Drumfork Forest School and Out of School Day Care of Children

Churchill Square
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Type of inspection:
Unannounced

Completed on:
12 October 2022

Service provided by:
Drumfork Family Centre Limited

Service provider number:
SP2018013242

Service no:
CS2020381172

About the service

Drumfork Forest School and Out of School is provided by Drumfork Family Centre Limited and works in partnership with Argyll and Bute Council to provide early learning and childcare. The service is registered to provide a care service to a maximum of 28 children aged two years to primary school age.

The outdoor service is based within a local wooded area a short walk from the local community centre, where a large room has been allocated for use in inclement weather. We visited both the wooded area and the local community centre as part of our inspection.

The service provides valuable support to the Naval community. The centre is near to local bus routes and is within walking distance of several local primary schools.

About the inspection

This was an unannounced inspection which took place over seven visits between 26 September and 12 October 2022. The inspection was carried out by two inspectors 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 15 people using the service and three of their parents
- spoke with seven staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children in forest school were having fun exploring the natural environment.
- All children enjoyed a pleasant and sociable snack and lunch experience.
- We felt that children in the out of school care needed to be more regularly consulted to influence the quality of their experience.
- We observed warm and gentle interactions between staff and children and lots of cuddles were given to reassure, calm and comfort children.
- Across both forest school and out of school care, children were happy, confident and comfortable in their environment.
- The toilets needed to be redecorated and deep cleaned.
- Policies and procedures were applied more consistently and had led to both improved outcomes for children and improvements in staff confidence and morale.
- The recently revised management arrangements had impacted the service positively but needed to be closely monitored to ensure improvements were sustained and outcomes for children remained positive.
- A new team was working in the forest school and despite the relatively short time this team had been in place, we were able to see that good progress had been made on staff building confidence, teamworking and communication.
- The impact of staff qualifications and training was now translating into improved practice and better outcomes 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 evaluated this key question as good where several strengths impacted positively on outcomes for children/people and clearly outweighed areas for improvement.

1.1 Nurturing care and support

We focused on how well children were nurtured and supported. We found that children's care routines were individual to their needs and were delivered with kindness and compassion.

Staff told us that children spending times in hammocks and "cuddle times", as well as talking to them about their feelings, homes and families enabled them to offer warmth and nurture to children. Children had their own water bottles with their own photos to give a sense of ownership and some were given responsibilities for tasks in response to their individual needs. We observed warm and gentle interactions between staff and children and lots of cuddles were given to reassure, calm and comfort children.

Personal (care) plans had been completed in partnership with families to ensure staff had the most up-to-date information about children's wellbeing needs. These were reviewed when children were "focus children" each term. The plans contained information about children's health, welfare and general needs, and parents were asked to consider their wellbeing needs when completing these. Staff had an overview sheet detailing information about each child which was taken to the forest for easy access. Staff knew children well but told us they were not yet able to confidently discuss children's individual needs, as the service had only been up and running for just over a month. Staff should ensure the overview sheet is updated regularly as children's needs change and parents provide new information.

Children were keen to talk to us about their experiences at both parts of the service and to talk to us about their routines. Children were regularly consulted, and we could see that children's voices were reflected in the forest school floor book.

Procedures for the storage and administration of medication were in place and in line with best practice. No children required medication at the time of inspection.

We observed snack and lunch at forest school. Children enjoyed a snack of bananas and banana loaf with water whilst sitting on logs chatting with staff. Snack was pleasant and calm with good opportunities for chatting and gaining independence skills.

Some children were very keen to have lunch. One told us "It's lunchtime soon. I like cheese." Others told us they liked pizza and pasta. Lunch was transported from the family centre and consisted of a bento box of noodles, chicken, vegetables, cheese and crackers and dessert was shortbread and raspberries. Children sat on the ground with their bento box on their knee. Staff sat on the logs or on the ground. Lunch was very pleasant with lots of nice chatting between children and with staff and the inspectors.

Although lunch was a pleasant experience overall, children sitting directly on the ground made it a more difficult experience. Bento boxes often slid from children's legs when they moved. Children washed their hands prior to lunch but they immediately put their hands back on the ground getting them dirty again. Cutlery was dropped and replaced many times, as soon as it touched the ground it was covered in dirt. We discussed the need to look at putting some sort of cover on the ground to ensure the surface was more

hygienic and pleasant. The manager advised that she had sourced sponge mats for this purpose and these would be trialled.

