

# Broomhill Out of School Club Day Care of Children

Broomhill Primary School  
Gray Street  
Aberdeen  
AB10 6JF

Telephone: 01224 315 487

**Type of inspection:**  
Unannounced

**Completed on:**  
22 March 2024

**Service provided by:**  
Lorndale Aberdeen Limited

**Service provider number:**  
SP2013012192

**Service no:**  
CS2014333782

## About the service

Broomhill Out of School Club is located within Broomhill Primary School in Aberdeen. The club is situated in the dining hall of the school. Children have access to the outdoor play area and gym hall. The service is close to local shops and parks and has good transport links.

The service is registered to provide a care service to a maximum of 32 primary school children. The care service may operate from 7:30am until 9:00am and from 3:10pm until 6:00pm Monday to Friday during term time.

## About the inspection

This was an unannounced inspection which took place on 18 March 2024 between 15:00 and 18:00 and 19 March 2024 between 07:30 and 09:00 and 15:00 and 17:15. 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 we:

- Spent time with the children using the service and spoke with four of their parents/carers
- Received 12 responses to our request for feedback from parents via MS Forms
- Spoke with staff and the manager
- Observed practice and children's experiences
- Reviewed documents.

## Key messages

- Children were happy and settled during our visit, positive relationships with staff had been formed supporting children's confidence.
- Children experienced an unhurried and sociable snack time.
- The service should continue to develop opportunities for children to explore loose parts play by expanding on resources that are offered to children.
- The service was well led and management and staff were committed to continually improving the service.
- Effective staff deployment ensured children were well supervised and supported appropriately.

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

Children experienced kind and caring interactions from staff who took time to listen and respond to their needs. Staff were able to respond quickly to any changes in children's behaviour that told them they needed some support. Children we spoke to told us they enjoyed attending the club. Parents commented positively on the good relationships staff had with their children. One parent told us their child felt, 'Safe and looked after' at the club. Another commented, 'The team know my child very well.'

Children were relaxed and confident in their interactions with staff. They approached them for support when needed and invited staff into their activities. Staff were respectful of children and encouraged them to voice their opinions and preferences. This supported children to feel listened to and valued.

Children's care was effectively supported through personal planning which was reviewed regularly with families. Children completed 'A Bit About Me' documents outlining their likes and dislikes. Staff used this information to meet their needs and spoke confidently about strategies of support used. This helped ensure that children's care and support was individualised and effective.

Systems for recording medication were in place, including parental permissions, storage information and records of administration. Medications were stored appropriately and reviewed regularly by staff. However, a few plans sampled had not been reviewed and signed by parents within the recommended three months. We discussed this with management who took immediate action to remedy this.

Children's wellbeing was supported through staff knowledge and understanding of their role in identifying, recording and referring any concerns. This was supported by policy and attendance at child protection training. Staff were working well with other agencies, such as the primary school, to promote a continuity of care and access to further support if necessary.

Snack and breakfast times were relaxed and unhurried for children. Some staff sat with children supporting relationships and encouraging communication skills. Choice was promoted as they were included in planning snacks and were able to choose where to sit, and who with. Children independently poured their own drinks and buttered their toast. Children and staff told us about regular baking activities they enjoyed. We discussed how the daily snack time experience could be further developed to promote children's life skills. For example, helping to prepare fruits and vegetables. Management had identified this as part of their ongoing improvement work. They planned to consult with children on how best to embed this fully into their routine.

Children's allergies and special dietary requirements were effectively managed to help ensure children's health and safety. For example, information was clearly documented and accessible for staff. This meant that children could have confidence that staff were well equipped to meet their needs.

### 1.3 Play and learning

Children were engaged in a variety of experiences and were busy and having fun. Groups of children enjoyed art and craft, played board games and built models indoors. Some children ran around and played games

outdoors. They moved confidently and freely around the indoor and outdoor play spaces. This told us they felt safe and secure in the environment.

Children benefitted from a mixture of planned and spontaneous play activities. Planned activities followed children's interests and staff were continuing to develop their approaches to planning. Children were asked for ideas for activities they would like to take part in. This helped children feel valued, and supported them to lead their own play. Children revisited learning experiences whilst looking at floorbooks. They were keen to share photographs and tell us about favourite learning experiences. These included creating jewellery, making slime and a Halloween party. One child told us, 'I love craft and baking.' A parent commented, 'Staff encourage children's interests and tailor activities to suit various age levels and skills.' Another parent told us there were, 'A good range of indoor, outdoor and seasonal activities.'

Children had independent access to a range of toys and equipment. Children told us how they access additional resources with adult support when asked for. Staff told us about weekly challenges they set for children, these included word puzzles and riddles. However, not all toys provided children with a level of challenge to help them develop skills and abilities. Children would benefit from further development of resources to include more varied opportunities for open ended play, science, technology, engineering and maths.

Children had some opportunities to develop language, literacy and numeracy skills. Staff promoted positive use of language and vocabulary during conversations with children. Pens, paper and books were available and literacy development was further supported by writing suggestions on mind maps. Some children told us they had written a script when creating a Christmas play at the club. Board games, baking and construction activities helped to support numeracy in an engaging way.

