Juniper Green Out of School Provision
Day Care of Children

Juniper Green Primary School
20 Baberton Mains Wynd
Edinburgh
EH14 3EE

Telephone: 07557016325

Type of inspection:
Unannounced

Completed on:
20 July 2023

Service provided by:
North Edinburgh Childcare Enterprise Limited

Service provider number:
SP2010010995

Service no:
CS2018367174

About the service

Juniper Green Out of School Care Provision is operated by North Edinburgh Childcare Limited (NECL). The service is based in Juniper Green Primary School within the Baberton suburb of Edinburgh. It is registered to provide a care service to a maximum of 80 primary school aged children.

Within the school, the service makes use of a double hall, dining room with kitchen facilities, toilets and outdoor playground space where they can participate in energetic play. The service is close to local amenities such as children's playparks and transport links.

About the inspection

This was an unannounced inspection which took place on Thursday 13 July 2023 between 09:00 and 13:15. Further inspection activity was carried out remotely including feedback Thursday 20 July. The inspection was carried out by one inspector from the Care Inspectorate. To prepare for the inspection we reviewed information about the service. This included registration information, information submitted by the service and intelligence gathered throughout the inspection year.

In making our evaluations of the service we:

- spoke with six of the children using the service and reviewed eight survey responses on the quality of the setting from parents whose children attend the service

- spoke with the service provider, manager and one member of staff. We also received four survey responses from staff

- observed practice and staff interactions with children

- reviewed documents.

Key messages

• Children's wellbeing was being nurtured through positive interactions with staff.

• Children led their own play, promoting choice, inclusion and responsibility.

• Children benefited from plenty of space, natural light and fresh air, which supported their emotional and physical health and wellbeing.

• Strong leadership from the manager had resulted in the service making considerable progress since the last inspection. This was leading to improved outcomes for children.

• Staff worked well together, providing positive role models of respectful relationships 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 made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

1.1 Nurturing care and support

Children attending the setting were happy settled and comfortable. We inspected the setting during the holiday club when the low number of children attending meant there were high staff ratios that enabled everyone to build relationships. Each staff member had a group of children for whom they were responsible for writing up personal plans. Staff encouraged children to contribute to 'all about me' information so that everyone was aware of their likes and preferences and could use this when planning activities or routines with them. Respectful interactions and positive attachments with staff supported children to feel safe, well cared for and listened to. Nearly all parents responding to our survey strongly agreed that staff know their child well, including what they liked and what was important for their care. One had commented, "(Staff) are always friendly and caring."

Children were nurtured and supported throughout their daily experience at the holiday club. Children had made a poster to remind each other where their water bottles should be stored within the setting. They independently refilled their bottles from the fresh drinking water dispenser. This ensured children kept hydrated throughout the day. Some of the children explained the homely snack routine, which they could have when suited them "we get snacks now and later, but we bring our own lunch. Look at the size of that banana!" When one child was worried that they had forgotten to bring a packed lunch, they were immediately reassured by staff that the service would provide an alternative.

To support children's health, wellbeing and safety, the setting made sure that they were aware of children's individual cultural and dietary needs. Following the school inspection by a Health and Nutrition Inspector, the service manager had also undertaken a significant piece of work to ensure any snacks provided by the setting were health-promoting and complied with nutritional regulations for school aged children. Parents appreciated the attention given by staff to children's allergies while ensuring that children had attractive and nutritional options, one parent commented "my child has an allergy to (*). I feel the club manage this really well by firstly keeping her safe and reviewing the plan with me but also providing her with tasty alternatives. Other clubs she's attended just make sure she doesn't have them but don't offer an alternative."

Children's risk of harm was minimised through staff knowledge and understanding of child protection policy and procedures. Staff participated in annual training and told us they would be confident in taking forward any concerns they had for children's welfare. This contributed to children being safeguarded.

1.3 Play and learning

Children were empowered to lead their own play as staff involved them in planning for forthcoming holiday sessions. Staff used their discussions with children and observations to decide on themes for trips or what resources and activities to have on offer. One staff member commented, "I feel using our observation and activity board is very effective in planning and organising new and engaging opportunities for the children to take part in. This is done in a way which is both child centred through our developing their play into activities and child led with the opportunity for them to do and develop the activity in their own way."

Additional supports had been identified with help from Capability Scotland, planned for, and implemented. This responsive approach ensured children were challenged at the right level for them, were developing new skills and achieving. We observed that clay was laid out on a table and some children were having fun experimenting with other materials and tools they had added. As a result, children were being creative and learning about the properties of clay. One child commented, "The clay dries overnight. I've used rice to make the spikes on my hedgehog. I think that helps the clay dry."