We observed snack at the out of school care service. Children enjoyed wraps with a range of toppings and served themselves. This was a very sociable experience with sociable chatting with each other and with a member of staff. We did notice that noise levels within the hall did impact on this chatting.

1.3 Play and learning

We focused on children's right to play, have fun, experience joy and the resulting impact this has on their learning and development. We found that forest school staff were building confidence in planning to ensure they worked together to place the needs and interests of children at the centre of their learning through play. Staff told us they were trying to strike a balance between adult led activities and offering provocations to support children's observed interests and curiosities to promote their learning and development - they told us children particularly enjoyed walks to explore, looking for insects and animals. We heard many discussions with children about their recent discovery of a hedgehog and how this had informed their planning. During our visit, one child proudly displayed the mud hedgehog that they had created in the mud kitchen area. Staff told us they were keen to introduce more opportunities for painting with natural and found materials.

During our observations children enjoyed a pleasant morning at forest school. We observed engaged children who were happy, confident and safe. Children were having fun exploring the natural environment, playing on the swing and hammocks and using tools and recipe cards to make "creations" in the mud. They were supported to learn some independence skills and make choices and to some extent lead their own learning.

In out of school care children were confident and happy. They were enjoying board games, dressing up and making play dough with a variety of interesting ingredients. They told us they enjoyed out of school care but would like to be asked more about what they would like.

"I would like more books for older children and put them on a higher shelf."

"I would like a toy shop."

"I would like some balls."

"I would like to go outside more to play."

At our meeting with staff following the visit, we were told that children had been asked just the day before about what they would like so hopefully this will become more embedded into practice. We discussed the importance of children having their say.

In forest school we could see that staff recognised, supported and took pleasure in children's skills and achievements during our visit, regularly offering praise and encouragement. One member of staff called "I believe in you!" as two children rolled enthusiastically across the forest floor. Staff recorded individual observations in children's online learning journals, particularly at focus child time. Staff shared these observations with families to ensure they could clearly see the individual progress their children were making in learning and development. As the service has only recently reopened following a long closure, there was a recognition that this needed to be done regularly to ensure parents had accurate information about their children.

From discussions with staff we identified a need to ensure staff used information provided by families at 'focus time" more effectively to link into what staff plan and know about each child.

For both forest school and out of school, families appreciated the daily posts on the Famly App about the activities that had taken place that day. These gave families an overview of children's care routines and play and learning opportunities.

How good is our setting? 4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children/people and clearly outweighed areas for improvement.

Across both forest school and out of school care, children were happy, confident and comfortable in their environment.

In contrast to the last inspection, we could see that staff had taken time to consider how the forest area was set up to empower children to actively experience play and learning challenges centred on their needs and interests. The routine seemed well rehearsed, and children were confident and comfortable with what was expected of them. They knew the rules that were in place to keep them safe.

Following our recommendations at the last inspection, we found that the woodland site was set up to reflect the range of measures put in place by the local authority Environmental Health team to ensure compliance with the relevant legislation and regulations. There were sufficient numbers of handwashing and toilet facilities and a tarpaulin and camp bed area had been established for changing children. Children were assisted to use the toilet and wash their hands appropriately.

The first day of inspection began with forest school at the community centre before the walk over to the woods. Children were able to run around freely in the community centre before being organised into a line for the walk to the woods. Children's moods and behaviour had a negative impact on the start of the walk and we were concerned that children may not be safe. Staff and children returned to the community centre until additional staff arrived to support the journey to the woods. However, we then observed the start of the day and walk over later in the week and found it was much improved. Children enjoyed a lovely story in the centre, more staff were available to support the journey and children were much happier and safe.

A full range of risk assessments was in place to ensure staff were aware of hazards and control measures in place to keep children safe. A risk assessment was in place to support staff to accompany children to and from the forest school. However, while the issues we highlighted on arrival were recorded on the back of the risk assessment document along with other hazards, notes and actions identified at other times, these were not being used to update the risk assessments.

