

Livingston Village Out of School Club Day Care of Children

Livingston Village Primary School
Kirkton North
Livingston Village
Livingston
EH54 7EQ

Telephone: 01506417343

Type of inspection:
Unannounced

Completed on:
1 October 2024

Service provided by:
Livingston Village Out of School Club

Service provider number:
SP2010010809

Service no:
CS2004061193

About the service

Livingston Village Out of School Club, known as 'Little Villagers' is located within the community wing of Livingston Village Primary School. The club is registered to provide a breakfast and holiday club. At the time of inspection the breakfast club was not operating due to limited request for the service. Children have access to the community room, school gym hall and playground area.

The service is self funding and is registered as a charity. The club has a management committee and newly appointed chair person, and they have overall responsibility for the service. A manager is in place and is accountable to the committee for the daily operation of the service.

The service is registered to provide out of school care for a maximum of 58 children at any one time who are of primary school age. Operating hours during term time are Monday to Thursday 08:00 to 08:55 and 14:45 to 18:00. On a Friday 08:00 to 08:55 and 12:10 to 18:00. During school holidays Monday to Friday 08:00 to 18:00. Please check their website for additional information.

The vision is to provide 'the provision of high quality affordable out of school childcare service with fully qualified play workers. The children will always be at the centre and really get to play'.

About the inspection

This was an unannounced inspection which took place on Tuesday 24 September 2024 from 15:00 until 17:45 and Wednesday 25 September 2024 from 13:45 until 16:45 Feedback was provided on Tuesday 1 October 2024 at the services request. 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
- spoke with management, two staff and the chair person
- observed practice and children's experiences
- reviewed documents
- reviewed feedback from seven parents.

Key messages

- Children were happy, settled and confident in the setting.
- Children benefitted from the spacious environment with the use of the school facilities.
- Children experienced nurturing, warm and kind interactions from staff.
- Children were engaged in their play and interested in the experiences available to them.
- Children benefitted from the manager, staff and provider being committed to the development of the service.

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 evaluated this key question as very good, where major strengths impacted positively on outcomes for children with very few areas for improvement.

Quality indicator 1.1: Nurturing care and support

Children experienced a warm and nurturing welcome from staff. Children were asked how their day had been, and were eager to share their school day experience. Children were comfortable in staff's care and several children greeted staff with a cuddle. A parent commented 'Staff are welcoming and like to share what they have been doing. They care about the children, and I feel my child is safe in their care'.

A member of staff was designated to collect the same group of children from their classes each day. This enabled children and staff to develop and strengthen their relationships and provided predictability to children at the end of their school day.

Personal plans were in place and were reviewed in line with current guidance. We suggested the 'all about me' section in the personal plans could be strengthened further to gather more information about children over time. Staff could confidently talk through supports and approaches used to help children, and children explained that they felt cared for by staff who were interested in them. This made children feel valued and important.

Mandatory staff training had been completed including child protection, and staff understood the impact of adverse childhood experiences on children's wellbeing. This meant that children were cared and supported by staff who were sensitive to their needs. Children benefitted from a nurturing approach from staff, who provided resources such as dolls for role play that enabled children of all ages the choice to revisit previous play experiences.

Snack times were unhurried and children could choose to sit with staff and friends. Staff sat with children to ensure their safety when eating and to speak to them. Children had access to fresh water and fruit for snack, and we suggested offering more variety of additional snack options. Children did explain that snack time was used to celebrate special occasions such as birthdays and cultural celebrations. This meant that food and snack time was used as a social experience for children and an opportunity to connect with each other.

Quality indicator 1.3 Play and Learning

Approaches to planning were balanced between planned and responsive to children's interests. In addition to free play, staff had daily consultations with children that directed the play experiences available to them. For example children were asked about what they would like to do and staff shared possible activities that would be available. Children spoke enthusiastically about the activities available and that they could make suggestions or ask for resources and staff would ensure this was provided. As a result children could direct their own play.

During the holiday club sessions staff and children separately evaluated and documented the activities and learning. When taken together this provided effective evaluations that were used to inform future plans. As a result children's voices were captured and valued as part of the planning process. Staff were in the process of developing planning approaches for term time sessions to reflect those in the holiday clubs. Further strengthening ways to gather children's feedback will support the experiences and outcomes for children.

