

Jedburgh Out of School Club Day Care of Children

Jedburgh Grammar Campus
Priors Road
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Type of inspection:
Unannounced

Completed on:
20 June 2024

Service provided by:
Jedburgh Out of School Club a
Scottish Charitable Incorporated
Organisation

Service provider number:
SP2014012248

Service no:
CS2014323656

About the service

Jedburgh Out of School Club, referred to as the club in the report, is registered with the Care Inspectorate to provide a care service to a maximum of 44 children at any one time aged from three years up to and including S1.

The club operates a breakfast, after school and holiday club.

The club has use of a dining hall within the Jedburgh Grammar Campus. Opportunities for outdoor play are provided in the school playground and nearby wooded area.

About the inspection

This was an unannounced inspection which took place on 18 June 2024 between 14:45 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 children using the service
- reviewed comments made by 10 parents through the MS forms
- spoke with three staff and the chair of the committee
- observed practice and daily life
- reviewed documents
- spoke with visiting professionals.

Key messages

- Children benefitted from kind and caring interactions with staff.
- The process for personal planning needed to be maintained to ensure that children were supported.
- Processes and procedures for child protection needed to be revisited with staff.
- Children had opportunities to play outdoors.
- The range of play experiences needed to provide more interest and challenge for the full age range of children present.
- The committee and staff team were motivated to promote positive experiences and outcomes for children.
- Parents made positive comments about staff and the improved opportunities to speak to all staff about their children.
- A broader range of training would benefit staff's professional development.

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?	3 - Adequate
How good is our setting?	3 - Adequate
How good is our leadership?	3 - Adequate
How good is our staff team?	3 - Adequate

Further details on the particular areas inspected are provided at the end of this report.

How good is our care, play and learning?

3 - Adequate

We evaluated this key question as adequate, where strengths only just outweighed weaknesses.

Quality indicator 1.1 - Nurturing care and support

Staff welcomed children warmly into the club. They made sure that spoke to each child and checked in how they were and how their day had been when they arrived. This helped children to feel valued by staff.

Children benefitted from warm, kind and positive interactions with staff. Staff were quick to pick upon children's non-verbal cues, which indicated how children were feeling. Staff were proactive at using these cues to begin conversations, offer support or diffuse peer disagreements.

Children's needs were well understood by staff, but the system for personal planning had not been maintained or information updated for a considerable period of time. A personal plan should include all the information that the setting collected about children, which helps them to meet care and support needs. We have signposted the service to information which will help the development of personal plans and strategies for supporting children who may need it (see area for improvement 1).

Children had opportunities to have snack if they wished. Staff prepared snack and children could choose what they wanted to eat. Further opportunities for children to prepare or serve themselves their snack could be offered to include them in the experience. Children sat with staff during snack and this was a sociable relaxed time for children after their busy school day. Water was provided with snack and some children had their own water bottles. Water was provided outdoors when children were playing to ensure that they received good levels of hydration.

Overall, children were safe and protected in the club. However, further child protection and safeguarding training and information on the club's child protection and safeguarding procedures would strengthen staff confidence and understanding (see area for improvement 2).

Quality indicator 1.3 - Play and learning

Staff ensured that the club was set out with play resources for children arriving. This enabled them to begin playing when they arrived.

There were resources for play but play opportunities needed to be significantly developed to ensure they provided interest, challenge and excitement. Some areas such as the hairdressers and the art table were well used by children, but there were many children who were not engaged with what was on offer to them.

Outdoor play was offered after snack and children told us they went out to play "nearly every day". The range of play opportunities outdoors was very limited and, whilst children ran around and used a football, outdoor play provision was at a basic level.

Daily experiences could be enhanced to further promote interest, challenge, curiosity, exploration and discovery in children's play and learning. For example, science, technology, engineering and mathematics (STEM), natural and loose parts play materials and risky play (see area for improvement 3).

Older children were permitted to use personal mobile devices and tablets in the club. While this did keep some of them engaged, it stopped them playing, talking to friends or being engaged at any level with being part of the club. To increase children's engagement in the club, we agreed that the frequency of this practice would reduce significantly at the start of the new school term and the provision of more age appropriate activities would be provided.