The out of school was based within the community centre and was set up to enable children to be independent and make choices. This continued to work well. Since the last inspection this base was used permanently, and attempts had been made to improve the environment to make it more homely and give children greater ownership of the space. However, we found that the noise levels were very high at times with a relatively low number of children in attendance. Unfortunately, the high ceiling and acoustics did not lend themselves well to noise reduction. At times children told me they could not hear what I was saying to them. Staff need to be aware when it becomes excessively noisy that they must do more to lower noise levels in general.

The boys' toilets smelled strongly of urine and the walls were stained and unclean. Children must experience well-maintained facilities that are free from intrusive noise and smells. The toilets needed to be redecorated and deep cleaned. Children visited the toilets in their socks and in the current condition this was not hygienic. Staff were aware of this issue but had not raised it with management, meaning no action had been taken (see area for improvement 1).

Beanbags used for seating in the book corner were dirty and stained. To show children that they matter, resources should be maintained appropriately. Following our discussions, plans were made to have the beanbags cleaned.

Risk assessments had been put in place for staff to refer to when accompanying children to the community centre from school. These detailed potential hazards and control measures identified to ensure children's safety. We confirmed that appropriate insurance was in place for those cars used to collect children from school.

Appropriate arrangements were in place for recording any accidents and incidents and reporting these to parents/carers. These were monitored to ensure children were protected from any hazards or patterns highlighted in the completed forms. We confirmed that these had been followed for a small accident which occurred during our visit.

The service had obtained Millie's Mark accreditation. Millie's Mark provides reassurance to parents that all childcare practitioners at their child's nursery are paediatric first aid trained and competent.

Areas for improvement

1. To ensure children experience a high quality environment, the provider must ensure that the toilet facilities are maintained in an acceptable condition at all times.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "My environment is relaxed, welcoming, peaceful and free from avoidable and intrusive noise and smells" (HSCS 5.20) and "I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishings and equipment" (HSCS 5.24).

How good is our leadership? 4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children/people and clearly outweighed areas for improvement.

At our last inspection we highlighted the need to review the arrangements for management and leadership within the service. A peripatetic management arrangement remained in place that permitted the manager to support both this service and the service provider's nursery and family centre. Since our inspection, a depute manager had been appointed and new leadership arrangements had been put in place in both the forest school and the out of school care. The service had only become fully operational again in August, but at the time of our inspection we felt that these new arrangements had impacted the service positively. This needed to be closely monitored to ensure improvements were sustained and outcomes for children remained positive.

A full range of policies and procedures was in place to support staff in their roles and we were pleased to note that these were now applied more consistently and had led to both improved outcomes for children and improvements in staff confidence and morale.

The service improvement plan was underpinned by relevant local and national guidance and legislative frameworks and was a useful tool for tracking improvement across the service. It outlined clear points for action, responsibilities and timescales. The priorities were clear, realistic and achievable and should lead to sustained improvement in outcomes for children and families.

Staff told us they felt their views and opinions were valued and respected in relation to improvements across the service. Children were regularly consulted, and families had opportunities to have their say. Parents told us they knew how to make comments and suggestions if they felt the need.

At the last inspection we highlighted the need for urgent improvements. We were able to see that outcomes for children and standards had improved across the service. However, further time was needed to ensure these were fully embedded into practice and sustained.

We also highlighted the need to ensure a robust approach to quality assurance, including self-evaluation, was in place and leading to continuous improvement. Staff told us that they regularly reflected on and evaluated their practice both individually and as a team. The manager could support staff further to understand both their role in the formal self-evaluation processes and how their input influenced these processes.

How good is our staff team? 4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children/people and clearly outweighed areas for improvement.

4.1 Staff skills, knowledge and values

At the last inspection we determined that staff were not confident in their roles and that there was no clear system of leadership or delegation of tasks within the team. Since then, a new management and leadership team had been put in place to operate the service. This had impacted positively on outcomes for children and the quality of the service across the board.

A new team was working in the forest school and despite the relatively short time this team had been in place, we were able to see that good progress had been made on staff building confidence, teamworking and communication.

There were good arrangements in place for staff to be supported to access training and best practice documents relevant to their roles. Staff had undertaken qualifications relevant to their role (or were working towards them) and were able to regularly engage in continuous professional dialogue and learning. The impact of this was now translating into improved practice and better outcomes for children.

