

Selkirk OOSC

Day Care of Children

Knowepark School
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Selkirk
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Telephone: 07976866074

Type of inspection:
Unannounced

Completed on:
16 October 2024

Service provided by:
Scottish Borders Council

Service provider number:
SP2003001976

Service no:
CS2023000355

About the service

Selkirk Out of School Club provides an after school care and holiday club service and is registered to provide a care service to a maximum of 30 children attending primary school and up to the end of S1 in secondary school at any one time.

The club is situated within Knowepark Primary School, Selkirk, Scottish Borders. The service operates from a designated classroom. Children have access to outdoor play areas, school gym hall and toilets. The service is close to the town centre and other local amenities. Selkirk Out of School Club is provided by Scottish Borders Council.

About the inspection

This was an unannounced inspection which took place on Wednesday, 16 October 2024 between the hours of 10:00 and 14:30.. 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 registration information, information submitted by the service and intelligence gathered since registration.

In making our evaluations of the service we:

- spoke with six children using the service and received written feedback from sixteen families
- spoke with four staff and management and received written feedback from eight staff
- observed practice and daily routines
- reviewed documents.

Key messages

- Children were happy, confident and settled in the service.
- Children were able to lead their own play and learning.
- Children benefitted from access to outdoors.
- Staff knew children and families well, and provided the support and care they required in a kind and nurturing way.
- Children benefitted from a skilled staff team who worked well together.
- Management were friendly and approachable.

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?	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?

5 - Very Good

We evaluated this key question as very good, where significant strengths supported positive outcomes for children.

Quality indicator 1.1: Nurturing care and support

Staff were kind and respectful in their approach with children, taking time to speak to children at their level. One parent commented "

Children were happy and confident in approaching staff if they needed help or support. We could see positive relationships between them, and children told us that the staff were nice to them, and they liked coming to the sessions. One parent told us "The staff are very friendly and caring. They are very nurturing and always interacting with the pupils". Another commented "I feel that I have a great relationship with the staff. I can talk openly to them, they know the kids well and understand their needs"

Snack and meal times were a relaxed and sociable experience. Children had the opportunity to develop their independence and life skills through self-serving and pouring their own drinks. Snacks were provided by the service and parents sent packed lunches with their child on holiday club days. Children had the opportunity to make suggestions for snack. A selection of fruit was available ensuring children always had a healthy option. Staff had involved children in reviewing snack procedures.

Personal plans were in place for all children. Parents completed initial enrolment forms which contained information to help staff care for children and meet their needs. Plans took account of children's wellbeing needs and interests. Parents told us they felt involved in the service and systems were in place to allow them to share information about their child. One parent told us there were "Holistic care plans for the children's care". Another commented their child was "able to talk to staff about their likes/dislike and feelings and feel listened to, they feel part of the club and the things they participate in". The very good communication systems ensured staff were aware of any changes to children's current needs. These included pastoral notes.

We reviewed the procedures for the administration and storage of medication. We found that medication information was stored safely and securely. Staff had attended child protection training and were aware of the correct procedures to follow to keep children safe.

Quality indicator 1.3: Play and learning

We observed children having fun and were fully engaged in their play. Children experienced a balance of spontaneous and planned activities, and had opportunities to lead their own play and learning. They had the opportunity to participate in a variety of activities, including physical play. One parent told us "This is a huge strength for Selkirk after school club. The staff have an excellent understanding of play pedagogy. They have worked hard to improve their provision. My child gets high quality play and interactions with staff and his peers at after school club".

We saw staff responding to children's interest and requests during the session. Holiday club days were planned with children and details of these experiences were posted on social media for parents to see. Children told us that they could choose what to do, and if they wanted anything out to play with they just

had to ask. Arts, crafts and creativity was the focus of the holiday club day when we visited. We saw children using hammer beads, designing their own super hero models from loose parts and drawing on the smart board. One child took a photograph of their drawing and staff supported them to upload and post their picture on Showbie for their family to see. This showed us children's ideas were listened to and acted upon giving them ownership of how they wanted to share their art work.

Children benefitted from access to a large outdoor area. All children had the opportunity to play outside, and children told us that they got to go outside every day. Children chose when to go out and were given the opportunity to free flow between outdoors and inside. One parent told us their child "loved playing outside in the rain and getting muddy". Another commented "The new play area is fantastic and I feel it is safe for the children, they are well supervised".

Planning for children was based on staff discussions with them in order to establish their current interests and thoughts on a variety of subjects. Mind maps were used as a means to gather their thoughts and ideas on what they wanted to do, and staff would plan accordingly. These were included in the selection of floor books. Children could choose whether to participate or not and the staff team recognised these could be made more inviting.

The service had recently introduced an online system for sharing photos and information with families so they could see how children were doing during their time at the setting. We suggested a change to the system should be added to allow parents to comment on the information that was shared with them. This helped parents feel involved in their children's care.

How good is our setting?

