

Skool Is Out @ Barclay Viewforth Day Care of Children

1 Wrights Houses
Edinburgh
EH10 4HR

Telephone: 01316 597 771

Type of inspection:
Unannounced

Completed on:
11 October 2023

Service provided by:
Skool Is Out Ltd

Service provider number:
SP2003003248

Service no:
CS2003013971

About the service

Skool Is Out @ Barclay Viewforth is registered to provide an early learning and childcare service to a maximum of 90 school aged children. 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 at 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 club is situated adjacent to the Meadows Park and is in close proximity to Edinburgh City Centre. The building is over two floors and children have access to a large hall on the upper floor with access to toilets. On the ground floor is a further playroom , kitchen and toilets.

About the inspection

This was an unannounced inspection which took place on 6th October 2023 between 12:30 and 16:30 and an announced visit on 9th October 2023 between 14:30 and 17:00. The inspection was carried out by one Inspector from the Care Inspectorate.

To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with staff and management
- observed practice and daily life
- reviewed documents relating to children's care and the management of the service
- received written feedback from 16 parents.

Key messages

- Children were happy and settled in the service.
- Children experienced warm, caring and nurturing approaches from the staff team.
- The service worked well with families to ensure they held accurate information to support the care and wellbeing of children.
- There were good play opportunities which children were actively engaged in. Further development of natural resources would enhance children's experiences
- Quality assurance processes were in place for the continual improvement of the service.

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?	5 - Very Good
How good is our leadership?	5 - Very Good
How good is our staff team?	5 - Very 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 found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as good.

Quality indicator 1.1: Nurturing care and support

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key indicator as very good.

Children were happy and engaged in the setting, and Interactions with staff were kind and caring. This helped children feel safe and secure. The atmosphere was calm and respectful, and we saw that children had built positive relationships with each other. They confidently engaged with staff for support and chats and told us staff "were fun".

All parents agreed with the statement 'Overall, I am happy with the care and support my child receives in this setting'. Comments we received from parents included "Very happy with the staff and they are always engaged with the children" and, "Our children are happy there." Children told us they enjoyed the club, and liked "Lego, drawing, football and playing outside".

Staff were welcoming and responsive to children when they collected them from school. Good relationships had been built with school staff which supported a smooth transition for children. The walk back to the setting was well planned and staff chatted with children about their day's events. Children clearly knew the routine and in keeping themselves safe and were respectful and listened to staff.

Children's overall wellbeing was supported through information gathered in personal plans. Children were encouraged to contribute to their plans by sharing their likes and dislikes and completing the 'all about me' section'. The plans also contained key information regarding any medical or dietary requirements. Arrangements were in place to review this information with parents to ensure it reflected children's most current needs. This robust approach to personal planning meant that staff were able to respond to children, quickly and sensitively, in line with their needs.

We reviewed the setting's medication policy and procedures. The medication was stored securely, and documentation was accurate and reflected children's individual health needs and requirements. Staff were confident and had a good understanding of how to administer medication, including emergency medication for children. This meant that their health care needs were met.

Children enjoyed sociable mealtimes and chatted together around the tables with each other and staff. They were meaningfully involved in the preparation of their snacks. For example, they self-selected their own food items and we saw children making pizzas and choosing from a range of toppings. These experiences enabled children to learn about healthy lifestyles and develop important life skills.

Quality indicator 1.3: Play and learning

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

Children were happy and having fun. They played independently and in small groups, enjoying a range of activities which supported their play and learning needs. These included board games, Lego, art and craft activities, baking experiences, den building and outdoor play. Children told us they enjoyed the range of resources that were available to them. One parent told us "I feel they have a nice variety of activities and choices for the kids to do that they like, and opportunities to play outside".

The service worked with other agencies to provide children with different experiences. For example, we saw a music session provided by 'Beatbops' a local community group. This supported children's language, self-expression, and confidence.

Staff facilitated children's play and learning by setting up spaces and experiences with resources that children were interested in. We saw this in den building and a 'judo area'. Children were empowered in their play and learning however, interactions and actions of staff could be further enhanced by using effective questioning. This would support further learning and extend children's experiences.

The planning approach was child centred and responsive to children's interests and life experiences. Staff observed and consulted with children to find out about their interests and used these to develop a weekly plan. We observed staff talking to children at the start of each session and sharing the experiences that would be available to them during their session. These were displayed on the daily activities board.

Overall, resources and experiences promoted children's creativity and curiosity. To provide more choices for this type of play, the service should continue to develop more natural and open-ended play materials. This would extend learning and enhance creativity and imagination. We sign posted staff to the loose parts tool kit that can be accessed on the Care Inspectorate 'Hub'.