A system was in place to support staff to recognise their learning and development needs and to focus on how their learning improved their practice and consequently outcomes for children. Staff were supported to be reflective practitioners, although from discussion, we felt that some streamlining of these processes would ensure they were more purposeful and impactful.

Despite the short time the forest school had been operating we could see that children had developed positive relationships with staff. Staff responded considerately and respectfully to their needs, conversations and questions. We observed many lovely interactions between staff and children, with staff interacting in a sensitive, responsive and stimulating way to promote curiosity, independence and confidence. From our discussions, and viewing records, we could see that staff recognised the importance of fun in children's play to enable learning to be taken forward.

4.3 Staff deployment

We checked that recruitment had been carried out in accordance with best practice guidance to protect the welfare and safety of children. We had some discussion with the service manager about ensuring that records accurately reflected all checks carried out. We confirmed that all staff were appropriately registered to practice with the Scottish Social Services Council (SSSC) or General Teaching Council (GTC).

The induction process was planned to take account of staff who were new to their role and their ongoing learning and development. We discussed the induction with newer staff who agreed they had some time to consider their role and reflect on the impact of their practice on outcomes for children. However, we have recommended that the service manager considers use of the ELC National Induction Resource, which could prove a more useful tool for staff reflection.

The management team recognised the importance of ensuring that the service was appropriately staffed during the day as essential to the wellbeing of children in the service. Staff told us they felt valued, well supported and appreciated the accessibility of the manager and service provider. We observed the foundations for a strong team working ethos and effective channels of communication within the service and with families.

The service manager was keen to have a stable staff team in place to promote continuity of care across the day, ensure positive transitions for children and good communication with families. Arrangements were in place to ensure families were advised of changes to the staff team through the Famly app, but we highlighted the need for this to be extended to the use of supply staff. This would ensure that families were always informed about those staff caring for their children.

At our last inspection we had serious concerns about the ability of staff to ensure children's safety. For the most part there was now a new staff team in place and children's safety was not a major concern at this inspection. However, we felt that staff needed to be mindful of being extra vigilant when escorting children to the forest school site, when members of the team were on breaks or were participating in tasks that take them away from the main area. Staff needed to ensure they were positioned to have an overview of children's locations at all, especially at the highlighted, flashpoints.

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

Requirements

Requirement 1

By 15 March 2022, the provider must ensure children are safe when experiencing outdoor play. To do this, the provider must, at a minimum:

a) Undertake a risk assessment of the outdoor areas children access and implement any safety measures identified as a result.

b) Ensure staff receive appropriate instruction in their responsibility to be alert to where children are at all times to prevent children leaving the premises or outdoors areas unseen by staff.

This is to comply with Regulation 4(1)(a) and (d) (Welfare of users) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that "My care and support is provided in a planned and safe way, including if there is an emergency or unexpected event" (HSCS 4.14), "I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes" (HSCS 3.14) and "My environment is safe and secure" (HSCS 5.17).

This requirement was made on 10 January 2022.

Action taken on previous requirement

a) Risk assessments had been put in place and staff used these for reference. However, the service manager needed to ensure staff were aware that these should be dynamic documents that are regularly updated to reflect new hazards and control measures.

b) Staff performed regular headcounts of children to ensure they knew how many children were there and where they were located. From our discussions, we were satisfied that staff were aware of the need to be vigilant about children's whereabouts at all times.

Met - within timescales

Requirement 2

By 15 March 2022, the provider must ensure that children enjoy a positive, safe and social experience when receiving meals or snacks. To do this, the provider must at a minimum:

a) Review the lunch/snack-time procedure to ensure that it reflects the importance of providing a safe experience for children.

b) Ensure the deployment of staff reflects the needs of children at snack and mealtimes.

This is to comply with Regulation 4(1)(a) and (d) (Welfare of users) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that "My care and support is provided in a planned and safe way, including if there is an emergency or unexpected event" (HSCS 4.14), "I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes" (HSCS 3.14) and "My environment is safe and secure" (HSCS 5.17).

This requirement was made on 10 January 2022.

