

# Menzieshill Out of School Care Club Day Care of Children

Tayview Primary School  
180 Dickson Avenue  
Dundee  
DD2 4EH

Telephone: 01382 432 972

**Type of inspection:**  
Unannounced

**Completed on:**  
12 September 2024

**Service provided by:**  
Menzieshill out of school care club

**Service provider number:**  
SP2003000129

**Service no:**  
CS2003000719

## About the service

Menzieshill Out of School Care Club is registered to provide a care service to a maximum of 60 children of primary school age. A maximum of 20 children can be cared for in the out of school club room at any one time.

The out of school club operates from within Tayview Primary School in Dundee. The club is based in the community room, with children able to access the adjoining hall for snack, a variety of activities and physical play. There is direct access from the community room to a secure school playground where children can enjoy outdoor activities and fresh air.

## About the inspection

This was an unannounced inspection which took place on Tuesday 10 September and Wednesday 11 September 2024 between 14:15 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 children using the service and reviewed six responses to our MS Forms from families;
- spoke with staff and management;
- observed practice and daily life;
- reviewed documents.

## Key messages

- Children were settled, happy and engaged in play.
- Children spoke confidently about what they enjoyed in the club.
- Staff were kind, caring and responsive to children's needs and interests.
- The staff team should continue to embed a culture of evaluation and reflection to support improvements in the service.
- Quality assurance processes should continue to be developed to support high quality outcomes for children.
- Management and staff should ensure that adult:child ratios are appropriate throughout the session to keep children safe.

## 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?	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?

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 happy, relaxed and having fun in the club. Staff interacted well with the children and their families which supported positive relationships. Laughter was heard as children and staff participated in a variety of conversations and staff joined in children's play.

Staff knew children well and were caring, nurturing and responsive in their approach. They discussed children's individual needs and personalities and how these were supported in the service. Staff listened to children, encouraged and praised them as they played and learned and treated them with respect. The children we spoke with during the inspection, told us they enjoyed attending the service, with some children having attended for several years. They talked of feeling safe and secure.

Personal plans gathered information to help staff support children's health, wellbeing and individual needs. These plans were reviewed every six months or sooner to ensure all information remained current and relevant. We reminded management to have 'all about me' details dated when completed by the children to ensure staff knew the most up to date interests, likes and preferences of the children.

Staff were fully aware of their responsibilities in keeping children safe. Although no medication was currently being administered, appropriate storage, consents and recording system were in place should they be needed. Child protection training had been undertaken to support staff knowledge in safeguarding. Staff were confident to take forward any concerns to the appropriate agencies, keeping children safe and protected.

Snack was an unhurried, sociable experience, where the children independently served themselves and poured their milk or water. Children were consulted on snack foods and these were incorporated into the menu where possible. Staff sat with the children as they ate, with a variety of conversations taking place.

### Quality Indicator 1.3 Play and learning

Children led their own play and learning, through a variety of activities and experiences that were self-chosen. They had fun as they played with the dolls and accessories, play figures and vehicles, dolls' heads for hairdressing and the outdoor resources. Children were encouraged and supported well by staff as they used their imaginations, played football and participated in water play outdoors. They confidently asked staff for help when needed and invited them into their play. A parent commented "You can tell when an after school club is run well when your child wants to stay there until closing, she has a close relationship with all the staff".

There was a balance of planned and spontaneous activities and experiences available for the children. Toys and resources were set up for them coming into the service in response to their interests and wishes. Children participated in the planning of activities and experiences through their suggestions and ideas. These were age appropriate for the children attending and showed that their contributions were valued. Management and staff talked of being mindful of the older children who attended the service and ensuring their interests were continually met. We saw children ask for resources that were not out in the room and they collected them from the resource cupboard. We discussed recording the planning of resources with the

children and evaluating their play and learning to support quality outcomes for the children. A floorbook may be of benefit when recording children's play, learning and interests.

Many of the children enjoyed outdoor play on both afternoons of the inspection. They had fun participating in active play, such as football and playing with the scooters, as well as being curious with the water play. The children understood the importance of keeping themselves and their friends safe during their play, with the wearing of helmets when using the wheeled toys and spatial awareness when playing with the scooters.

## 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 experienced a safe and welcoming environment where they could have fun with their friends. The staff monitored the school door and playground gate well, to ensure no unauthorised people entered and children did not leave without their parent/carer.

There was ample space to move around in the hall and the community room, to access resources to meet children's needs and interests. Their interests were reflected in the resources available. These included, dolls, small action hero figures, garage and cars, PlayStation, books, scooters, football and playing with the water. Children's choice was supported as toys and resources were independently accessed encouraging decision making. Good quality child height furniture ensured children were comfortable when sitting at the tables, taking part in activities, such as drawing and tabletop games. A tent with blankets and cushions, provided a quiet, cosy space in the community room, where children could rest and relax if they wished. One child sat in the tent reading, as they waited to go home later in the afternoon. A parent shared "There is a dedicated quiet area if a child needs some time to themselves or just to rest from others. Books are encouraged also for a bit of rest time".

The community room displayed children's artwork, all about me information and photographs from the summer programme, giving the children ownership of the room and the opportunity to revisit activities and experiences.

Children had access to a variety of toys, resources and equipment which were age appropriate and of interest to them. New toys had been recently purchased to support children's interests, for example, balls which were to be used indoors, in the hall or gym hall.

