

Doonfoot After School Service Committee Day Care of Children

Doonfoot Primary School
Abbots Way
Doonfoot
Ayr
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Telephone: 07808 869 237

Type of inspection:
Unannounced

Completed on:
31 January 2024

Service provided by:
Doonfoot After School Service
Committee

Service provider number:
SP2003001085

Service no:
CS2003005107

About the service

Doonfoot After School Service is registered to provide a care service to a maximum of 32 children aged three years and over and is located within Doonfoot Primary School. The service operates from the school dining room, with access to the gym hall and the large outdoor play area adjacent to the building. Doonfoot is a suburb in the south-west of Ayr, South Ayrshire. The service is close to local shop, parks and other amenities. Session times are. Monday to Friday between the times of 7.30am-9.00am and 2.45pm-6.00pm, during term time.

Doonfoot After School Service is provided by a voluntary management committee.

About the inspection

This was an unannounced inspection which took place on 29 and 30 January 2024 between 14.45 and 18.00.

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 10 children using the service and 8 of their family.
- Spoke with five staff and management.
- Observed practice and daily life.
- Reviewed documents.

Key messages

- Children were happy, confident, independent and had fun with their friends.
- Positive relationships had been formed between children and staff.
- Children's rights were promoted, and they chose their own learning experiences.
- Children had access to a range of play opportunities both indoors and outdoors.
- Quality assurance systems should be further developed and include families.
- Children benefitted from a diverse team who met their care, play and learning needs.

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? | 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 outweighed areas for improvement.

Quality indicator 1.1 Nurturing care and support

Children were happy, confident independent and having fun with their friends. Staff had formed positive relationships with all children and knew them very well. Children were cared for in a warm and nurturing environment where their rights, interest and preferences were well supported. This contributed to children feeling valued and respected. Families told us that the staff were nurturing, friendly and caring.

The daily routine and pace of the session included the youngest children being collected at an assembly point by a staff member and taken in to the playroom for registration, news time and snack. During news time children were encouraged to share their news and showcase their new toys. This was an opportunity for children to build their confidence and listen to their friends respectfully. Children recited poetry and shared important events such as birthdays.

Children brought their own snack and water bottles for snack time. They sat at the dining tables with their friends and enjoyed a relaxed, unhurried social experience, chatting about their day. Children were offered milk and fruit and encouraged to fill their water bottles at the water dispenser. This meant that children were hydrated and able to make healthy choices.

A cosy area was set up within the quiet area with beanbags, soft cushions and mats, enabling children to relax, read a book or play imaginatively with their toys. This was a well-used area and meant that children could relax and enjoy a quiet space away from the main play areas to rest. This contributed to children's sense of wellbeing.

Children's wellbeing was supported through the use of personal plans. All plans were up to date and reviewed bi-annually, reflecting children's health and wellbeing needs. A few children had dietary requirements and other children needed additional support. The service used the SHANARRI wellbeing indicators, Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included from the Getting it right for every child (GIRFEC) approach. This was evident and well documented in children's personal plans ensuring children's individual needs were being met. The wellbeing indicators were also used to develop and inform the children's charter which reflected the service's commitment to meeting the children's needs and expectations. This meant that children's ongoing health and wellbeing needs were met and helped improve positive outcomes for children.

All staff had attended child protection training and understood their role and responsibility to safeguard children and report any concerns to the child protection co-ordinator. This meant that children were safe from harm.

Children's medication was stored safely and supporting paperwork was available. We spoke with the service about ensuring their medication policy aligned with the 'Management of medication in daycare of children and child-minding services'. A consent form should also be kept with the medication. This is to ensure clear information about the safe administration of medication is robust and a consent form is also kept with the medication.

Quality indicator 1.3. Play and learning

The service provided several indoor and outdoor areas for children to play and learn. Most children preferred to play outdoors every day or in the gym hall. There was a range of different play opportunities and experience for children to enjoy within the indoor play area, such a gaming console and interactive board games. Children led their own play, organised themselves and made decisions about how they wanted to spend their time. This meant that children were self-directing their own play and developing their independence.

There were some limitations in relation to the resources available. Some resources needed to be updated and upgraded.

Staff planned and provided some of the children's play and learning experiences. They encouraged children to make their own choices and self-select board games or arts and craft activities. Staff interacted with the children, listened to their thoughts and showed an interest in their play by responding to their spontaneous ideas. This meant that staff were responsive to children's interests and preferences, enabling children to reach their potential.

The outdoor playing area was a large open space which meant that children could play ball games such as football and tennis. Children told us that they liked to play outdoors and that they had fun. The trim trail-fitness trail, was very popular with some children and it provided opportunities to develop their physical skills, take risks and challenge themselves. Children used different parts of the trim trail apparatus to move their bodies in different ways and have fun. One child told us, 'we can do crazy things'. This meant that children benefited from having regular fresh air, exercise and energetic play.

In addition, the service had access to the school gym hall which was located opposite the playroom. This provided children with opportunities to run and play team games and enjoy different sport activities. During the inspection visit, staff led fun and exciting games. Children were following the rules, taking instructions and pretending to be rainforest animals using their bodies, imagination and expressive skills.