We acknowledged that staff had refreshed and replaced many resources in response to a 'walk through' exercise with the manager, where they looked at play spaces through the eyes of the child. This made it more likely that children would enjoy play and learning experiences that reflected their interests and abilities. Staff should continue to introduce more loose parts and open-ended resources to the indoor environment. This will ensure children experience high-quality play and learning experiences that stimulate curiosity, exploration and imagination.

The attractive and stimulating outdoor area was shared with the school and was already equipped with loose parts. Regular trips within the wider community promoted physical exercise, widened the quality of children's learning experiences and gave them a sense of connection to their city. For example, on the day of our inspection children were excited to tell us about their trip to the science museum.

Children all attended the school in which the service was based. The school had embedded a rights-based approach therefore we encouraged the manager to carry this ethos forward into the setting. For example, starting with Article 31 - children's right to play, could capture children's attention and link their play and learning. We referred the manager and staff to 'Play Scotland,' the lead organisation for the development and promotion of play in Scotland, which provides web-based resources and best practice guidance.

How good is our setting? 4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

2.2 Children experience high quality facilities

The indoor play area took account of children's interests and abilities. Following the last inspection, play areas had been reorganised and resources refreshed to support children's play. Rugs had been placed on the hard flooring in the relaxation corner to give a more homely feel. There were books nearby and we observed that children used this area both to relax and be engaged in imaginative play.

We found that the service prioritised children's physical activity through free flow access to the secure outdoor play area. The playground was shared with the school and provided plenty of space for children to run and develop gross motor skills on the climbing apparatus and wheeled toys. Children could experiment with the loose parts provided, such as tyres, which stimulated their creativity, imagination and problem-solving skills. There was also a wildlife garden for children to explore the natural environment and have opportunities for risky play, including climbing trees. The shared space with the school was considered a strength by parents as it meant that children were cared for in a familiar environment, we agreed that this meant children understood the boundaries and how to use different spaces and equipment.

The indoor environment was clean and well maintained by school janitorial staff. Children were kept safe and healthy through the good infection prevention and control measures implemented by staff. For example,

children we heard children being reminded to wash hands thoroughly before meals and after playing outdoors.

Staff worked well together to identify and remove hazards in the way of children's safety. Risk assessments were completed for inside and outside the setting, including for trips. Systems during trips supported staff to ensure that children were accounted for at all times. Where needed there were individual risk assessments for children who might need a higher staff ratio during trips or certain activities. This contributed to keeping children safe. We drew the manager's attention to the Care Inspectorate's safety campaign, 'Keeping Children Safe - Look, Think, Act' (SIMOA) and encouraged staff to make use of the related practice notes within the HUB area of our website. SIMOA reminds staff to be aware of how and why children could leave a setting without a responsible adult and actions to prevent these incidents from happening. This will further support children's safety and well-being.

How good is our leadership? 4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

3.1 Quality assurance and improvement are led well

The setting had made considerable progress since the last inspection, leading to improved outcomes for children. Both parents and staff commented on the leadership of the manager, who had clearly worked hard to develop quality assurance processes, which would ensure that improved outcomes were sustained. Parents comments included, "Emma the manager is very responsive to questions and very helpful" and "The club itself is really well run. Staff are always friendly, children happy and the activities on offer are always fun. Well done Emma - my child loves coming!!"

The current core team of staff was fairly new to the setting but strongly agreed that leaders asked their opinion on how they could improve, they were already exploring potential leadership roles for individual staff. These included outdoor learning, recycling and sustainability, and information management. Supporting staff to take a lead in themes they were passionate about would build their confidence in initiating change and to feel ownership of the setting's improvement journey.

The setting was at an early stage of using 'Realising the Ambition- Being Me' to support self-evaluation. Realising the Ambition is Scottish Government's national practice guidance on early learning and childcare. It supports staff in professional reflection so that outcomes for children can be measured and improved. Information gathered through monitoring processes, together with suggestions for improvements made by children, parents and staff should now be used to further develop the service improvement plan. We encouraged the manager to streamline the service priorities so that these felt more achievable in the given timeframe. We also suggested making more explicit reference to the resources needed to achieve improvement priorities, including staff training. This would help demonstrate the service provider's commitment to supporting improvements and contribute to both staff and families feeling valued.

We highlighted to the provider and manager the value of membership organisations such as Scottish Out of School Network (SOSCN), which provides staff with access to training and sharing of good practice with likeminded colleagues. SOSCN is a national umbrella organisation that supports the development of high-quality school aged childcare.

