Peelers After School and Holiday Club Limited
Day Care of Children

Eliburn Community Centre
Garden Place
Eliburn
Livingston
EH54 6RA

Telephone: 01506 415 492

Type of inspection:
Unannounced

Completed on:
10 December 2021

Service provided by:
Peelers After School and Holiday Club Limited

Service provider number:
SP2009010522

Service no:
CS2009231194

About the service

Peelers After School and Holiday Club Limited has been registered with the Care Inspectorate since 1 April 2011.

The service is led by a committee and is registered to provide a care service to a maximum of 50 children of primary school age at any one time.

The service operates from the community wing of Peel Primary School where there is one large playroom which can be divided into two smaller rooms by concertina doors. The service also has a designated outdoor area and has use of the school's multi-use games area, also known as MUGA, a large field and adjacent woods.

An inspector carried out an unannounced inspection on Monday 6 December between 15:45 and 18:00. We returned for an announced visit on Tuesday 7 December between 14:30 and 18:00. This allowed us to see where children were cared for and observe children in their play and interactions with the staff. Feedback was given by video call on 10 December 2021.

As part of this inspection, we took into consideration Key Question 5 - Operating an early learning and childcare setting (including out-of-school care and childminders) during Covid-19 with a specific focus on Quality Indicator 5.2: Infection prevention and control practices support a safe environment for children and staff. We will report on the overall performance of this indicator in Theme 1 Quality Care and Support.

The service values:

- The needs, rights and views of the child are at the centre of all practice and provision
- Individual, difference and diversity are valued and celebrated
- Equality of opportunity and anti-discriminatory practice are actively promoted
- Children's personal and physical safety is safeguarded, whilst allowing for risk and challenge as appropriate to the capabilities of the child
- Self esteem, resilience and a positive self image are recognised as essential to every child's development.

What people told us

During the two days of our inspection visit, approximately, 40 children were present. All children had formed loving relationships with staff and were happy and confident within the service.

We asked the service to issue an email to all parents on our behalf, inviting them to offer feedback about the service. Eight parents took up this offer. All parents were satisfied with the service and provided positive feedback. Parent comments included:

"The service encourages the children to be independent, it is inclusive and involves parents."

"My child tells me that she loves being outside and going for walks, no matter what the weather."

"It would be nice if there was an App or forum that updates could go on to, so that photos could be shared and my husband, who doesn't get to do drop off or pick up our child, could also see what they have been doing."

"The manager is great, she gets to know parents and children at settling in days and I can always email her with any questions and she always responds promptly.

"I don't think there is anything that needs to be improved in the service, in fact my child asks to go to the holiday club and on a Friday when I am not working."

"My child has a personal plan and this is reviewed with me regularly."

"The care provided is exceptional they really take into account each child's needs and requirements and they have a caring outlook with the children's best interests at heart."

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. During the inspection we discussed the service's priorities for development.

From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	not assessed
Quality of staffing	5 - Very Good
Quality of management and leadership	not assessed

What the service does well

We made an evaluation of very good for this inspection. We identified major strengths in supporting positive outcomes for children, with very few areas for improvement.

Children were very settled in the service, they were happy and engaged in their play. We saw children instigating cuddles with staff, who were loving and nurturing in their interactions. Older children continued to be engaged and challenged in the service and told us that there was plenty of things to do to keep them busy.

Very good systems were in place to keep children safe and protected. For example, there was a swift procedure in place at the beginning of the session to identify the whereabouts of children who were expected to attend and were absent. Similarly, staff were very clear about child protection and internet safety procedures.

Families benefited from respectful and trusting relationships and there was a spirit of genuine partnership. Parents views were sought and valued. Staff and parents were missing the daily contact because parents were not coming into the service, as a result of the pandemic and the manager was looking at ways to use technology to further enhance the partnership.

Each family had a key worker who was responsible for managing the child's journey through the service. This included working with families during the induction period when they came to visit and writing, implementing and reviewing personal plans. This ensured children were supported and cared for sensitively by staff who were aware of and planned for any known vulnerabilities.

Children's rights were recognised in a culture of fairness, respect and inclusion. Children were given choice and included in decision making, whilst also learning to understand the need for democracy and necessary rules to keep them safe. Part of the recruitment process for new staff was to spend time with the children, who were invited to give their views about candidates.

Children benefited from daily outdoor play opportunities, which promoted physical and mental health and resilience through taking and managing risks outdoors. The service had use of areas with the school playground, the adjacent woodland and local parks. The service had invested in new outdoor resources to enhance play experiences, which included a mud kitchen and sand tray.

The self-serve buffet provided a nutritious snack, which reflected current guidance. Children chose what they would like to eat, which promoted choice and independence. Children also chose where to sit and enjoyed this social experience with friends. Regular opportunities to bake supported children to learn life skills and build self-confidence.

Staff worked well together as a team, and all staff we spoke to could confidently tell us about their training and changes they had made to their practice as a result of training to improve outcomes for children.

All staff felt valued and supported by management and were deployed throughout the service to provide a mix of skills and experience to ensure best outcomes for children. Staff were recruited in line with safer recruitment practices. The induction program was thorough and ensured that staff were confident in meeting the needs of individual children. New staff received a three-month review to support their developing role.

Staff were supported to be self-reflective and had regular meetings with the manager, who had introduced a self-reflection tool to support their development. Similarly, all staff used a reflection journal to reflect on play sessions and how they could develop their role to enhance outcomes for children.

We were satisfied that the service had appropriate infection control procedures in place to support a safe environment for children and staff. Staff cleaned touch points and resources regularly to help reduce the risk of infection.

What the service could do better

Keyworkers knew children well and development plans were used to identify strategies to support children's individual needs. To support children to progress at an appropriate pace, we suggested that planned strategies could be more specific, and children's progress could be reviewed more often.

The Covid-19 pandemic had impacted on effective information sharing and partnership working with other professionals. We asked the manager to work at reviving such relationships and partnership working to identify appropriate next steps and strategies to support individual needs. One parent told us: "I would like to see better links and improved communication between the after-school club and the primary school."

Staff planned future play experiences through listening to children's ideas and wishes. We advised that this could be made better through using a recording system, which children could contribute to. This would open up opportunities for all children to contribute ideas. Suggestions included an ideas sheet for impromptu recording of ideas and/or reintroducing floor books where children can be supported by adults to think of new ideas and reflect on previous play experiences.

We saw children's rights, the Getting it Right for Every Child (GIRFEC) wellbeing indicators and the play principles embedded in play experiences. We suggested that staff could make reference to these in the floor books to show how these link to practice.

Children could ask to spend time in the office, which housed a play tent and soft furnishings, should they wish to have some quiet time to relax. We asked the manager to introduce a cosy area, with soft furnishings where children could relax within the playrooms, should they wish to do so.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

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

Previous requirements

There are no outstanding requirements.

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

Previous recommendations

There are no outstanding recommendations.

Inspection and grading history

Date	Type	Gradings	
14 Aug 2019	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good Not assessed Not assessed 5 - Very good
25 Aug 2016	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 4 - Good
10 Jul 2015	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good 5 - Very good 3 - Adequate 3 - Adequate
10 Aug 2012	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good
31 May 2011	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good

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