoke with staff and management;
- observed practice and daily life; and
- reviewed documents.

Key messages

• Children were confident, happy, and settled in the club.
• Staff and children had developed trusting relationships.
• The club should ensure personal plans detail how they will support children's individual needs. Plans should be reviewed regularly with children and parents.
• Staff valued children's right to play outdoors daily.
• Children were encouraged to plan activities and lead their play and learning.
• The club should refer to the quality framework to support them in evaluating their service for continuous improvements.

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 experienced warm and nurturing interactions from a staff team that knew children well. Staff spoke with children in a calm and caring manner. We visited the club during the holidays. This service was used as a base for other local authority provision. To support this provision, there were familiar staff from other clubs. This meant that children were supported to manage the transition during the holiday period when clubs came together. This ensured continuity of care for children as staff were aware of individual needs and preferences.

Mealtimes provided opportunities for children to develop important skills for life. For example, children prepared snacks, set tables and washed their dishes. Children sat with friends and staff and engaged in chat. As a result, the experience was calm, relaxed, and unhurried.

Children were encouraged to plan activities through an interactive board and picture system. They told us they had also been involved in planning the holiday programme. Staff engaged with children during planned activities. For example, one member of staff recognised a child preferred to use their left hand when cutting. They provided resources to support. This meant that the child was able to complete their activity and experience a sense of achievement.

Children had personal plans that showed some evidence of activities they had taken part in. Most of children's plans had registration information that was updated in line with guidance. We asked the service to ensure this information was updated for all children in a timely manner. This is to ensure staff had the correct information at all times for children and families. Staff could tell us how they were supporting individuals in their care. We asked the service to record this as part of the child's plan. This is to promote a consistent approach across the staff team, so children receive the support that is right for them. One parent told us they had not been involved in reviewing their child's plan. Plans should be reviewed regularly with children and families to ensure the service is meeting their needs and wishes. (See area for improvement 1).

The service had a system in place to record and monitor children's medication to ensure safe administration. At the time of our visit, no children required medication. However, we were confident protocols in place would support children's health care needs.

Children benefitted from a quiet space next to the playroom. The area had soft furnishings and resources. Children were able to rest and relax as this provided a safe space. Children told us this was a good space to be with a friend which promoted their emotional wellbeing.

Quality indicator 1.3: Play and learning

Children were settled, happy and engaged with staff in planned and freely chosen activities. A variety of resources were available for them to use, such as, board games, crafts, books, a sand pit and wheeled toys. Children told us they liked to play football, go to the woods, and create pictures. As a result, they had fun as they led their play.

Children had access to age-appropriate resources; this meant that the environment and activities were inclusive of all children and promoted them to make independent choices. Play spaces encouraged imaginative play, curiosity and problem solving. Children were able to talk confidently about activities they had taken part in. Pictures were displayed on the wall and children enjoyed sharing learning they had captured on the iPad. This meant that children were able to talk about their learning and had ownership of their play.

Children had access to outdoors for ball games and physical play. The door was open so children knew they could access the outdoors freely and staff responded to children's requests to access the area. Staff valued the importance of children being outdoors and the benefits this had. For example, the service accessed the local wooded area regularly. Children had also requested the holiday club be held at Auchtermuchty so they could play in the woods. As a result, children experienced the wonder of playing in green spaces to promote their overall wellbeing.

Areas for improvement

1. To ensure children receive the support they need, the provider should ensure personal plans are further developed. This should include, but is not limited to, recording their progress, next steps and how the service will support children. Plans should be reviewed at least every six months or sooner.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My personal plan (sometimes referred to as my care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15).

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 club operated from a designated room within the local school. The room was warm, well ventilated and benefitted from natural sunlight. Staff had created play spaces that were comfortable, inviting and provided opportunities for children to lead their play. Children used the spaces to create their ideas, play board games with friends and staff, and enjoy snacks. As a result, children experienced a calm and relaxed session that supported their preferences.

Infection prevention and control procedures were in place and kept children safe. For example, hand hygiene practices at key times were embedded, and staff cleaned surfaces before and after children ate. This meant that children were cared for in an environment that was well maintained.

Daily safety checks of the area were carried out by staff before children accessed the service. Any maintenance issues were recorded and reported to the school janitor. This meant that children experienced play in an environment that was safe. Risk assessments were in place and staff were aware of these to support the safe delivery of the service. We asked the manager to ensure staff are involved in reviewing risk assessments to ensure they continue to keep children safe.

To ensure children's safety, staff had a system in place to record attendance and pick up times. This meant staff had an awareness of how many children were in the club at all times.

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 improvements are led well

Children and families experienced a warm and welcoming ethos in the club. Positive relationships were observed as staff took time to talk with parents and children when they came into the service.

Two-way communication with families supported outcomes for children, such as sharing information online, in newsletters, emails and face to face chats. Parents commented on how they were kept informed about club events and what children had been doing. As a result, they felt involved in their child's learning.

Staff from across the clubs worked together to create a programme that reflected children's choices. This resulted in children having fun with staff and friends and gave a message that children mattered.

Due to the shift patterns of staff to support service delivery, a communication book was used to share information across the team. Minutes from wider staff meetings with the manager were circulated to all staff to try and ensure consistency in communication. Staff told us they would like the opportunity to meet as a whole team monthly. This would support a consistent approach across the service and ensure all staff felt included.

The service had a detailed improvement plan in place. This included priorities to promote the use of the outdoors and improve consultation with parents. We asked the service to review and evidence the progress made towards their actions as part of the cycle for improvement. Staff told us they used informal ways to evaluate the club. This involved asking children and families their thoughts and ideas. We asked the service to refer to the Care Inspectorate's 'A quality framework for daycare of children, childminding, and school-aged childcare' to support and evidence their self-evaluation journey. This should include staff's views as some staff felt they were not consulted about how to improve the service. (See area for improvement 1).

We asked children, staff and parents if there were any improvements they would like to see at the club. Most parents commented they were more than happy and couldn't think of anything that could be improved. Most children told us they wouldn't change anything. One child would like a water play area. We shared this with the club who will include this in the planning for children's experiences.

Areas for improvement

1. The club should regularly evaluate the service offered to children and families as part of their quality assurance process. This will help identify any areas for improvement to enhance outcomes for children.

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 a 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 encouraged children to make choices and lead their play. They facilitated games and activities based on what children had planned to do. Staff were committed to their roles and placed children and families at the centre of the service. This helped to provide consistency and continuity for children in their play and care. Parents were happy with the service and confident children were safe, happy, and having fun.

Staff worked well as a team. They deployed themselves to ensure all areas where children chose to play were supported. For example, some children preferred to play outdoors, and others chose to be inside. This meant that children were supervised and safe as they accessed the full provision.

Staff spoke confidently about the impact of recent child protection training and their role in keeping children safe. The club had clear system and processes in place for the reporting of concerns. This meant that children were supported as staff were clear of their role in ensuring children's safety and wellbeing.

New staff told us they received support from the manager and wider team. A staff induction book also provided important information needed. Staff support and supervision sessions were carried out by the manager. This gave staff and management the opportunity to look at development needs and training opportunities to support staff in their role. Some staff told us they would like to see leaders visit the club more. We shared this with the manager and suggested they look at ways they can increase support visits. This would ensure staff are fully supported to reflect on the service provided and allow children to benefit from a club committed to continuous improvement.

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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