Studio 2 School's Out Club
Day Care of Children

9 Eastfield Place
Dumbarton
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Telephone: 07889 085 433

Type of inspection:
Unannounced

Completed on:
30 November 2022

Service provided by:
Jan Archer

Service provider number:
SP2013984937

Service no:
CS2015339084

About the service

Studio 2 School's Out Club is a school aged childcare service which is located in Dumbarton, West Dunbartonshire. The service is registered to provide a care service to a maximum of 34 children of primary school age.

The service operates from a dance studio where children have access to one large and two small playrooms, the service also has a secure outdoor area.

The service is located in a residential area and is near to local schools and amenities.

About the inspection

This was an unannounced inspection which took place on 23 November 2022 between 15:00 and 17:45. 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 several children using the service
- Sent out a family questionnaire and received 10 responses
- Spoke with staff and management
- Observed practice and daily life
- Reviewed documents.

Key messages

- Children were happy, relaxed and confident, they told us they enjoyed being at the at the club.
- Staff and children had built up positive relationships, staff encouraged and supported children to have fun.
- The staff team work well together and were focused on improving outcomes for children.
- Families were kept well informed about their children's daily experiences.

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 experienced warm, caring and nurturing interactions from staff. They were familiar and confident with the routine of the club. Staff knew all children very well and engaged in warm caring conversations. Children told us they like the staff, one said, "they help us do lots of things." Building positive respectful relationships make children feel safe and secure.

Before starting the service, staff worked closely with families to gather a range of information which supported children's health and safety needs. This included medical requirements, allergy information and emergency contact details. Staff used this to promote consistency and continuity of care. 'All About Me' journals detailed children's likes, dislikes and what they enjoy doing. We reminded the manager that this information should be regularly reviewed with families.

Children had some involvement in planning snack and helped set up tables and chairs. Staff called for children by school name to pick up their snack. When seated children enjoyed a sociable and unhurried experience, children of all ages sat together and chatted. We discussed with the manager the opportunity for children to develop further independence around mealtimes, including serving themselves and choosing healthy snack options. We signposted the manager to the Care Inspectorate hub; Setting the Table Nutritional guidance and food standards for early years childcare providers in Scotland and Realising the Ambition: Being Me.

We found children's food choices reflected their dietary and cultural preferences, this information was easily accessible and known to all staff. This contributed to children's health, wellbeing and safety.

Wallboards displayed in the club foyer reflected activities children were involved in choosing. Children would add their wishes, some wishes included making pasta, having a movie day and going to the park. Photographs and children's comments reflected that these fun experiences had occurred. One staff member said, "We have a wish list for the children where they can come up and ask us for absolutely anything they want and we do our best to meet the wishes, some wishes we are unable to meet but in these circumstances, we try and find an outcome that the children would be happy with."

As space was limited to hold lots of folders, we discussed with the manager the the use of floor books as a means to record children's learning experiences; pictures, photographs, thoughts and feelings. Further guidance can be found at the Care Inspectorate hub; Introduction to floor books.

We reviewed the setting's medication policy and procedures. We found medication was stored securely, labelled and out of reach of children. Documentation was accurate and reflected children's individual health needs. Details included the type, strength and dosage of medication. We found families had regularly reviewed, updated and signed off on this information.

Quality Indicator 1.3: Play and Learning

We saw children lead their play, they were happy and confident as they took part in a range of activities. A variety of resources were available for them to explore, such as board games, crafts, books, construction, and computers. Staff asked children what they wanted to do and then used this to plan future experiences. We saw a good balance between spontaneous and adult-led play; art experiences were set up which children could choose to participate in.

Children's learning was extended during small group experiences. This included arts and crafts sessions where children sought support and suggestions from staff. Staff showed a genuine interest in children's work and supported them to finish their creations.

We found children's achievements were recorded on wallboards and in folders. These contained photographs, children's comments, and drawings. They reflected the range of activities children had experienced after school and throughout the holidays. We observed children and families had commented on the experiences and were encouraged to give feedback and suggestions about the service. One parent said, "We are regularly asked for our opinions on and suggestions for the club."

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 had ample space to play and have fun. The main playroom was clean, bright and well-maintained. On the day of inspection, we noted both small playrooms were full of toys and cluttered. The manager advised that resources had been moved from cupboards to enable a survey for proposed building work. The manager has confirmed both areas are now clear.

Children had access to a variety of resources which reflected their stages of development and learning, they included table football, cars, trains and dolls. Children were free to choose what they wanted to do and when. Staff encouraged children to have fun and got involved in their imaginary play, this included dressing and playing with dolls. This type of play promotes social and language skills and boosts creativity.

To support older children a playroom was identified solely for their use. They told us this was their room where they could play games and chat. One younger child said, " I am not allowed in there, I am in primary 2." All children were involved in establishing the rules for this area, including being in Primary 4 to get in; rules poster was on the wall. This approach allows children to feel independent and that they belong.

We did note that the playrooms were cold when we first arrived, however, got warmer and more comfortable as the afternoon progressed. This meant it was a welcoming and comfortable space for children to play and relax.

Children had access to a secure outdoor space at the rear and front of the setting, at the time of our visit children did not want to go outside due to the bad weather. Children told us they would go out and play football and jump and climb.

We were satisfied that the service had effective infection control procedures in place to minimise the potential spread of infection. This ensured a consistent approach to health and safety.

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 manager and staff team worked closely to provide positive outcomes for children and families. The service's shared vision helped staff know what was important to meet these needs. One staff member said, "The afterschool is a great place to work and I feel that, as a team, we deliver a high standard of care for the children who attend our setting."

Children and family views were sought to support improvement in the service. Families and children told us they were regularly asked by the staff team for feedback. Children identified the outdoor area for further development and more resources; children and staff are now looking at plans for the spring/summer. One parent said, "The staff take children's views and wishes into consideration and reflect this is the day to day running of business."

Children's successes and achievements were shared with families via a range of methods. Families said they received regular social media updates, pictures, emails, texts and 1:1 communication. This approach helps families feel part of their children's daily experience and builds children's self-esteem and confidence.

Staff participated in regular formal and informal meetings, reviews of policy and procedures and participated in training, including first aid, child protection and food hygiene. Staff felt this approach enabled them to reflect on what was going well in the club and identify areas for improvement and plan future training; Playwork and play principles. Staff told us they felt confident in proposing change or raising concerns.

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-to-child ratios were in line with the current guidance, however, due to the number of tasks they had to undertake, we found staff were at times stretched to set up and organise resources. Additional staff would support better deployment across the setting. The manager confirmed an additional staff member was being recruited.

Staff collected children from several schools in the local area. We found 'journey route risk assessments' were in place for each school. Areas of risk were identified including, no show of a child and road/pavement and remedial action outlined. This approach supports the safety security and wellbeing of children.

Staff accounted for children during our visit, this included when arriving from school pick-ups; children's names were signed off against each school register.

Staff caring for children were safely recruited and registered with the Scottish Social Services Council. The manager told us that arrangements were in place to deploy staff from their sister out of school club to backfill in the event of staff absences. This approach minimises disruption to children's routines and care.

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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