Staff ensured all risks and hazards were identified and addressed before the children arrived for the session. Written risk assessments were in place for all areas of the service and had been reviewed and updated, where necessary. We reminded the manager to date them on review or update so that staff knew they were current.

Children enjoyed their play outdoors and the fresh air in a secure playground directly accessed from the community room, which provided the opportunity for freeflow between indoors and outside. There were opportunities to enjoy physical play, water play, be creative and use their imaginations. Children and staff had begun to develop the playground planters with the intentions of planting and growing throughout the coming year. The manager talked of developing the outdoor space as an area for improvement within the improvement plan. Children also had access to other areas within the school premises which gave

opportunities to play on different surfaces, such as grass. Staff accompanied children to these areas to supervise and ensure their safety.

Infection control measures were in place, to support children's health and wellbeing, including handwashing by children and staff, the storage and serving of food at snack time and the cleaning of resources and toys. These actions reduced the potential spread of infection.

## 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

The aims and objectives of the service had been in place for some time. We discussed with the manager revisiting the vision and values of the service, in consultation with staff, children and families to ensure a shared expectation for the service.

The service identified improvements on a rolling programme to be carried out throughout the year. We discussed simplifying this through identifying priorities for the improvement agenda and setting short, medium and long term goals with realistic timescales for completion. The staff, children and families should be involved in consultations to identify priorities to be addressed and a plan implemented. These aspects for improvement should be identified through the service's self evaluation and monitoring, including feedback from staff, children and families. This would help develop the service further to provide quality outcomes for children.

The staff team should become knowledgeable of evaluation tools, such as 'A quality framework for daycare of children, childminding and school aged childcare' to provide benchmarks to support the assessment of the service. All areas of the service should be evaluated, assessed and reflected upon to support development and improvement. Routine monitoring and auditing should be recorded to support evaluation. The staff team should introduce robust quality assurance systems to support development and improvement and establish a culture of reflection and evaluation. The manager and staff team may find the ELC bite sized videos available on the Care Inspectorate website and information on the Hub beneficial in supporting improvement. This area for improvement has been continued from the last inspection.

**(See area for improvement 1).**

The service communicated with parents/carers daily at collection time and through emails, the whiteboard at the club entrance and newsletters. Positive relationships were observed at collection times between staff and parents, with the sharing of activities and experiences the children had been involved in during their session. This was confirmed by a parent who told us "The staff are always welcoming and tell me how my child engaged that day." Another parent shared "I am kept in the loop when it comes to changes at the club and my input is valued. The children's needs at the club are always a top priority".

Policies and procedures were in place which underpinned the service and supported staff practice. These policies should be reviewed to ensure they contain information which is relevant to the club and follows best practice.

## Areas for improvement

1. To improve practice and outcomes for children, management and staff should formally evaluate the service and develop a continuous quality assurance system to support the development of the service.

**This is to ensure that care and support is consistent with the Health and Social Care Standards which state that:**

**'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).**

## How good is our staff team?

**3 - Adequate**

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

### Quality 4.3 Staff deployment

Children benefitted from secure and positive relationships with staff who were caring and nurturing. Children readily approached staff and enjoyed friendly conversations. Staff were flexible in following and supporting child led play and joining in when invited. They told us they enjoyed working with the children. They showed a genuine interest in the children and how their day had been. These interactions contributed to children's fun, positive engagement in play and showed children respect.

There was a mix of experience, knowledge and skills within the staff team. Staff worked and communicated respectfully with each other. They worked well together and communicated effectively when leaving areas to ensure there was no impact on children's care or play. A parent commented "They are all doing a great job".

Whilst the service was in ratio for most of the time during the first afternoon, there was a brief time when they did not meet the appropriate ratios. This was when some staff collected from the other schools. Due to staff absence, the staff remaining in the school the service was based in, had more children than the appropriate ratio allowed. When two of the staff returned from collecting children outwith the school, ratios were met. These were maintained throughout the afternoon. Ratios were resolved for the following afternoon when another member of staff was available and attended the service.

Children's safety was appropriately managed during the inspection as staff deployed themselves well within the premises and outdoors in the playground. They moved responsively to ensure they maintained an overview, whilst providing one to one support for children when needed. A parent told us "We absolutely love the club. They offer a great service and I know my kids are safe".

Staff had undertaken core training and had identified further training that they would like to undertake to enhance their knowledge and support their practice and outcomes for children. Staff should be supported to evaluate and reflect on this learning and its impact on practice. Evaluations and reflection should be recorded to allow staff to revisit this information and assess whether they have embedded learning into practice.

## 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

To support children's health, wellbeing and safety, they should be able to play in an environment that has been appropriately risk assessed to minimise any potential hazards. To do this, management and the staff team should, at a minimum, ensure that risk assessments are developed for all environments within the service. These risk assessments should be reviewed regularly and updated as needed to keep children and staff safe.

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).

**This area for improvement was made on 1 June 2023.**

#### Action taken since then

Written risk assessments were in place for all areas of the service. They had been reviewed and updated where needed to ensure the safety of children and staff.

#### Previous area for improvement 2

To improve practice and outcomes for children, management and staff should formally evaluate the service and develop a continuous quality assurance system to support the development of the service.

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 1 June 2023.**

#### Action taken since then

Quality assurance systems were still at an early stage. Management and the staff team should develop their understanding of evaluation tools to support benchmarks and the evaluation of the service. Continuous evaluation, monitoring and auditing of the service and staff practice should be carried out to support the improvement of the service.



## 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?	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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