How good is our staff team? 4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

4.3 Staff deployment

Children knew staff and experienced friendly, positive relationships with them. Staff respectfully listened to children and took account of their views, this demonstrated children mattered and were at the heart of the service. Although there had been changes within the staff team, there was now a core team. There were photos of the core team displayed within the playroom with an additional display of staff on duty at reception, so that parents were getting to know the familiar faces and to build relationships with staff. Parents responding to our survey mostly strongly agreed that the setting had enough staff with the appropriate skills to support their children. One parent told us, "My kids are happy with all the staff but mention Emma, Megan, Erin and Ben a lot and always in a positive way." While another said, "An excellent staff. All the children clearly have a close bond with them."

Staff worked well together as team on the day of inspection and demonstrated enjoyment in their role. Staff engaged professionally with inspection process, presented as confident in their practice and open to advice. They told us that they took part in regular individual support and supervision with their manager when they could discuss their development needs. As a result, children benefitted from a team who were focused on supporting positive outcomes for children.

Daily tasks and staff breaks were managed well to ensure children's needs were met and they were safe, for example the service provider provided staff cover for lunchtime. Daily debriefings kept staff up to date with service information as well as time to discuss children's specific interests, needs and development. Staff understood the importance of continuity for children, and they communicated well with each other when tasks meant they had to move away from play areas. This meant children received consistent care and support from staff who knew them well.

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

Requirements

Requirement 1

By 11 November 2022, the provider must ensure that children's health, welfare and safety needs are met. The provider must ensure that each child has a personal plan in place. Staff should ensure that the care needs set out in children's personal plans are followed accurately by staff. This will help keep children safe and meet their health and wellbeing needs.

To do this, the provider must, at a minimum:
a) ensure that every child has a personal plan in place
b) ensure staff have accurate information on each child's needs
c) ensure staff meet those needs by using information and instructions from parents

d) ensure that where strategies are identified by other professionals, outside agencies and the service, these are consistently implemented
e) ensure planned review dates are carried out at least once every six months in consultation with parents or sooner if a child's support needs change

This requirement was made on 9 September 2022.

Action taken on previous requirement

Children's personal plans had been updated in consultation with children and families. Team meetings were being used to support professional discussion about how staff were observing and planning to meet children's individual needs and to delegate tasks. The service had worked with external specialists such as Capability Scotland to create an inclusive environment for children. Staff were beginning to use the wellbeing indicators from 'Getting it right for every child' (GIRFEC) to structure personal plans and plan how best to support children to achieve their full potential. They should continue to work with children to develop this approach, making personal plans more meaningful for them. This will help children feel respected and included.

Met - within timescales

Requirement 2

By 21 October 2022, the provider must ensure that children's medical needs are met to keep them safe and healthy. To do this, the provider must, at a minimum:

a) ensure that written information relating to children's medication is recorded with clear instructions and permission given by parents
b) ensure information held relating to children's health care needs and/or medication is reviewed by parents when required and as a minimum once per term
c) instructions on the actions staff should take to support a child if they became unwell while in the care of staff
d) clear procedures to sign medication in and out of the service
e) safe storage of medication
f) ensure staff are knowledgeable about children's medical needs and where medication is stored.

This requirement was made on 9 September 2022.

Action taken on previous requirement

At the time of our visit most of the children's medication held by the service was emergency medication in the format of reliever inhalers, which were easily accessible if needed. Storage and logging records for the medication were in keeping with Care Inspectorate guidance. Auditing the medication was included in the monitoring calendar for the setting. This practice helped support children's health and safety. The service manager had taken the professional decision not to store an additional generic inhaler for use in an emergency by any child prescribed an inhaler but who had forgotten to bring it to the setting. The setting had received this advice during first aid training. We sought and received additional advice from the Care Inspectorate's Health Improvement Adviser - Pharmacy to provide reassurance to the service provider and manager that their type of setting is not covered by the legislation. The Human Medicines (Amendment) (No. 2) Regulations 201498 provides schools across the UK with discretionary powers to buy and hold salbutamol inhalers, without a prescription, for
use in emergencies.

Met - within timescales

Requirement 3

By 11 November 2022 , to ensure that children and parents experience a service which promotes children's health and wellbeing through high quality care, play and learning experiences, the provider must ensure that there is a culture of continuous improvement. To do this, the provider must, as a minimum:

a) develop and implement an improvement plan for the service
b) build opportunities for professional discussion and feedback to improve staff and service performance
c) develop systematic and rigorous procedures for quality assurance including self-evaluation, auditing and monitoring of record keeping across all aspects of the service
d) ensure staff practice and how they support children's play is in line with best practice
e) all staff are involved in ongoing self-evaluation which leads to high quality care and support.

This requirement was made on 9 September 2022.

