Riverside Out of School Care
Day Care of Children

Riverside Primary School
18 Forrest Road
Stirling
FK8 1UJ

Telephone: 01786 449198

Type of inspection:
Unannounced

Completed on:
22 January 2020

Service provided by:
Riverside Out of School Care a Scottish Charitable Incorporated Organisation

Service provider number:
SP2015012550

Service no:
CS2015339716

About the service

This service registered with the Care Inspectorate on 01 April 2011.

Riverside Out of School Care is registered to provide a care service to a maximum of 40 children at any one time between the ages of four and 15 years. The service can be provided from Raploch Primary School, Raploch Community Campus, Drip Road, Stirling, FK8 1RD when Riverside Primary school is not available.

The Out of School Care is situated in Stirling and is close to local amenities and public transport. The children have access to a large hall, gym hall and three areas within the school grounds.

The aims and objectives of the service included:

'The advancement of children's social and emotional development and education through play.'

'The provision and organisation of recreational activities for children.'

'The prevention of poverty by enabling parents and carers to access the workplace.'

We check services are meeting the principles of Getting It Right for Every Child (also known as GIRFEC). This is Scotland's national approach to improving outcomes and wellbeing for children by offering the right help at the right time from the right people. It supports them and their parent(s) to work with the services that can help them. There are eight wellbeing indicators at the heart of GIRFEC. They are: safe, healthy, achieving, nurtured, active, respected, responsible and included. They are often referred to as the SHANARRI wellbeing indicators.

Parents and carers will be referred to as 'parents' throughout this report.

What people told us

We spoke to 36 children who were using the service; they appeared happy, relaxed and confident and were taking part in a variety of fun play experiences. Comments from the children included:

'I like drawing.'

'My favourite colours are red, blue and yellow.'

'I like to make noise.'

'I like going outside.'

'I love the club.'

'I just got married and now I'm getting divorced.'

We issued 46 Care Standard Questionnaires (CSQs) to the service to send out to parents. Six completed questionnaires were returned of which two had added additional comments. These demonstrated a high level of satisfaction with the service. Most parents either 'strongly agreed' or 'agreed' that 'overall, they were happy with the quality of care their child received in this service'. All comments were shared with the management team. We also spoke to two parents during our visit. We have included a sample below which represents the parent's views:

'Very happy with the care provided. My child is happy here as it is all child led and not structured like some clubs. I can speak to staff about any concerns and the manager is very approachable. The team deal with behaviours very well.'

'Very reliable club and I have no concerns. Communication is good, they use Facebook, newsletters and emails. Staff are always available to chat to when I pick up my child. Great activities available and the children can choose what they want to do, it's all child led. We are very happy with the service provided. Staff very responsive to the children and support them to take part in wide range of play experiences. Children love coming to the club.'

'My child happily spends their time at Riverside Out of School Care and has done since primary one. The staff are fantastic and very supportive, and I feel lucky that I have such a high-quality service to access for my child.'

'The team are fun and fair and listen to the children. I believe my child looks forward to going to Riverside Out of School Care.'

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. The manager shared the service development plan with us during our visit. The plan included enabling service users to make individual choices and support them to achieve their potential, continuing to extend stakeholders evaluation and participation and promoting leadership values throughout the workforce.

From this inspection we graded this service as:

Quality of care and support	6 - Excellent
Quality of environment	6 - Excellent
Quality of staffing	5 - Very Good
Quality of management and leadership	5 - Very Good

Quality of care and support

Findings from the inspection

Kind and caring staff were committed and enthusiastic in delivering an outstanding service where children were loved and respected and made good progress within their learning and development. Children were encouraged and supported to lead their own play and make choices which helped them to feel confident, safe and valued. For example, a small group of children planned and created a wedding and included staff and other children in their ceremony. The staff were responsive to children's needs and the children approached them with confidence to chat to them or ask them for additional resources to extend their play. This resulted in the children making choices, being confident and creative and developing positive attachments with the team.

An exceptional and flexible approach to settling in new children was in place. Positive links with the school and nursery staff had been formed and maintained to support transitions for all children. The older children from the club who had formed positive attachments with younger children, helped to maintain approaches to transitions and settling in. This ensured excellent transitions to allow the children to feel safe and nurtured in their new environment. Each child had detailed personal plans in place which included all about me forms. These forms had recently been reviewed and children updated them regularly to share their likes, dislikes, favourite activities and snacks. Staff collated all the information shared by the children to support them to plan future events, play experiences and to provide valuable age and stage appropriate resources. This ensured that the staff knew the children and their families very well and that positive attachments were formed. This resulted in outstanding practice as staff had an excellent understanding of children's interests to fully meet each child's personal and learning needs to an exceptionally high standard.

Children with additional support needs were supported to a very high standard. Risk assessments, plans and strategies were in place to support health needs, conditions, allergies and dietary requirements. Parents were also included and involved in reviewing and updating policies and procedures to ensure their child's health and wellbeing needs were fully met. Specific events, for example, emergency evacuations were adapted to meet the needs of individual children. Staff regularly attended review and support meetings with the school and other professionals to keep information current for each child. This information was then shared with the rest of the team to provide an inclusive, enabling and safe environment for all children.