Children had the opportunity to participate in an enterprising project to fundraise for resources. Staff supported children to plan, budget and create natural artwork that were purchased by parents. Children had the opportunity to develop team work and some life skills, including making decisions about what resources were to be purchased.

How good is our setting?

5 - Very Good

We evaluated this key question as very good, where major strengths impacted positively on outcomes for children with very few areas for improvement.

Quality indicator 2.2 Children experience high quality facilities

Children benefited from an environment that was clean and cared for. The service operated from the community room within the school with access to several spaces including the school gym hall, playground and nature area. This enabled children to have choice about where they played. The community room had designated areas for wall displays. This meant that photographs and artwork of children's experiences were attractively displayed, allowing children to have ownership of the space and for parents to view.

There was a variety of resources for indoor and outdoor play that met children's interests. These were freely accessible to children, including footballs, bikes, dolls, games and art materials. This ensured there was enough choice for children to play in small or larger groups or alone.

Effective risk assessments were in place to ensure children were kept safe. This included frequently used spaces such as the playground, nature area and the local play park. Children regularly visited the play park that was located close to the building. Staff worked well together to make in the moment risk assessments in response to contact with the public using the park. For example staff noticed that members of the public were in the park with dogs, they calmly explained to children the decision not to visit the park at that time. Staff gave children alternative choices to the park, including using the gym hall. As a result children were supported through unexpected transitions by staff and understood the reason for this.

Effective infection prevention was in place. Children and staff regularly washed their hands when arriving, before and after snack, and when required. Resources were clean and well cared for, and staff role modelled respectful approaches. As a result, children cared for their environment and resources.

How good is our leadership?**5 - Very Good**

We evaluated this key question as very good, where major strengths impacted positively on outcomes for children with very few areas for improvement.

Quality indicator 3.1 Quality assurance and improvement are led well

Children's right to play and have fun was part of the vision for the service. This was shared by staff and children through observations of playful interactions. Play was valued by the service with approaches shared with parents through the website.

Parent's and children's views were gathered from questionnaires and were responded to through emails, newsletters and conversations. A parent commented 'I know I could approach staff with any issues and am confident I would be listened to'. Children spoke about feeling included and that their opinions mattered through completing the questionnaires, a child commented 'I felt like a grown up'. As a result views from parents and children were informing the development of the service.

Quality assurance processes were in place and positively influenced the development of the service. Through regular planned consultations with children, it was identified that they would like to have a cosy area. The request for a cosy area was included in the improvement plan and staff had responsibility to ensure cosy spaces were available to children. Quality assurance tasks were distributed across the year to ensure that they were manageable to carry out. The manager was aware that the self evaluation approaches in place would evolve over time as the service developed. For example the team recognised the effective approach to evaluating children's experiences from the children during the holiday club and how this could be progressed into the term time club. As a result the manager understood the purpose of effective self evaluation and the impact approaches have on outcomes for children.

How good is our staff team?

5 - Very Good

We evaluated this key question as very good, where major strengths impacted positively on outcomes for children with very few areas for improvement.

Quality indicator 4.3 Staff deployment

Staff were respectful towards one another and worked well together. This created a positive environment for children in which they felt safe and secure. Staff were happy and spoke positively about the children and the service.

Mandatory training was up-to-date and professional development and learning was valued. Staff spoke positively about their own learning and were reflective on the impact it had on their practice. For example, child protection training enabled staff to consider children's experiences and how their practice could further support children's wellbeing. As a result, children experienced staff who were open to new ideas and approaches that supported learning and wellbeing for children.

The manager had worked hard to create an environment that empowered staff to take on additional responsibilities within their roles. For example taking a lead role on nature play, including using natural materials for art and loose parts. Children were able to tell us the different areas of interest and expertise staff had. As a result, children were able to seek additional support in specific areas of their play and interests. A parent described how their child would seek out a member of staff to talk about what fossils he had found at the beach as he knew this was the staff's interest also.

Annual appraisals provided an opportunity for staff to reflect with the manager and to plan their professional development for the year ahead. Staff spoke positively about their appraisals and the support they received from the manager. As a result this strengthened the team approach to the service.

Staff communicated effectively with each other when tasks took them away from their responsibilities, this enabled colleagues to deploy themselves to ensure children were supervised and cared for.

Effective mentoring processes were in place for new and temporary staff as part of their induction. This ensured that staff were supported and clear on the expectations of their role and practice, as a result children experienced continuity of care.

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?	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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