Action taken on previous requirement

An operation plan was in place underpinned by the action plan from the last inspection. This provided a good foundation for an improvement plan that will deliver positive outcomes for children and families. The manager regularly met with managers from the provider's other services to share good practice, including on quality assurance approaches. We sampled recorded keeping and found transparent monitoring systems that supported a culture of continuous improvement within the setting. In addition to staff meetings, staff had opportunities to learn from other settings and colleagues at training events, for example the annual conference had focussed on Scottish Government guidance, 'Realising the ambition - Being Me'. This document can be used by staff as a self-evaluation tool to support improvement by promoting reflection on how their practice delivers high quality care, play and learning experiences for children.

Met - within timescales

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

Children experience healthy and nutritious mealtimes that promote independence and develop self confidence. The manager should ensure that all staff have a shared understanding of the value of mealtime experiences for children. This understanding and improved practice should take into account the good practice guidance, 'Setting the Table' (NHS Scotland) and 'Food Matters' (Care Inspectorate).

This area for improvement was made on 9 September 2022.

Action taken since then

Children enjoyed nutritious snacks provided by the setting, which included toast and fruit. Children could go for their snack when hungry, select and prepare their chosen food and sit sociably with their friends. We observed that staff engaged well with children during snack and lunchtime to model social skills and healthy food choices. We discussed with the management team how the setting could better influence children's

healthy diets by encouraging parents to consider the nutritional content of children's lunchboxes. Food Standards Scotland website provides tips for children's healthy lunches and this could also inform an activity for children to take responsibility for their own health.

This area for improvement has been met.

Previous area for improvement 2

Children experience high quality interactions and experiences that support and extend their current interests. The provider should ensure that all staff enhance their understanding of how children play and learn. This should include, but is not limited to, staff revisiting their knowledge, accessing further training and reflecting on how children play and the critical role of the adult.

This area for improvement was made on 9 September 2022.

Action taken since then

The service provider planned to support new staff through an SVQ in Children's Care Learning and Development. In the meantime, the manager was using one to one supervision and playroom observations to support staff understanding of how children play and learn. Staff had participated in the provider's 'Realising the ambition - Being Me' conference. This best practice guidance refreshed staff knowledge about the characteristics of child development and helped them reflect on the role of the adult in supporting and extending children's play.

This area for improvement has been met.

Previous area for improvement 3

To support positive wellbeing and learning, the provider should ensure a pleasant, safe and stimulating environment for children throughout each day. The layout, resources and equipment should promote an inclusive and accessible environment for children. Staff should present resources well to make them interesting and inviting to children throughout the day. Children's right to rest and relaxation should be planned for within the environment.

This area for improvement was made on 9 September 2022.

Action taken since then

Significant improvements had been made to children's play spaces. As a result the setting was comfortable, equipped to a good standard and welcoming with plenty of natural light and ventilation. There was ample space for children to play independently or in groups, and cosy spaces were available for children to rest and relax. The manager had accompanied staff in a walk through of the setting to identify gaps in resources and what would make play spaces better. For example, the service had subsequently created shared open ended resources with the school to support children's outdoor play and learning.

This area for improvement has been met.

Previous area for improvement 4

To support children to extend and build on their own play and current interests indoors and outside, the staff team should ensure children have consistent free access to a range of resources that support challenge and curiosity across all age groups. This should include but not be limited to the introduction of more open-ended resources.

This area for improvement was made on 9 September 2022.

Action taken since then

Staff had consulted with children, using the interests from the 'all about me' section of their personal plan and a feedback board, to purchase resources and plan responsive activities. Children could freely easily access the resource cupboard to find materials or toys that supported their play ideas. An additional trolley of resources was available in the playroom to motivate children's interest. Staff used their observations of children to decide how to replenish the trolley each session with resources that offered children challenge and supported their development.

This area for improvement has been met.

Previous area for improvement 5

To have experienced and well-trained staff who have the knowledge and ability to engage with and support children's care and learning and have the ability to make a real difference. The provider should review their induction programme to ensure it is thorough and is personalised to meet the different roles in the setting.

This area for improvement was made on 9 September 2022.

Action taken since then

There had been significant staff turn over the previous year. However, we could see that there were safe recruitment practices to ensure staff had common core of skills, knowledge and understanding and values. Where staff did not already have an appropriate qualification, the service provider had committed to supporting them to gain an SVQ in Children's Care Learning and Development. An induction programme was in place so that new recruits understood the context of the setting and the expectations of their role in supporting children. A staff appraisal process had been introduced to ensure staff continued to be motivated and committed to improving outcomes for children and families.

This area for improvement has been met.

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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Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

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