Children benefitted from positive and encouraging staff interactions. Children were proud to share their experiences as their achievements were praised. An award display further promoted children's self-esteem.

## How good is our setting?

## 4 - Good

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

Children were cared for in a shared room within the school building, which staff set up daily. They had places to store their belongings and the environment was bright and well ventilated. Rugs, cushions, blankets and den making materials were well used by children to create a comfortable area to rest and relax. Information and children's work displayed on notice boards helped to give children a sense of ownership of the space.

Children benefitted from the use of outdoor play areas. Children ran around, created their own games, explored the wooden obstacle course and played football. This supported them to be healthy and active, whilst developing social and communication skills.

Inside spaces were set up with a variety of resources which considered children's interests and allowed children to lead their own learning. These included construction kits, board games and arts and crafts. As a result, children were engaged in their play. Some natural and open-ended resources, such as wooden blocks and straws promoted children's creativity and critical thinking. We suggested several ways additional open ended resources could develop children's skills and thinking. This would support children to reach their full potential.

Children's health was supported through staff understanding of their role in managing infection prevention and control measures. These included regular handwashing and cleaning of surfaces before and after eating. This minimised the potential for the spread of infection. Some children's toilets, however, which were shared with the school, were untidy and did not smell fresh. We discussed our concerns with management who took action to ensure more regular staff checks were carried out. The provider planned to refurbish toilet facilities. The manager planned to explore measures for improving access to other toilets which had already been upgraded. This would ensure a sanitary, pleasant environment for children.

Children's safety was supported when outdoors by the use of walkie talkies to aid communication between staff. This promoted awareness of where staff were and supported effective supervision. Risk assessments were in place for the indoor and outdoor environments. These highlighted hazards and appropriate actions to minimise potential risks to children and staff. Children were aware of boundaries whilst playing outdoors and confidently told us some of the club rules. As a result, children and staff were safe as risks had been minimised.

Children and their families privacy was protected by the safe storage of personal information, including paper and electronic files.

## 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.

Children and families benefitted from a service that was well led and committed to improving outcomes for children. All families who responded to feedback strongly agreed or agreed the service was well managed.

The service's vision values and aims were displayed and shared with parents. These included, 'To build positive relationships between adults and children encouraging mutual understanding and respect.' These were reflected in practice and supported staff and families to understand what to expect from the service.

The manager and staff recognised the importance of consultation with children and their families to support improvement. Children's views were regularly sought through the use of mind maps and discussion. Parental views were gathered using emails, questionnaires and opportunities at drop off and pick up for parents to come into the setting. This promoted positive relationships and partnership working.

Quality assurance systems were in place to ensure the continual improvement of the service provided. An improvement plan which considered best practice guidance was in place, and focused on development in a manageable number of areas. These included staff induction and communication with parents. An online platform was in the process of being introduced to support communication with families. Success criteria had been identified to inform the evaluation of improvement made. There were relevant goals and timescales to support positive outcomes for children.

The staff team worked together effectively to evaluate and reflect on their practice. Management and staff told us about improvements made. These included improved access to outdoor play, staff deployment and the development of a cosy area for children to rest. Staff told us they felt supported by the manager and were confident to share ideas and make suggestions for improvements. This approach ensured there was a shared understanding of service developments and that children benefitted from a culture of continuous improvement.

Positive outcomes for children were promoted by quality assurance processes. Regular audits were taking place such as a review of personal plans, training and staff practice. Staff were supported in their practice at appraisal meetings where they discussed any issues and planned for individual professional learning and development. These opportunities enabled staff to develop as practitioners. As a result children and families received support that was right for them.

### 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.

Staff interacted with children and each other in a respectful and considerate manner. A member of staff told us, 'We get on well together.' This provided a happy and relaxed environment for children to enjoy. Parents agreed or strongly agreed they were happy with the service provided. Parent comments included, 'Great staff, they really care about the children', 'The staff are amazing and the kids adore them' and 'Staff are all very supportive and seem really keen to ensure that my child is involved and has a great time.'

The manager and provider appreciated the importance of appropriate staffing levels. This promoted very good opportunities for staff to interact with and support children and families. Deployment of staff also supported the supervision and care of children. Staff had clear roles and responsibilities and were flexible when required. They communicated well with each other to ensure appropriate supervision. This promoted children's safety and engagement.

Children were cared for by staff with a range of skills, experience and knowledge. Management provided role modelling and direction to support staff in new roles. A supportive induction process for new members of staff helped them grow in confidence and become competent in their role. Staff understood the benefits of training in furthering outcomes for children and were motivated and keen to further their development. They reflected on past training within online diaries and were able to discuss the impact of their training with us. This included autism and play work courses. Staff demonstrated a good knowledge of children's medical needs to help keep them safe and well.

### Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://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?	4 - Good
2.2 Children experience high quality facilities	4 - 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

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Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

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