

Skool Is Out @ Barclay Viewforth Church Day Care of Children

1 Wrights Houses
Edinburgh
EH10 4HR

Telephone: 0131 659 7771

Type of inspection: Announced (short notice)
Inspection completed on: 5 November 2016

Service provided by:
Skool Is Out Ltd

Service provider number:
SP2003003248

Care service number:
CS2003013971

About the service

Skool Is out @ Barclay Viewforth Church registered with the Care Inspectorate in April 2011. The service provides day care of children to a maximum of 150 children using various locations, situated within close walking distance of each other.

Within the maximum number of 150 children, during term time, no more than 90 children at any one time may be cared for in the Bruntsfield Hall and Chalmers Room of Barclay Viewforth Church. The service may also use the Lauriston Room. At Bruntsfield Evangelical Church no more than 60 children at any one time may be cared for within the upper hall, room two and room three.

During school holidays and in service days care may be provided to a maximum of 65 children at any one time from Barclay Viewforth Church and to a maximum of 48 children at any one time from Bruntsfield Evangelical Church, 71 Leamington Terrace, Edinburgh, EH10 4JL.

A breakfast club may be provided to a maximum of 35 children at any one time, during term time, from the gym hall at James Gillespie's Primary School, Whitehouse Loan, Edinburgh, EH9 1BD.

the written aims of the service include,

- To provide good quality, affordable out of school care which:
- Is in an atmosphere which differs from school
- Has a range of recreations and relaxing activities
- Is a service that supports the needs of the whole family

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.

From April 2016, we will carry out a quality audit, to gather information relating to 'How Good Is Our School Aged Childcare'. The audit will focus on the quality of children and young people's play experiences and how their rights to play and have fun are promoted and protected. The Getting it Right for Every Child (GIRFEC) framework - SHANARRI, Playwork Principles and Article 31 will underpin a list of outcome-focused questions developed for inspectors to work from when inspecting. The information gathered will form the basis of an end of year report 2017, along with information on service demand for school aged childcare throughout Scotland. Further information can be found at The Hub at www.careinspectorate.com

What people told us

We saw and spoke to a number of children who were present during the inspection. The children were mostly happy, relaxed and confidently interacted with staff and each other. Children chatted to us with ease, showing what they were playing with and making. Throughout the inspection visits children were enjoying taking part in games and various activities, including outdoor play. Children were laughing and playing well together. This demonstrated their feeling of security within the care setting.

Through discussions most children felt respected and that staff listened to them. Children made positive comments about their time spent in the service. This included:

- "I like that it is mixed schools, I know some children from out of school time and activities"
- "It's quiet good, sometimes when all my friends leave I sit and read a book which is quiet nice 'cause they have a good variety of books"
- "Skools out is awesome. I'm on the kid council, we discuss what we want for the club, we're planning the Christmas party. Those not on the council can speak to us"
- "We bake", "I think it's really fun", "We get to make dens"
- "We get to go outside", "There's lots of art activities"
- "Staff are really kind", "Really fun", "Staff join in games"
- "Loads of variety not the same stuff everyday"
- "Get to make new friends and play with our friends from school and different schools"
- "It is fun here"
- "I feel safe here"
- "Get to go to museums, cinema, castles"

Children told us about some of the things they would like to change, for example more baking opportunities, more choice of activities, differing ways of managing behaviour and more time outside. Children's views gathered during the inspection were shared with the provider and manager who were keen to evaluate their comments and use them to ensure continued enjoyment in the service.

We received 10 emails from parents, sharing their views and experiences of the service. The parents comments were positive and complimentary of staff and the daily activities provided.

Self assessment

The Care Inspectorate received a fully completed self-assessment from the service.

The provider identified what it thought the service did well and gave examples of improvements. The provider told us how the people who used the care service had taken part in the self-assessment process and how their feedback directed the development of their plans for improving the service.

From this inspection we graded this service as:

Quality of care and support	4 - Good
Quality of environment	not assessed
Quality of staffing	4 - Good
Quality of management and leadership	not assessed

What the service does well

A particular strength within this service was the deployment of staff to enable children to attend after school activities. This supported their interests, promoted skills and helped them to remain part of their local community.

Children were encouraged to enjoy their time in the service as staff used observations and their knowledge of the children to provide activities which were of interest. A good example of this was the implementation of a weekly drama session following observations of children making up plays and shows. Daily chats with children encouraged their continuous inclusion in the planning of the daily experiences. Enabling children to remain actively involved in planning supported a feeling of value, respect and inclusion.

Children's sense of value and belonging was further promoted as they were regularly invited to express their views, make comments and suggestions. This was done in a variety of ways to suit children's differing preferences, for example, a 'Kids Council', suggestion boxes and informal chats with the children. Including children in the development of newsletters also supported them to have pride and take ownership of events within the service. Empowering children in this way demonstrated an inclusive, child-led care setting.