The planning of play and learning was informal. Staff asked children what they wanted to do and provided resources, if these were available. Some activities were planned and these focused around local or calendar events. There was little evidence of how play opportunities were planned or the outcomes for children (see area for improvement 4).

Areas for improvement

1.

To support children's overall wellbeing. The system for personal planning should be developed, maintained and include monitored support strategies for children who need them.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My personal plan (sometimes referred to as my care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices.' (HSCS 1.15)

2.

To ensure that children are safe and protected. The provider should revisit the child protection policy and procedure and ensure that staff understand who the child protection coordinator for the service is, the process for reporting and recording of information.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities. (HSCS 3.20)

3.

To enable children to be actively involved in leading their play, staff needed to provide a wider and improved range of activities and play resources. This should include play opportunities which interest and challenge the age range of children present.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable to my age and stage, which stimulates my natural curiosity, learning and creativity.' (HSCS 2.27)

4.
Staff should develop a system to plan for children's play activities. This should be based on children's interests and evidence achievements and skill developments.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I am supported to achieve my potential in education and employment, if this is right for me.' (HSCS 3.13)

How good is our setting?

3 - Adequate

We evaluated this key question as adequate, where strengths only just outweighed weaknesses.

Quality indicator 2.2 - Children experience high quality facilities

The club operated from a dining hall within the school. Staff ensured that room was set out for children when they arrived. This provided them with a welcoming environment. Staff had arranged the room to provide play spaces and a more comfy cosy area. Arranging the room provided challenges due to the nature of the space, but during the holiday period staff were able to provide a greater range of defined spaces for children to reflect the full day nature of the service.

Children had a range of resources to use but on the day of our visit they did not provide much interest for children. Older children had very limited age appropriate resources. To improve the range of resources, for all children, staff could provide resources such as comics, magazines, loose parts for indoor and outdoor play, a work bench and opportunities for music, drama and cooking. This would link to improved opportunities for play and learning (see area for improvement 3 in quality indicator 1.3 - play and learning).

Children's health and wellbeing was supported through cleaning and infection control procedures. Staff demonstrated a good awareness of the safe storage and handling of food. Children routinely washed their hands before touching foods and after using the toilet. Children's toys and the general environment were clean and well maintained.

Staff knew how to keep children safe. The risk assessments for the club needed to be revised to ensure that they were up to date. To develop children's learning of keeping themselves and others safe, they could now be involved in developing and carrying out risk assessments for some aspects of the club (see area for improvement 1).

Areas for improvement

1. To ensure that children are provided with a safe, secure and well-maintained environment, staff should update risk assessments for the service. These should include demonstrating how risky play can be supported in the club.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My environment is secure and safe.' (HSCS 5.19)

How good is our leadership?**3 - Adequate**

We evaluated this key question as adequate, where strengths only just outweighed weaknesses.

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

At the time of inspection there was no named manager of the club. However, there was a member of staff who was the designated lead. This had been agreed with the Care Inspectorate as an interim arrangement. Parents spoke positively about the leadership of the staff team and the club. The committee was supporting the club lead to develop roles and responsibilities for staff. This work should continue as it would increase staff security and confidence in their childcare role.

Staff had a shared aspiration for children's safety and wellbeing. These could be extended to include additional wellbeing indicators such as responsible, respect and included. As a new team, discussion should be supported by the committee to develop a shared vision, values and aims for the club. Children and families could be included in this work as an opportunity to influence the service.

Staff and the committee had a number of areas that they were working on to ensure the smooth running of the club and positive outcomes for children. However, no progress had been made since our last inspection to develop the understanding of the purpose of self-evaluation and quality assurance. To support staff and the committee to develop a system for self-evaluation, which should result in continuous improvement, we have signposted the committee and club lead to 'A quality framework for daycare of children, childminding and school-aged childcare' and resources on the Care Inspectorate HUB. This information could be used as a starting point for benchmarking, self-evaluation and the auditing and monitoring of processes and procedures. We have restated an area for improvement in this report (see area for improvement 1).

Parents told us that they felt well informed about what was going on in the club. They said that staff now provided them with feedback on their child's time at the club. All staff took responsibility for this, which helped to build good relationships and communication with parents.