A restorative approach was used to support the children to resolve conflict independently and develop an increased understanding of the feelings and emotions of each other. This resulted in a shared respect between the children. A review of the club rules was about to be undertaken which would involve a consultation with the children. This would provide the opportunity for the children to gain an increased understanding of positive behaviours and the feelings and emotions of their friends.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 6 - excellent

Quality of environment

Findings from the inspection

The indoor environment was welcoming and spacious with ample room for the children to move around safely and take part in a variety of high-quality play experiences. Children had the ability to use spaces freely which included; space for floor play, tables and chairs and a quieter area with sofas which supported resilience. A wide range of high-quality resources including loose parts, creative experiences, books and construction supported quality play and learning opportunities to take place. The children also accessed the adjoining gym hall daily to take part in a range of active play experiences. Children were exceptionally independent and demonstrated high levels of confidence in this highly inclusive and enabling environment.

There was no free flow access to the outdoor play area, however, the children accessed this inspiring and inviting environment daily. The school grounds included a large enclosed area for ball games, bikes and scooters as well as a range of other active experiences. Play in the dark was being developed with the children who used a range of torches and light up resources to create shadow puppets. A nature area provided opportunities for den building, exploring nature and making use of the vast array of excellent loose parts available to promote curiosity, creativity and problem solving. The amphitheatre provided a large slabbed seated area which the children used to take part in experiments, exploration and co-working. This area supported water play experiences using water butts, hoses, a water wall and further open-ended resources including a wide range of pipes. There were several fruit trees in this area from which the children could pick and eat the fruit when ripe. A raised planter was also developed each year by the children who chose what to plant dependent on their current interests. For example, the children planted herbs last year to create potions and perfumes with. This high-quality outdoor area provided an enabling and stimulating environment which promoted and sustained achievement, curiosity, creativity and problem solving.

The children regularly went on trips within their local community. They visited; local parks, forests, farms, Stirling Castle, Jupiter urban wildlife centre and Plean country park. The children also took part in river play at Bridge of Allan. These opportunities supported the children to explore nature, climb trees, problem solve while building dens on slopes and assess risks during outstanding river play and forest experiences. Links had been developed with Blair Drummond outreach team who visited the club to talk to the children about animal cruelty and poaching. This resulted in the children gaining a greater understanding of how to care for living things.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 6 - excellent

Quality of staffing

Findings from the inspection

Staff were respectful of the children and each other and communicated well as a team. They felt well supported, valued and listened to by management. They interacted well with the children and were very responsive to their needs. Effective questioning and prompting encouraged the children to develop their independent thinking and problem-solving skills.

The team's strengths and areas of expertise had been recognised and supported to enable leadership opportunities. Staff had taken ownership of further development of the outdoor area, creative experiences, staff induction and creating a handbook for the children. These opportunities have empowered the team to share their knowledge and learning to continue to make ongoing improvements and developments within the service.

The club were keen to showcase their investment in an enthusiastic and motivated staff team. Ongoing training opportunities were being provided which included; anti-bullying, mental health awareness, behaviours and an introduction to autism. Staff had also taken part in framework consultations, a Play Scotland conference and recruitment road shows. These opportunities and ongoing training provided the team with the knowledge and skills required to continue to provide and enhance positive outcomes for children.

The staff had knowledge of some current best practice documents. As discussed, it would be beneficial to introduce a reading group to support the team to develop a greater knowledge of current best practice documents available on the Care Inspectorate Hub website. Regular team meeting took place which offered opportunities for reflection and sharing of practice and feedback. Policies were frequently reviewed and updated by the team following on from team meetings or training events. This resulted in ongoing opportunities for reflection and developing approaches to quality assurance.

The staff acted as critical friends and would share feedback on their practice and the learning experiences provided. This practice could be recorded to allow it to become a formal process to evidence and further support professional development and reflection.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of management and leadership

Findings from the inspection

The service improvement plans evidenced areas for development and progress made. Clear systems and responsibilities were in place to carry the improvements forward. We suggested that implementing PDSA (plan, do, study, act) cycles which could be shared with the staff team, could further enhance the progress of improvements. The forward thinking and reflective management team gave us confidence that improvements would continue to be identified and made.

There had recently been a great deal of work carried out to develop the team's knowledge within child protection. The policy had been reviewed and updated and shared with parents and committee members. Positive links had been formed and maintained with the school, social work, local authority and the NHS. In-depth training had been delivered to increase knowledge of age appropriate sexualised behaviours and how to respond to these. The manager had joined a child protection group to further enhance her knowledge and keep her up-to-date with current guidance. Knowledge of 'Pants are Private' was also being shared with the children to develop their awareness of keeping themselves safe. Staff we spoke to had good understanding of child protection and were confident with the procedures to follow in the event of an incident. Parents could be confident that staff were aware of how to keep children safe.

We saw that a range of formal and informal self-evaluation systems were used to assess the work of the service. Outcomes from questionnaires or feedback from both children and parents were collated and shared on display boards to ensure that everyone knew how their views or suggestions were used within the service. Children were highly involved in the ongoing development of resources and areas within the club. Involving parents in sharing information for the Government consultation on the future out of school care had been a great success.

The manager had implemented in-depth induction processes to support new members of the team. Booklets about legislation, play theories and additional support needs were shared as part of the induction process. Regular review meetings with new staff were held to discuss expectations and training opportunities. The staff team also had annual appraisals to share suggestions, feedback, areas of expertise and to discuss training and development needs. The management team provided a high-quality induction process and ongoing support for the staff which resulted in a knowledgeable, skilled and enthusiastic team who provided high quality outcomes for children.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

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.

Complaints

Please see Care Inspectorate website (www.careinspectorate.com) for details of complaints about the service which have been upheld.

Enforcement

No enforcement action has been taken against this care service since the last inspection.

Inspection and grading history

Date	Type	Gradings	
20 Feb 2019	Unannounced	Care and support Environment Staffing Management and leadership	6 - Excellent 6 - Excellent Not assessed Not assessed
7 Oct 2016	Announced (short notice)	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good

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