In general, interactions between staff and children were positive and supported a feeling of security and care within the setting. On most occasions staff spoke to children in a natural manner which demonstrated care and respect. Regular praise and encouragement promoted the children's self-esteem and an inclusive environment.

Older children told us they enjoyed having a designated space where they can play, relax, chat and enjoy games and activities relevant to their interests, age and abilities. Providing this opportunity was respectful of the children's differing needs and personalities. In both care settings visited, story corners with soft seating were used well by all age groups, children could rest, relax and quietly chat with their friends, supporting their emotional needs.

On a Friday, children of all ages were cared for in one location. Although older children had their own space within this setting some choose to spend time with the younger children. We saw children of mixed ages playing well together, with the older children helping younger children. This supported the younger children's development as their play was stretched and they explored their own capabilities.

The manager had been newly appointed, the support given to help her transition into this new role was good and promoted children and families continued confidence in the service. Management and staff were becoming familiar with each other's strengths and skills and used this knowledge well to provide positive outcomes for the children. For example, staff who had a particular interest in art were able to develop and led on art projects which were interesting and encouraged the children to develop new skills.

Recent changes within the staff team was working well as they supported each other in getting to know the children and develop an understanding of the daily life of the service. Children could continue to feel safe and cared for as staff met daily to share important information about children's differing needs and interests. The good practice of involving children in the recruitment process helped to develop a team which could meet their expectations.

Ensuring the staff team remained informed and involved in changes within the service enabled them to confidently support children through any changes and ensure continuous enjoyment and feeling of security.

What the service could do better

Good methods were in place for the storage and up-keep of medication. The service should now take action to enhance the recording of medication to be administered and given. This should include updating the forms used to ensure relevant information is gathered in line with current guidance. Information for recording medication can be found in the hub section of our website by searching for 'Management of Medication in Daycare of Children and Childminding Services'. Also records viewed on the day were not complete. Systems of recording children's specific medical needs were confusing meaning important information could be missed in the event of an emergency. Management and staff should review current methods and take action to ensure easy access to relevant information when required.

Children's individual play plans could be enhanced to further support outcomes and ensure planning remains reflective of individual needs. Written observations could be more meaningful, for example, using the information gathered for planning and demonstrating how individual children influence activities and how staff are meeting the children's needs and interests. Children's files were not reviewed in a timely manner, this meant relevant updates on children's needs or interests could be missed. For example, we saw in one child's file information relevant to specific activities had not been updated. Although staff knew the children well, maintaining records to a high standard will support their knowledge and understanding of the children and provide clear information which can be used when evaluating children's experiences and progress. A recommendation was made, recommendation 1.

Although outdoor play was regularly offered, consideration should be given to how outside experiences could be increased. Developing a monitoring system will support staff to ensure all children have choice and easy access to outside and energetic play. This will promote children's continued independence and support a healthy lifestyle.

The service could enhance on the current good opportunities in place for enabling children to engage in more challenging activities. Promoting a balanced approach to risky play will support the children's understanding of their own skills and encourage them to explore how these skills can be further developed. This will support them to manage risks whilst continuing to play safely and enjoy the benefits of stretching their abilities and confidence. More information about the benefits of outdoor play and engaging in risky play can be found in the current professional document 'My World Outdoors', produced by the Care Inspectorate.

Children's involvement in developing a visual display of the 'SHANARRI Well-being Wheel' supported their learning of what they could expect from those who care for them. Their learning and understanding of self-worth could be further enhanced by promoting their knowledge of the 'United Nations Convention on the Rights of the Child'. This would support their awareness of their rights and how those who look after them can influence this.

The methods used for dealing with unwanted behaviours did not reflect current good practice. This was discussed with management and the provider who agreed and confirmed this practice was not the expectations of the organisation nor in line with the service policies.

A recommendation was made, recommendation 2.

In discussion with staff and observing their practice we identified that training would be beneficial in specific areas relevant to their role of caring for and supporting the children. This included child protection. Staff should renew and up skill their knowledge of current procedures to be followed in the event of a child protection concern.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 2

1. It is recommended the provider ensures clear records are developed and maintained of the children's individual medical and care needs, personalities and interests. Information gathered should be reviewed and updated a minimum of every six months or sooner as changes occur. These should be effectively used to develop plans and daily experiences.

National Care Standards for Early Education and Childcare up to the age of 16.
Standard: 3 - Health and Wellbeing

2. It is recommended the provider ensures all staff are aware of and follow the written policies of the service. In addition action should be taken to develop age appropriate strategies to support the children's understanding of acceptable behaviours and staff's understanding of how to implement such strategies.

National Care Standards for Early Education and Childcare up to the age of 16.
Standard: 4 - Engaging with children.

Complaints

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

Inspection and grading history

Date	Type	Gradings	
27 Jun 2013	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
30 Sep 2010	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
16 Sep 2009	Unannounced	Care and support	2 - Weak
		Environment	4 - Good
		Staffing	2 - Weak
		Management and leadership	3 - Adequate

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