Children had opportunities to make some choices such as snack or requests for some resources. Staff needed to develop a way to evidence how children were involved in decision making in the club. We have signposted staff to tools which could be used to evidence how they met positive outcomes for children or evidence of the discussions that were had with children about behaviour or future activities. More complete recordings would enable staff to evidence how children influence the quality of the service.

The committee still needed to develop a firm understanding of legislative responsibilities, which were part of being a registered service. The progress to understand these responsibilities had been impacted upon by changes in management. We have provided the committee with documents and signposted them to information on our website. This should help to ensure that appropriate notifications are made to the Care Inspectorate and that there was an understanding of inspection and registration processes. We have restated an area for improvement in this report (see area for improvement 2).

Areas for improvement

1. To improve upon outcomes for children, quality assurance and self-evaluation procedures should be developed further to assess and improve the quality of the provision in line with best practice.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes.' (HSCS 4.19)

This area for improvement was made on 11 April 2023.

2. Children should benefit from a club which is well run. To achieve this, the committee and manager should be familiar with their legislative responsibilities.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I experience high quality care and support based on relevant evidence, guidance and best practice.' (HSCS 4.11)

This area for improvement was made on 11 April 2023.

How good is our staff team?

3 - Adequate

We evaluated this key question as adequate, where strengths only just outweighed weaknesses.

Quality indicator 4.3 - Staff deployment

The club was well staffed to ensure that supervision was appropriate at all times and that children could choose to play indoors or outdoors. Across the session staff ensured that children were well supported and safe. Parents commented positively on the quality of the staff group: "Always open to have a chat at drop off/pick up. Would feel happy to talk if had concern. My child is also very comfortable with staff. "

On the day of our visit the core members of the staff team were present. These staff did not hold a childcare qualification. However, they had experience in childcare through their work in the club, the school or family experience. Staff were motivated and had an understanding of how to interact and support children. The committee had a plan for staff recruitment to further increase the number of qualified staff which would help to support unqualified staff with the development of play and learning.

Staff appraisals had taken place to assess how staff were getting on in their role. The chair of the committee planned to develop the appraisal process to include an assessment of staff practice and share professional expectations.

Some staff had begun their childcare training. We have indicated in this report that further child protection training was needed. Staff would also benefit from training around play and the play principles. We have signposted the lead practitioner and the chairperson to resources which would enhance staff knowledge (see area for improvement 1).

Areas for improvement

1.

Children should benefit from high-quality outcomes. To do this the provider should ensure that staff have an increased professional knowledge of childcare practice. This should include child protection, how to develop personal planning and play provision for school aged children.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes.' (HSCS 3.14)

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 benefit from a club which is well run. To achieve this the committee and manager should be familiar with the legislative responsibilities.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I experience high quality care and support based on relevant evidence, guidance and best practice.' (HSCS 4.11)

This area for improvement was made on 11 April 2023.

This area for improvement was made on 19 September 2023.

Action taken since then

There was still a lack of a firm understanding of legislative responsibilities, which were part of being a registered service. The progress to understand these responsibilities had been impacted upon by the resignation of the previous manager. We have provided the committee with documents and signposted them to information on our website. This will help to ensure that appropriate notifications are made to the Care Inspectorate and that there is an understanding of inspection and registration processes.

We have re-stated this area for improvement in Key question 3, Quality indicator 3.1.

Previous area for improvement 2

To improve upon outcomes for children, quality assurance and self-evaluation procedures should be developed further to assess and improve the quality of the provision in line with best practice.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes.' (HSCS 4.19)

This area for improvement was made on 11 April 2023.

This area for improvement was made on 19 September 2023.

Action taken since then

Changes in the management of the club had disrupted the development of self-evaluation and quality assurance processes. We have made this area for improvement again to provide an opportunity for the committee, club lead and staff to develop a self-evaluation procedure which will enable them to identify improvements.

We have re-stated this area for improvement in Key question 3, Quality indicator 3.1.

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?	3 - Adequate
1.1 Nurturing care and support	3 - Adequate
1.3 Play and learning	3 - Adequate
How good is our setting?	3 - Adequate
2.2 Children experience high quality facilities	3 - Adequate
How good is our leadership?	3 - Adequate
3.1 Quality assurance and improvement are led well	3 - Adequate
How good is our staff team?	3 - Adequate
4.3 Staff deployment	3 - Adequate

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