

# School's Out Peebles Day Care of Children

Peebles Community Centre  
Walkershaugh  
Peebles  
EH45 8AU

Telephone: 07575 857 585

**Type of inspection:**  
Unannounced

**Completed on:**  
4 March 2025

**Service provided by:**  
Perceptive Action C.I.C.

**Service provider number:**  
SP2014012332

**Service no:**  
CS2014328238

## About the service

School's Out Peebles is registered with the Care Inspectorate to provide a care service to a maximum of 52 children of primary school age up to and including S2 at high school at any one time.

The registered manager is also the manager of School's Out Clovenfords (CS2023000046). The manager will be supernumerary at all times.

The service operates from a hall within Peebles Community Centre. It has exclusive access to the kitchen toilets and outside area during hours of operating. Regular access to the sports hall is also available.

The service is located in the heart of Peebles close to schools, parks and local amenities.

## About the inspection

This was an unannounced inspection which took place on 18 February 2025 between 10:00 and 16:00. 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 and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

This inspection was part of a pilot to test the 'Quality improvement framework for early learning and childcare sectors' developed jointly with Education Scotland. Because this inspection was part of a pilot, no new evaluations (grades) have been awarded.

In making our evaluations of the service we:

- spoke with several children using the service
- reviewed digital comments from 13 families
- spoke with four staff and the manager of the service
- observed staff practice and experiences for children
- reviewed documents.

## Key messages

- The service vision statement was being actively used to support positive outcomes for children and families.
- Aspects of self-evaluation could be further developed to include benchmarking and the development of a service specific improvement plan.
- The views of children, parents and staff clearly influenced the work of the service.
- The deployment of staff supported children's experiences and promoted their wellbeing and safety.
- Children were cared for by a well supported and professional staff team.
- Children were having fun through a range of well planned activities.
- To further strengthen children's play experiences, staff could continue to develop the range of loose parts and real-life play resources, and provide extensions to existing play activities.

## Leadership

### Quality indicator - Leadership and management of staff and resources

Children received care that was based around the service values statement. Children had been involved in the development of the boundary charter which ran in conjunction with the values statement. This was used as tool to develop a collaborative approach to helping children develop mutual respect for each other and to ensure that everyone felt safe, included and responsible. The values statement had recently been revisited with staff and was used as a tool to promote reflective discussion at team meetings and assess practice.

There were opportunities for staff to influence the quality of children's experiences in the service. They told us that they felt very involved in the process of change and had opportunities to make comments and contribute to assessments. Record keeping evidenced areas which had been discussed and the changes implemented to improve play experiences and outcomes for children.

The service had carried out polls and questionnaires with children and with parents which positively influenced what was provided. To further strengthen self-evaluation processes the manager and staff could begin to use good practice documents to bench mark performance. There was a service wide improvement plan. We discussed that priorities for improvement specific to School's Out Peebles could be developed to share with parents and children how the service planned their continuous improvement.

Children's needs were kept as the basis for the recruitment process. The recruitment procedure took account of good practice to ensure that only those suitable to work with children were employed in the service. Discussion with the manager of the service evidenced that the recruitment procedures took account of skills, experience, enthusiasm and the capacity for professional development.

The induction process had been adapted to ensure that it provided new staff with the support and information that they needed. Elements of the process included an assessment of what staff had

understood about policies and procedures as well as the ethos and values of the service. Staff we spoke with said that the induction procedure had been a supportive tool which enabled them to ask questions and seek advice.

## **Quality indicator - Staff skills, knowledge, values and deployment**

Children were supported by staff who had a range of skills and experience. Most staff had a very good understanding of school aged play and how to support the needs of school aged children. Less experienced staff were well supported by senior staff who provided role modelling of good practice. There were opportunities for daily reflective practice and discussions at team meetings which enabled staff to develop their skill and knowledge.

Parents commented very positively about the staff team. "All the staff go above and beyond and care for the wellbeing of all the children. There are always fun activities for the children to do and all the staff are kind and approachable." "Very friendly, attentive and professional team." "The teams knowledge and skills is way above what I would expect from this type of service."

Managers carried out regular support and supervision and a 360 degree appraisal process with all staff. These processes were used to help staff develop their sense of professional responsibility and understanding of their role. Staff told us that they felt the regular support and supervision sessions were influenced by their individual needs and they had an opportunity for solution focussed discussion. Parents, children and colleagues were involved in giving feedback on individual staff as part of the 360 appraisal. Managers were focussed on making the appraisal process a positive experience through a culture of openness where strengths as well as areas for growth were openly discussed.

The experiences for children were influenced by the skill of staff to provide them with a fun and caring environment. Managers provided training opportunities to cover aspects such as child protection and first aid. Additional training had been sourced to support staff interests and there was regular sign posting to good practice documents. Staff took part in an annual service training day. The four clubs operated by the provider, came together to share experiences and develop shared approaches for areas such as personal planning and children's play.

We visited the service during the operation of a holiday club. The deployment of staff across the day provided very good support for children and enabled children to take part in a wide range of activities. There were opportunities for staff to take breaks during the day, which was important for their wellbeing. Managers tried to ensure consistency of staff to support children's security and we observed that children were confident and familiar with the staff who were caring for them.

## **Children play and learn**

### **Quality indicator - Play, learning and development**

We visited the service during the holiday club. Children were busy and their engagement in the activities, which they could self-select or were provided with, was sustained throughout most of the day. The pace of the day was well balanced to give children time to have quieter periods and opportunities for outdoor or indoor physical play. Parents commented positively on the range of activities provided for children, "My child loves art, getting outside and moving their body. They have a person who comes in to support art experiences on a Wednesday and my child looks forward to this experience. They have use of the outdoors, the hall and the park and green grass space weekdays, and more opportunities during the holidays."

"Diverse range of activities on offer. Well thought out." "My child love sensory activities and learn new skills never tried at home like nano tape, cloud dough or loom bands."

Children told us that they had 'lots' of things to do at the service. They spoke to us about going on regular outings in the local area. They used the play parks and local walks. During the holiday club, visits had been planned to the local garden centre and a larger day trip to the National Museum in Edinburgh. Staff had identified that the use of digital devices was impacting on some children's participation in activities. Through the recordings from team meetings and daily reflections, there was evidence that time had been taken to finding a balanced approach between children's choice, and encouraging them to be active participants in play and the life of the service.

The range and quality of play experiences provided children with fun and opportunities for creativity and choice. Further consideration could be given to how staff extend some aspects of play for example, children had enjoyed putting together bird boxes and this could have been extended with opportunities for making further items with real life tools. Some work had been undertaken to improve the outdoor play environment and incorporate the use of loose parts and real life objects for play, this could be extended to the indoor opportunities.

Interactions from staff during children's play encouraged them to try new things or persevere with tasks. They were proactive about providing further or different resources to enhance some of the play experiences. Staff supported these aspects well but they could further develop an understanding of when to 'stand back' during play to fully enable children to lead their own play experiences.

Children had opportunities to be fully involved in the planning of play activities, outings and events. Children told us that they had been involved in planning the holiday club programme. One child told us "If we have an idea they (staff) listen to us." In addition to responsive planning, staff organised some planned activities built around significant events such as Red Nose Day, festivals and events, such as the local Common Riding Festival.

Staff reflected with children on how play was leading to the learning of new skills, enjoyment and having fun. There was evidence of these reflections in the floor books. Children and staff could add to these reflections and include some of the outcomes from play such as what play type it was or the skill which was learned. This would enable them to fully share outcomes 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](http://www.careinspectorate.com).

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