The topic of the month was voted by the children's committee and they made suggestions about what associated activities and games they wanted to pursue. The topic chosen was Harry Potter and staff facilitated children's ideas and ensured they had the relevant resources to enhance and extend their play and learning. We suggested that the topic of the month could be evaluated by the children's committee to gather their ideas and views on the success of the topic and document their rich learning experiences. As a result, children would be involved in evaluating their own learning experiences.

We asked the service to consider sourcing staff training on how to develop and implement the use of floor books. This could help staff support children to capture and document their ideas and show how the topics have progressed through a child-led approach to planning.

Children's rights were respected and promoted, and during the visit the monthly children's committee meeting was held. The meeting was led by the children which involved chairing the meeting and note taking. Article 23 of the United Nations Convention on the Rights of the Child (UNCRC) which relates to children and young people with a disability was read out to the group and they were asked if this affected anyone. They also discussed a wellbeing indicator and the chair asked if children knew what it meant and if anyone had any worries about it. Children were actively involved in the meeting and participated by expressing their views and ideas including how the service could be improved. This meant that children's rights were upheld, respected and promoted.

How good is our setting?

4 - Good

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

Quality indicator 2.2 Children experience high quality facilities

The service operated from the school dining hall which was divided into two areas by a large sliding door. Mobile dining tables with adjoining seats were set up for children to sit at and play tabletop games.

The areas were well ventilated with plenty of natural light. The large area had a high ceiling which meant that the noise level at times was very high and difficult to control. The two areas were well set up and provided a range of opportunities for the children to participate in different activities. Children had access to a range of board games, computer games and small construction such as lego. The smaller quiet area allowed children to relax in a cosy corner and participate in arts and crafts, read books or do their homework if they chose.

The outdoor play space was accessible from the cloakroom. Children knew the boundaries and to stay within them to remain safe. Children could access the toilets and staff were positioned near the boundary line and could monitor children leaving the outdoor space. This meant that staff knew where children were and that they were safe. Although the play area was used by the school children during the day, we asked the service to carry out daily risk assessments to ensure the space was free of hazards prior to children accessing it.

There were sufficient toilets available to the service, however they were not all within close proximity to the playroom. We asked the service to ensure that all toilet sinks were used for handwashing before snack and on return from the outdoor play area. This is to ensure good infection prevention and control and hygiene practices.

During the inspection we observed school staff and children walking through the playroom unnecessarily. We asked the service and the management committee to speak with the school management regarding the daily interruption to the service.

How good is our leadership?

4 - Good

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

Quality indicator 3.1 Quality assurance and improvement are led well

The service had developed a handbook for families which contained a vision, values and aims. We asked the service to update these and include children and families in the process to promote a sustained vision that reflected the aspirations of the children and wider community.

Questionnaires had been developed for children to provide feedback to the service about the quality of their experiences. In addition, family questionnaires had been sent out and feedback was positive. The feedback received from the children and families was collated and plans were in place to take forward ideas and suggestions to help improve the service. This meant that children and families were involved in influencing change.

The service was using 'A quality framework for daycare of children, childminding and school-aged childcare' for staff to reflect on aspects of the service including care, play and learning. The manager led the self-evaluation process which included asking the three evaluative questions, How are we doing? How do we know? and What are we going to do now?. This was well documented and showed how the service was monitoring and evaluating the quality of children's experiences and next steps, for example, staff training. This contributed to improving outcomes for children.

We asked the service to develop an improvement plan to inform future planning and show the ongoing development of the service. This could contribute to the quality assurance process and show continuous improvement. We suggested that an improvement plan could include the views of children and families and any emerging themes for the questionnaires. It could also incorporate the development of the revised vision, values and aims of the 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

The service was well staffed and children were well supported throughout the inspection. Relationship between staff and children were positive and there was a strong focus on ensuring children's needs and rights were at the centre of the service. This contributed to positive outcomes for children.

The team was well established and worked well together. The manager and staff were evidently dedicated and committed to the quality of the service. They role modelled good practice and this was evident in the way the team supported the children. Staff were skilled and experienced and some of the recently employed staff brought new and interesting ideas to the service, including their musical talents. This meant that children benefitted from a diverse team.

All staff had obtained or were working towards a qualification. They had participated in a range of training opportunities including supporting children who needed extra support. Annual appraisals were held and staff were encouraged to reflect on their strengths and areas for improvement. This included identifying and agreeing future training needs. This meant that children's needs were met.

Staff were recruited safely to the service and had participated in a robust induction programme. A monthly staff rota was planned in advance and back up plans were in place for any unplanned absence. This meant that the service was appropriately staffed and children were safe.

There was good communication with families. This was observed at the end of the day when children were collected. Families told us that communication was good, including, information that was shared at the end of the day and that emails and newsletters provided up to date information.

Families also told us that they were very happy with the service, staff were friendly and the service was very well run. They were confident that their children were well cared for, happy and safe.

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

Doonfoot After School Service should review children's personal plans in line with The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 Regulation 5 - Personal Plans.

This area for improvement was made on 16 November 2018.

Action taken since then

All children have a personal plan which is reviewed every six months

Previous area for improvement 2

Doonfoot After School Service should further develop their quality assurance processes.

This area for improvement was made on 16 November 2018.

Action taken since then

The service has further developed the QA processes to include self-evaluation practice

Complaints

Please see Care Inspectorate website (www.careinspectorate.com) for details of complaints about the service which have been upheld.

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? | 5 - Very Good |
| 4.3 Staff deployment | 5 - Very Good |

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