

## Cockenzie Out of School Club Day Care of Children

Cockenzie After School Club, Cockenzie Primary School  
Osbourne Terrace  
Cockenzie  
Prestonpans  
EH32 0BX

Telephone: 07539 692 995

**Type of inspection:**  
Unannounced

**Completed on:**  
23 April 2024

**Service provided by:**  
Edinburgh and Lothians out of School  
Care Network.

**Service provider number:**  
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**Service no:**  
CS2004078475

## About the service

Cockenzie Out of School Club is one of nine after school services operated by Edinburgh and Lothians Out of School Network (ELOSCN).

The service is registered with the Care Inspectorate to provide a care service to a maximum of 38 children aged between entry into primary school, up to and including those in first year at secondary school. On a Monday, Tuesday and Wednesday, care can be provided to a maximum of 45 children aged between entry into primary school, up to and including those in first year at secondary school.

The premises is attached to the primary school in the coastal village of Cockenzie, East Lothian. Children have access to a playroom which has toilets and a kitchen area. Children use the school playground for outdoor play.

## About the inspection

This was an unannounced inspection which took place on 17 April 2024 between 15:00 and 18:15. 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 several children using the service
- gathered comments and opinions from 6 relatives and 6 staff
- spoke to staff and the peripatetic manager
- observed staff practice and daily experiences for children
- reviewed documents.

## Key messages

- Children were secure, having fun and cared for by staff who knew them well.
- Children had a very good range of interesting and exciting play opportunities to take part in.
- The club room provided a warm, welcoming space which had a clear identity as a children's play space.
- Self-evaluation and auditing had resulted in improvements to the outcomes for children.
- There were committed and experienced staff who supported children's play and provided very good levels of care.

## 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?	5 - Very 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?

**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 1.1 - Nurturing care and support

Children were warmly welcomed by staff on their arrival at the club. Staff were well prepared for the start of the session, which enabled children to begin having fun straight away. Children were familiar with the routine for the afternoon and chatted with staff about the plan for the session. The provision of dependable routines and choice helped to promote security and independence for children.

Children spoke warmly about the staff group. Children we spoke to described the staff group staff as funny, kind, and safe. Interactions between staff and children were calm, quiet and respectful. Staff provided positive role models and support children to form positive relationships with each other, whilst acknowledging that childhood relationships can be challenging.

Snack had been prepared prior to children coming to the club. Children were able to choose what they wanted to eat and serve themselves. A member of staff supported the social aspects of snack by sitting with children to engage in conversation. Children told us that they often helped to make snack or do cooking activities. They said that if they did not like the snack option there was always something else if they were hungry one said 'After school club don't let children go hungry.' Milk or water was provided to drink and to ensure good hydration, water was available for children throughout the session.

There were several documents, which made up a child's personal plan. Information included the registration documents completed by parents and an All About Me completed by each child. The All About Me was a short form based on the wellbeing indicators. It provided staff with information about what needed to be provided for individual children to help support them. The form had been updated regularly to ensure that it was a useful tool for staff. We talked with the manager about children's choice to complete these, as some older children did not want to take part. We agreed that in terms of children's rights and choice, they could choose not to share this information.

Support plans were in place for children who needed them. These had been developed with parents and were regularly reviewed and updated. Staff made some recordings of important events to build an overview of children and support assessments. We remind staff to ensure that there was a balance to the recordings to enable them to share success as well as areas where support is necessary, with parents and children.

Children's health and wellbeing was very well promoted in the club. Children had daily access to outdoor activities and could choose where they wanted to play. As part of promoting skills and physical activity the organisation provided sports coaching as part of the session activities on a Friday. To promote self-regulation and children's overall wellbeing there were club boundaries, which children had developed themselves. These were regularly re-visited, and some children had taken the opportunity to be a Boundary Champion where they helped to remind their peers and friends of some of the specific boundaries for example, making sure children stayed safe in the club.

### Quality indicator 1.3 - Play and Learning

Children told us that they had lots to do and that the club was fun. On the day of our visit, we observed children playing in mixed age groups and enjoying playing together. They were very busy and engaged in a range of organised and free play opportunities. Staff had ensured that the play space had been set up prior to children arriving and that there were enough resources for the planned activities. Parents commented that "Staff are always organising and doing new things with the children. I particularly like that they do a range of activities including being out exploring the local community."

The manager and staff had developed a method for planning and recording play activities which could clearly show what skills and experiences children gained from their play. They used a floor book, which was a visual document completed by staff and children. Organised activities were based around large themes such as a calendar occasion or subjects such as book week or science. In addition to organised activities there were a range of core play activities including messy play, art, craft, role play and small world resources, which were available for children to choose as they wished.

Staff were working to further increase the range of real-life and open-ended resources for play. Very good progress had been made to achieve this for both indoor and outdoor play. Children were working together to make a swing with loose parts outdoors and indoors the construction area had range of resources for building and making. We have suggested that staff could further develop this area with the use of a real woodwork bench and carpentry tools. However, children had opportunities to take things apart with tools and adapt loose parts to support their ideas and imagination.

## 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

The club used premises within Cockenzie Primary School. They had sole use of this part of the premises and had been able to develop the environment to have an identity which was very different from being in school. Staff and children had developed information displays and used art work to provide interest. These were well maintained, kept up to date and enhanced the environment.

