

Yester Adventurers Day Care of Children

Yester Primary School
Walden Terrace
Gifford
Haddington
EH41 4QP

Telephone: 07508426304

Type of inspection:
Unannounced

Completed on:
1 October 2024

Service provided by:
Thrive East Lothian CIC

Service provider number:
SP2023000301

Service no:
CS2024000006

About the service

Yester Adventurers are registered with the Care Inspectorate to provide a care service to a maximum of 45 children at any one time of an age to attend primary school to 12 years.

During the operating times the service will have the exclusive use of areas of the premises as agreed with the Headteacher.

The manager is also the manager of the following registered service:
Haddington Adventurers CS2024000353.

Yester Adventurers are based at Yester Primary School in the village of Gifford, East Lothian. They have access to a small kitchen for food storage and snack preparation, the dining area and the gym hall. They have access to the school playground and use the local wooded areas and playparks.

About the inspection

This was an unannounced inspection which took place on 25 September 2024 between 14:30 and 18:00. 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 registration of the service.

In making our evaluations of the service we:

- spoke with several children using the service
- reviewed comments from 13 parents
- spoke with staff and the management team
- observed staff practice and experiences for children
- reviewed documents.

Key messages

- Children were happy and well supported by friendly and caring staff.
- Further development to personal planning would help staff support all children.
- Plans to develop the range of resources and planning of activities will ensure that children have a range of play opportunities.
- Children had plenty indoor and outdoor space for their play. This space needed to be developed to give it a club identity and make it comfortable for children.
- To ensure the continuous improvement of the setting the leadership team and staff needed to develop systems for self-evaluation which included input from children and parents.
- Staff were enthusiastic and worked well together to meet the needs of children.

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 setting. Children who had attended the Ormiston Adventurers setting were familiar with staff and had formed positive relationships with them. Staff interactions with children were calm, kind and checked how children were feeling. This supported children to be secure and confident in the setting.

Some children had formed strong friendships with each other. The setting accommodated children from three schools. To support positive and new relationships staff planned to re-develop their behaviour charter. This would enable children to discuss and agree their own ideas for promoting wellbeing, respect, relationships and positive behaviour in the setting.

There was a system for developing personal plans for children. This was to ensure that children got the right support to ensure their wellbeing and to enjoy their time in the club. As the setting had been open for a very short time some personal plans were not as comprehensive as others. However, we could identify that personal plans were live documents and developed as staff got to know children. We have asked the manager and staff to develop a system for keeping pastoral notes and communications with parents. They also needed to develop strategies of support for some children who needed them. This would help to ensure that there was good communication about children and that their support was monitored and developed to meet their changing needs (see area for improvement 1.)

Staff were just in the process of familiarising themselves with the new environment and process of transporting children to and from the setting. We talked to the leadership team and staff about the need to consider the pace of the session. As the setting develops we have suggested ensuring that snack is prepared and ready for children and that activities and the environment are set out prior to children arriving. This would enable children to make the most of their time for play (see area for improvement 2.)

Children enjoyed their snack. One child said 'It is always the best bit of the day.' Where children wanted more snack this was provided. Children were also offered a drink at snack time and could access water during the session. Staff were familiar with good food practices and the nutritional guidance. We have asked staff to monitor the snack process to ensure that children remain seated while eating.

Processes to record the administration and storage of medication helped to support children's health and wellbeing. Accidents and incidents were also recorded to ensure that information was shared with parents and to support the risk assessment processes.

Quality indicator 1.3 - Play and learning

The setting had been open for three sessions prior to our inspection visit. The range and quality of play opportunities needed to be significantly improved. However, parents told us that the service, when it operated in Ormiston, provided children with a good range of activities to take part in. Parents and children especially liked the increase size of the available play space at Yester and the opportunities to play outdoors

in the playground and in the woods. Staff had plans for developing the range of play opportunities, we comment on this in Quality indicator 2.2: Children experience high quality facilities.

The system for planning play and recording some of the outcomes provided for children through their play, needed to be developed. There were plans to include children in sharing ideas for activities as well as carrying out intentional promotions such as seasons, world events and festivals (see area for improvement 3.)

Areas for improvement

1. To support children's wellbeing, the provider should further develop personal plans to include individual strategies for children who need them. These should be regularly assessed and adapted to ensure that they positively impact on children's health and wellbeing. To support personal planning significant information provided to staff by children, parents or other professional should be recorded.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state: 'My personal 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. The leadership team and staff should consider the pace and organisation of the session to ensure that children get the most out of their time in the setting.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state: 'My care and support meets my needs and is right for me.' (HSCS 1.19.)

3. The leadership team and staff should develop a system for planning and recording play experiences. There should be a balance of spontaneous and planned experiences that promote choice and the development of skills.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state: '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 for my age and stage, which stimulate my natural curiosity, learning and creativity.' (HSCS 2.27.)