Action taken on previous requirement

a) The lunch/snack-time procedure was viewed at inspection, and we were satisfied that it had been reviewed to ensure that it reflected the importance of providing a safe experience for children.

b) We observed staff at lunch and snack time and confirmed that they were appropriately deployed at all times. Children were discouraged from leaving the eating area until they had completely finished eating.

Met - within timescales

Requirement 3

By 15 March 2022, the provider must ensure that children's personal care needs are met in line with their personal plans. To do this, the provider must, at a minimum:

a) Review the personal plans of children and ensure their needs are met across the whole day, including arrangements for one-to-one support where identified as needed.

This is to comply with Regulation 4(1)(a) (Welfare of users) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011(SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that "My care and support is provided in a planned and safe way, including if there is an emergency or unexpected event" (HSCS 4.14), "My care and support meets my needs and is right for me" (HSCS 1.19), "I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes" (HSCS 3.14) and "I am supported and cared for by people I know so that I experience consistency and continuity" (HSCS 4.16).

This requirement was made on 10 January 2022.

Action taken on previous requirement

a) We were satisfied that staff knew children well and were meeting their needs across the day. Staff had electronic access to personal plans and a paper overview sheet to ensure they could have sight of these at all times.

Met - within timescales

Requirement 4

By 15 March 2022, the provider must ensure that provision is made for children to access a safe, cosy and comfortable space to rest and or sleep.

This is to comply with Regulation 4(1)(a) (Welfare of users) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that "My care and support meets my needs and is right for me" (HSCS 1.19), "I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes" (HSCS 3.14) and "I am supported and cared for by people I know so that I experience consistency and continuity" (HSCS 4.16).

This requirement was made on 10 January 2022.

Action taken on previous requirement
No children required a sleep during our inspection. However, we discussed this issue and were satisfied that appropriate arrangements will be put in place should any child require to sleep. Hanging tarpaulins designated areas where children could sit quietly and rest or have a story.

Met - within timescales

Requirement 5

By 15 March 2022, children experience a service that is well led and managed. To do this, the provider must at a minimum:

a) ensure that existing management arrangements are reviewed
b) take identified action to address gaps in management and leadership across the service.

This is to comply with Regulation 4(1)(a) and (d) (Welfare of users) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state "I use a service and organisation that are well led and managed" (HSCS 4.23).

This requirement was made on 10 January 2022.

Action taken on previous requirement
a) A depute manager had been recruited since the last inspection to ensure both registered services could be adequately managed.

b) Both the forest school and out of school care had an identified lead practitioner who was responsible for day-to-day supervision. Through discussion, we confirmed that staff were clear about the chain of command.

Met - within timescales

Requirement 6

By 15 March 2022, the provider must ensure that staff provide improved outcomes for children in a way that reflects their individual needs. To do this, the provider must at a minimum:

a) ensure improvements made as a result of this inspection are embedded into practice and sustained

b) ensure a robust approach to quality assurance, including self-evaluation, is in place and leads to continuous improvement.

This is to comply with Regulation 4(1)(a) and (d) (Welfare of users) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state "I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes" (HSCS 4.19).

This requirement was made on 10 January 2022.

Action taken on previous requirement

We were satisfied with the progress made to date but more time is needed to ensure that the improvements are embedded into practice and sustained. However, from our discussions with the manager and staff team at inspection, we were satisfied with the commitment to ensuring this was the case.

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

To support the wellbeing and safety of staff and children, the provider should ensure compliance with the local authority environmental health report completed after the site visit on 18 March 2021.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that "I experience high quality care and support based on relevant evidence, guidance and best practice" (HSCS 3.14).

This area for improvement was made on 10 January 2022.

Action taken since then

We confirmed that all standards were now in compliance with the Environmental Health site visit report dated 18 March 2021.

Previous area for improvement 2

To support the wellbeing and safety of children, the provider should ensure that staff:

a) receive additional support to recognise their learning and development needs
b) are encouraged to use this learning to improve their practice
c) consider the impact of their learning on improving outcomes for children.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that "My care and support meets my needs and is right for me" (HSCS 1.19) and "I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes" (HSCS 3.14).

This area for improvement was made on 10 January 2022.

Action taken since then

While we were satisfied with the progress made to date, there was a recognition that this was a work in progress.

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
4.1 Staff skills, knowledge and values	4 - Good
4.3 Staff deployment	4 - Good

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