Staff had worked hard to improve the club environment for children. It was laid out to provide a warm and welcoming place for children to use. Zoned areas for play been developed, which gave a comfortable feel to the space. The zoned area also provided cosy spaces where children could go to be quiet or have some 'down' time. Storage facilities enabled children to choose their own resources and there were plenty spaces for the development of larger play or making projects on the floor or at tables. The organisation of the space provided spaces for small group or individual play.

As there were limited places at the school premises to enable planting and growing. Staff had used tubs and containers for children to use for growing and planting activities. These were attractive and very well maintained, which enhanced the outdoor environment. Planting and other nature activities, such as making bug hotels, encouraged a connection with the natural world.

The club room was clean and well maintained. Procedures were in place to promote infection prevention and control practices such as hand washing, food preparation and food storage. There were procedures for risk assessment and the checking of the premises and resources helped to keep children safe. Children were

supported to take part in appropriate risky play, which helped them challenge themselves and understand what they were able to achieve.

## 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 club manager was peripatetic and worked across two settings. They were in the club at least two days per week. The manager was assisted by a trainee manager who was the person in charge when the peripatetic manager was not in the club. There was a good system for joint working, and they were confident in their different roles and responsibilities. Specific areas of responsibility had been developed to ensure that tasks were completed, and the management of the club was very much a shared responsibility. This would provide the trainee manager with the necessary skills needed to take on the manager role.

Children told us that staff listened to them about what they wanted in the club. They were able to choose the snack menu and play activities. One child said, 'We get asked all the time if there are 'special' things we would like to do.' Children had been consulted regularly to help develop the play environment and the ethos of the club.

Parents were given regular information on the service and their child through newsletters and face to face chats. Staff took time to have discussions with parents when they collected their children, these were relaxed and unhurried. This supported sharing of information to meet children's needs. Parents said, "Staff show excellent communication and always a friendly welcome. I'm regularly met at the door and kept up to date with events and activities." and "Lots of opportunities to say if we are happy/unhappy with different aspects - activities/food etc." As part of the self-evaluation process parents were asked to contribute to the process by answering an evaluative question, to help in the assessment of specific areas of the club. Responses were used to help inform the improvement plan or gain opinion on planned changes.

The staff group had taken part in the evaluation of the environment used by children. This was being used to further develop the play space and play opportunities. The 'Health and Social Care Standards' and 'A quality framework for daycare of children childminding and school-aged childcare' had been used to assess areas of practice. An improvement plan had been developed and was regularly monitored to ensure that improvement was ongoing.

There was an auditing system in place to ensure that policies and procedures were followed, to ensure positive outcomes for children. This system had changed to include an assessment of the quality of recording and actions taken, which made it a more impactful exercise.

## 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 collection of children from school was managed well as children were all collected from a central location. Staff maintained up to date records of who was expected in the club to ensure they were fully aware of expected numbers. This enabled them to act quickly in the event of an expected child not being present.

Children were well supervised and supported throughout the session. There was a high staff to child ratio which enabled very good opportunities for children to choose indoor or outdoor play and supported the provision of good quality play activities. Parents commented that, "There seems to be enough staff to look after all children's needs, i.e. those who want to play outside and those who don't, or those that want to do sport and those that want to play with toys." and "There are always plenty of staff to lead different activities giving my child an opportunity to choose." Teamwork, good communication between staff and walkie talkies ensured that staff were able to maintain children's safety at all times. Staff said that they felt they worked well as a team and commented "The team I work with are amazing, we all get on so well and the children see that which in turn I feel it makes them feel like they are in a happy and secure."

Staff attended weekly team meetings to share information and develop their professional practice. The team meeting had a record minute and staff were able to influence the agenda. Staff had revisited the 'Cockenzie Vision' and developed a shared approach to what they wanted to achieve for children and families.

Staff were motivated and brought a range of skills and experience to their role. To ensure continuing professional development the organisation provided a very good range of training. This included core training such as child protection and first aid as well as online opportunities to learn about understanding children's emotions, loose parts and recording observations. Staff commented "I feel my training and learning has help me connect with the children better" and "The staff are all well trained and friendly and put the children first."

The manager of the club assessed the impact of training through observations of practice and the use of reflective practice forms. This process was being used as a support and supervision tool and fed into the staff appraisal system. The appraisal system helped to identify gaps and strengths in the professional knowledge of staff enabling the managers to provide extra support or enable staff to take on additional responsibilities where necessary.

## 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

Children should be able to engage in a range of innovative and interesting play opportunities which have been planned by staff using observations of children's interests and an improved range of quality play resources. To enhance children's play, staff training should be undertaken to highlight and share some of the current good practice and documents which focus on school aged play activities and resources.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which

states that: 'As a child I have fun as I develop my skills in understanding, thinking, investigation and problem solving including through imaginative play and storytelling' (HSCS 1.30); and

'As a child my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open-ended and natural materials' (HSCS 1.31)

**This area for improvement was made on 20 September 2023.**

### Action taken since then

The quality of play had improved significantly since our last inspection. There was an increased staff understanding about play and how to support it. The organisation of the play space, increased use of loose parts and attractively arranged resources invited children to play.

This area for improvement had been met.

## 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?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very 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

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