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 setting operated from the dining and gym hall in Yester Primary School. We have asked the provider to discuss the areas of the let with the local authority. For example, the premises could only be accessed after the school day was finished. This limited the amount of setting up that staff could do before children arrived and resulted in children from Yester arriving to a setting that was not set out for them to use. There needed to be an agreement regarding storage facilities to ensure that resources to promote a good range of choice were on site for children to use and that there was a consistent arrangement for the use of toilet facilities.

We have commented that staff were just becoming familiar with the premises. They had not had an opportunity to come together as a team and with children to discuss how the environment would be laid out to provide a comfortable, attractive and well organised setting for children (see area for improvement 1.)

The leadership team and staff were aware that the range of available play resources for children to use needed to be improved. These needed to provide choice and appropriate resources for the age range of children (see area for improvement 2.)

There were processes in place to assess risk. These included the bus journey from Ormiston to Yester, areas of the premises and outdoor play. We were advised that as the leadership team and staff became familiar with the Yester setting, risk assessments would be adapted as necessary.

To support health and wellbeing children washed their hands at appropriate intervals during the session. Staff who provided snack had food hygiene training and an understanding of good food storage procedures.

The premises at Yester provided children with the opportunity to play outdoors in the playground and in the nearby woods. To support safety and the opportunities for children to choose where to play, staff used walkie talkies to communicate where children were or seek assistance.

The provider organisation had policies to support the right to privacy. A policy on General Data Protection Regulation (GDPR), confidentiality policy and the secure retention of documents ensured appropriate information sharing.

Areas for improvement

1. The leadership team and staff should provide a warm, welcoming and organised environment for children which is structured to provide areas for children to store their belongings, a wide range of play and more comfortable cosy areas for rest or quieter activities.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state: 'The premises have been adapted, equipped and furnished to meet my needs and wishes.' (HSCS 5.18.)

2. The range and quality of resources should be improved to engage children in exciting and fun play activities both indoors and outdoors. Consideration should be given to the use of loose and real life resources which stimulate problem solving, imagination and role play.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state: 'I am able to access a range of good quality equipment and furnishings to meet my needs, wishes and choices.'

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 leadership team had carried out some self-evaluation of the holiday club service and some of the aspects of the Ormiston service. We discussed the need to develop the system for self-evaluation using tools such as the care Inspectorates: A quality framework for daycare of children, childminding and school-aged childcare. We have sign posted the manager to tools which will further increase their understanding of self-evaluation and the development of improvement plans (see area for improvement 1.)

Gathering the views of children and parents to inform self-evaluation were at the early stages. There was evidence of parents being asked for feedback and they told us that they were regularly asked for their opinions. During our visit we heard staff frequently ask children for their views or what they liked. As part of the self-evaluation process children and parents now needed to be given more opportunities to influence specific areas of the service through their comments and suggestions.

Parents gave varying views on the quality of information that they received from the setting one parents commented that they wanted 'More of an understanding for us as parents of the activities taking place, the snacks on offer, and the planned programme - better communication with families. Eg on the first day, we weren't sure where the children should go or whom they were to meet for ASC, and the school hadn't been given that information either.' and Communication is often last minute.' We have asked the leadership team to develop more consistent ways in which to share information with parents, as many of them did not see the premises and have an opportunity for a more individual handover from staff as their children are transported to and from the setting.

At the time of our visit staff took time to have a brief chat about the plan for the session before children arrived. As the staff team develops and becomes established we were advised that the bi-monthly team meeting would increase and opportunities for staff to have reflective practice discussions would be provided.

Policies and procedures had been produced for the registration process. As the service developed these would be re-visited. We discussed the benefit of using the National Induction Resource to assist with development of the induction procedure for new staff.

Longer term staff had received the opportunity for support and supervision meetings to discuss their wellbeing and satisfaction with their role. Staff appraisals or professional reviews would also need to be introduced to help staff with their continuous professional development.

Areas for improvement

1.
The leadership team should develop a system for self-evaluation and quality assurance. This should enable them to provide high quality care and support and result in plans which lead to continuous improvement.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state: '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 indicator 4.3 - Staff deployment

The staff team were enthusiastic and their skill mix ensured that children were well supported and had a positive experience across the session. Parents made positive comments about the staff group. 'Staff commitment to making the service work.' 'Staff are always friendly and can tell me about my child's interests.' and 'I have met most members of staff, conversation with all I have met has been polite, professional and positive. Staff are keen to work with parents to quickly any issues or address any concerns that arise.'

Children knew all the staff caring for them and they worked well as a team. Continuity of staffing had not been established as the leadership team were assessing the needs of the setting. Consideration should be given to the staffing for the transport to and from Ormiston and how the choice to play indoors or outdoors can continue to be accommodated.

The manager of the setting was peripatetic as they also managed the setting in Haddington. An assessment of how the leadership role would work should be undertaken to ensure that the roles and responsibilities of leadership are clearly understood and shared with parents.

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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