5 - Very Good

We evaluated this key question as very good, where significant strengths supported positive outcomes for children.

Quality indicator 2.2: Children experience high quality facilities

The setting was bright, clean and welcoming for children. As well as the use of the stage room, children had access to a large outdoor area and gym hall. The playroom was appropriately resourced and included a comfy seating for children to rest and relax.

The environment helped to give children the sense that they were important to the service. There was a wide variety of easily accessible resources for children available which took account of stages of development and interests. For example, there was a wide selection of art materials which included open ended and loose parts materials. These encouraged children's creativity and imagination. Parents told us, "Safe, happy environment" and "Child feels safe, secure, and happy".

Environmental print and children's work on the walls helped to encourage numeracy, literacy and language skills. Children had their own memory books which they could add their creations and photographs. As a result children could feel ownership of their space.

During our visit the playroom door was open allowing children to choose if they wanted to go outside. The weather did not entice children out and they were all engaged and happy to play indoors. The outdoor space had recently been updated following the receipt of funding. Children had been involved in designing and contributing their ideas for this environment. They had opportunities to participate in risky play through loose parts and balancing and climbing equipment. One parent commented, "The new play area is fantastic

and I feel it is safe for the children. They are well supervised". The outdoor area also had seating areas for children to rest and relax if they wanted and areas for growing flowers and vegetables. As a result children were learning about how to care for the world around them.

Equipment within the setting was clean and well maintained. We saw appropriate infection prevention and control procedures followed. A handwashing sink had been placed in the room and children encouraged to wash their hands when entering the service and before and after snack. Staff had completed training on infection prevention and control procedures, helping them to know how to care for children safely.

Risk assessments were in place for all areas for the service that children accessed. These were used appropriately by staff to keep children safe. Children were also involved in risk assessing areas, giving them the opportunity to develop life skills and to understand how to assess risk.

How good is our leadership?

4 - Good

We evaluated this key question as good, as several important strengths, taken together, clearly outweighed areas for improvement.

Quality indicator 3.1: Quality assurance and improvement are led well

The manager was friendly, welcoming and approachable, and engaged well with the inspection. Staff told us they found the manager to be supportive and approachable if they needed any help. This meant that staff were supported in their roles to offer better outcomes for children.

Management understood the importance of seeking the views of staff, children and parents. Children had regular meetings with staff to discuss and assess any improvements that were needed. Feedback from this was shared on a 'you said we do' board which children could also add to make suggestions or requests. We discussed with management that these should continue regularly to ensure children's voices are being heard.

Staff meetings and one to ones gave staff the opportunity to discuss any issues and identify any training or wellbeing needs. Meetings had been held online as this worked well for staff and we suggested this should continue on a regular basis.

Management had introduced auditing and monitoring of the service as part of their quality assurance process. An improvement plan for this year was not yet in place. However, previous planning had identified . This would help management and staff identify areas for improvement within the service, and also help them to celebrate successes.

We discussed with management the importance of families and children being involved in the process, so they also know what areas are a priority for development and have ownership of their service.

Good practice guidance and national and local documents informed ongoing self-evaluation. The service was currently using 'A quality Framework for daycare of children, childminding and school aged childcare' (Care Inspectorate, 2022) to reflect on the service provided. As a result, strengths and some areas for improvement were identified. We suggested this could include a monitoring calendar to further organise the auditing system, to ensure a consistent approach.

This proactive approach positively impacted children's outcomes, contributing to their overall development and wellbeing.

Handbooks had been developed for parents and children, which helped them to feel more involved in the service and have an understanding of what to expect when they started.

How good is our staff team?

5 - Very Good

We evaluated this key question as very good, where significant strengths supported positive outcomes for children.

Quality indicator 4.3: Staff deployment

The service was appropriately staffed to meet ratios and the needs of individual children. Children benefitted from a staff team which had a mixture of experience and skills. Staff participated in a variety of training which helped to develop their skills. This allowed them to offer care to the children which met their needs.

Staff worked well together as a team, and were vigilant of children at all times. The manager was in the service full time with other staff having different working patterns. Staff employed in Knowepark Primary School ELC regularly helped in the out of school club in holiday periods and with any staff absence. All staff had built up strong relationships with the children which encouraged warm attachments and continuity of care for children. Staff told us they felt supported by management and colleagues. One staff commented they were "happy with the Induction I received when I started and the continuing support".

Staff development was encouraged, and staff told us they were supported in this by colleagues and management. The training they participated in helped them to develop their skills to offer children care which met their needs. The managers degree training resulted in upskilling all staff and allowed them to reflect on service development.

Staff told us that they felt one of the strengths of the service was how well staff worked with each other to deliver a quality service for the children and families. Parents told us staff were "friendly and approachable", "an asset to the oosc", "kind, attentive, trustworthy". and "they appear to genuinely care about the children and are very open".

A staff photo board was on display to allow children and parents to see which staff worked at the service and what their roles were. This let children know who everyone was and helped them feel included.

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?	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?	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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