How good is our setting?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality indicator 2.2: Children experience high quality facilities

Children benefited from a welcoming and bright environment. They had access to a large hall upstairs and a smaller hall on the ground floor. The layout enabled children to play and have fun, offering easy access to resources which could be moved between play areas.

There was a door security entry with cameras installed to ensure that members of the public could not access the building independently. Risk assessments were in place for indoor and outdoor areas and there was an effective system in place for children being signed in and out of the setting.

Children were supported to be healthy and safe through effective infection prevention and control routines. The environment was well ventilated, hand washing was embedded in practice, and regular cleaning took place.

Play spaces reflected children's interests and provided a range of opportunities for active play, learning and space to relax and rest. We saw children were offered a quiet space to read books and take time out. It was a comfortable area sectioned off with dividers and soft furnishings. Resources were well maintained and appropriate for children's stages of development.

Children's health and wellbeing was supported through regular exercise and fresh air. We saw children having fun outdoors playing at the adjacent park. Children were having fun playing football and playing in the swing park. Staff encouraged friendship groups as they played, which helped to support children's confidence and give them a sense of belonging.

Information about children was kept securely. Sensitive information was only shared with those who needed it to meet children's needs. As a result, children's information was protected, and storage complied with relevant best practice.

How good is our leadership?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality indicator 3.1: Quality assurance and improvement are led well.

The manager and staff team had a positive working relationship, and they were committed to the improvement of the service. There was a warm atmosphere and staff told us they felt valued and well supported by the manager. This created a culture of respect within the team. All parents agreed with the statement 'The service is well managed'.

Children and their families were encouraged to share their views and contribute to the life of the service. They were meaningfully involved in a number of ways sharing their views through face-to-face discussions, questionnaires, and suggestion boxes. Some parents had previously commented that the service could have more comfortable areas. The service had responded, and we saw this reflected in the quiet area. There were soft furnishings and cushions for children to relax and read. This meant that parents suggestions were valued, respected, and helped to encourage other parents to participate.

Children's suggestions were listened to and acted upon, which helped them to feel valued. This contributed to a shared responsibility towards achieving positive outcomes for children.

Children were asked to provide their thoughts and views on the service. Achievement boards reflected children's feedback, including new ideas for snack, and the sponsoring of puppy Rosie through a local dog's charity.

Quality assurance, including self-evaluation and improvement plans, were in place which supported the ongoing development of the service. The manager was skilled in leading the team through the self-evaluation of the service, and this was leading to continuous improvements taking place. Staff told us they had been fully involved in the process and had been tasked with agreed areas of responsibilities. One area was in the further development of the Kids Council. We saw that quality assurance and monitoring processes were working well and were having a positive impact on staff practice, provisions, and outcomes for children.

Daily team discussion allowed all staff to know what was important for the setting and promoted consistent approaches. Regular team meetings and professional dialogue helped identify areas of success, challenges and training that may be needed to support children and families. Staff told us these meetings gave them valuable opportunities to share information and discuss ideas. This meant children and parents experienced a consistent and supportive service.

How good is our staff team?**5 - Very Good**

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality indicator 4.3: Staff deployment.

Staff worked well together and used effective communication skills to meet children's needs. They were respectful and supportive of each other and were warm and caring in their approach. Staff told us they enjoyed working at the service and felt valued in their roles. Parents told us they liked "The friendliness of the staff, and the ease of communication".

The staff team was consistent, and this provided a continuity of care for children and families. Effective communication enabled staff to provide appropriate supervision and respond flexibly to the changing needs of children. Staff communicated well with each other which ensured that children's safety was maintained. They were flexible in their approach to follow children's interests and requests in play, swapping areas in order support this. For example, when children wanted to move from upstairs to downstairs halls or when requesting to play outdoors.

Information sharing was carried out respectfully as staff moved to have discreet conversations whilst maintaining an overview. This contributed to children's continued wellbeing. The service employed a balanced mix of qualified and experienced staff which promoted good outcomes for children using the club. All staff demonstrated a commitment to improving outcomes for children. Some staff were undertaking further training to develop their knowledge and skills in childcare. This led to improved quality engagement and interaction.

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

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.

This area for improvement was made on 5 November 2016.

Action taken since then

Personal plans were sampled during the inspection and held clear information of children's needs including in interests and medical needs. The medication policy had been updated and staff were confident in managing children's medical needs. There was a clear process of reviewing and recording personal plans at least six monthly.

Previous area for improvement 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.

This area for improvement was made on 5 November 2016.

Action taken since then

The service had developed a new behaviour management policy with emphasis on reflection and promoting positive behaviour. The staff team had attended training in Managing Challenging Behaviour and regular in-house training was offered throughout the year.

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	5 - Very Good
1.3 Play and learning	4 - Good

How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good

How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good

How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iartras.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.