

Gullane Community Children's Hub

Day Care of Children

The Old Primary School
East Links Road
Gullane
EH31 2AF

Telephone: 07787156651

Type of inspection:
Unannounced

Completed on:
13 October 2022

Service provided by:
Gullane Community Children's Hub a
Scottish Charitable Incorporated
Organisation

Service provider number:
SP2018013217

Service no:
CS2018370882

About the service

Gullane Community Children's Hub, referred to as the service in this report, is registered with the Care Inspectorate to provide an early learning and childcare service to a maximum of 58 children at any one time. Of those 58 no more than 24 are under primary school age; No more than 34 are of primary school age and entry into second year of high school.

The service provides a playgroup which is in partnership with the local authority to provide early education and childcare and an after school provision. The playgroup operates Monday to Thursday during term time. Children can stay at the service until 1:00pm and have lunch. The afterschool club operates Monday to Thursdays during term time and for a few weeks during school holidays. They provide a breakfast club and afterschool club during term time.

The service operates from premises in Gullane, East Lothian. The service has sole use of the building which provides children with a large play room and a smaller room which is predominantly used by the afterschool club. There are three outdoor areas and good access to local green spaces for additional physical activities.

About the inspection

This was an unannounced inspection which took place on 12 October 2022 between 9:15am and 5:30pm. The inspection was carried out by an inspector from the Care Inspectorate. Feedback was given to the manager and the chair of trustees on 13 October 2022.

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 eight people using the service
- spoke with five staff and the manager
- observed practice and experiences for children
- reviewed documents.

Key messages

- Children were very well supported to become confident and independent.
- The range of play opportunities supported children's learning and enabled afterschool children to have fun.
- The accommodations and resources was of good quality and provided a safe and comfortable care environment.
- Opportunities for outdoor play promoted children's physical wellbeing and promoted choice.
- The service was well led by the manager and supported by the parent trustees and committee.
- Staff provided a good range of skills and expertise to support children in 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 both quality indicators as very good, where significant strengths supported positive outcomes for children.

Quality indicator 1.1: nurturing care and support

Playgroup children were well supported by the nurturing environment and staff who understood child development. School aged children were cared for by staff who provided opportunities for choice and independence. As a result, children were relaxed, confident and having fun in the service.

School aged children had formed friendships with each other, and they were supported by staff to ensure that these relationships were positive and respectful. They had developed a behaviour boundaries charter, with staff, and regularly discussed emotions and moods. This helped children develop self-regulation skills and understanding of being accountable for their behaviour.

For most playgroup children this was their first experience of group care. They were being very well supported by staff to begin the process of making friendships and be part of a larger group. This encouraged children to feel at ease with their peers and develop positive relationships.

Information had been collected about children to enable staff to meet individual care and support needs, we refer to this as a personal plan. There were support strategies in place for some children who needed them. We suggested that these could be developed further to enable staff to clearly monitor progress. The keyworker system was used effectively to ensure that recordings about children were up to date to enable staff to have a good overview of the support each child may need.

Learning and overall development of playgroup children was well tracked and shared with parents. Learning journals provided an attractive and well-maintained record of learning and children's interests. The learning outcome could be more explicit in some observations, but overall, this document provided a good record of children's learning and development. For school aged children there was an appropriate folder which detailed information about the child from their perspective. Children could add information or artwork to their folder, and these were well used by children who wanted to have a record of their time at the afterschool club.

Playgroup children had access to morning snack, and many stayed for lunch. Snack was well arranged with children having opportunities to help prepare the food. Snack was available for a set period in the morning and children came to eat when they wanted to. They were well supported by staff and had opportunities for choice, independence and developing the skills of following a routine. Most children stayed for lunch before going home. This time was very well supported by staff who ensured that children ate and drank well. Staff sat with children, reflected on the morning's play and chatted about home life and wider subjects. This engagement made the lunch experience a homely and enjoyable experience for children.

Snack for the afterschool children was well organised. Children could come for snack when they wanted to, and the experience provided children with an opportunity to talk to staff about what was happening during the session and discuss how school had been. Staff ensured that children had enough to eat and drink at snack. Water was also provided during the afternoon to ensure that children remained hydrated during their active play.

Quality indicator 1.3: Play and learning

Since our last visit to the service staff had continued to improve the opportunities for play and learning across the playgroup and the afterschool service. Some staff worked in playgroup and the afterschool service. Planning for play procedures had been developed across both service types to ensure a consistent approach. Planning now clearly identified the interests and suggestions from children as well as a longer-term plan. Staff were aware of different types of play and a play policy had been developed to inform parents of the ethos surrounding play in the service.

Playgroup children benefitted from a range of resources which promoted curiosity and developed their imagination. Staff supported children well in their play using appropriate questions and support where needed. Children were very busy and engaged in their play. There was an appropriate use of short group activities to enable staff to gather and settle children. For example, before lunch children were gathered for a very short period for a story of their choice in preparation for the lunch experience. This routine helped children make sense of time and what was happening next. There were opportunities for children to play indoors or outdoors throughout the session. The outdoor area was a well-resourced area for learning with good use of loose parts to support children's imaginary play.

Staff had ensured that the play opportunities for school aged children were appropriate in their variety and range. Children were busy throughout the session and particularly liked the well-resourced art and craft areas for model making, drawing, and crafting. They had opportunities to play indoors or outdoors and had the use of an additional room which enabled them to have quieter time reading or playing board games. Children we spoke to said that they enjoyed coming to the club as it was good fun. One said they liked the holiday club as they had been on outings and just 'chilled with my pals.'

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 premises provided children with a safe and comfortable care, play and learning space. It was close to the local primary school which made collecting children from school quick and safe. The main playroom was large, well ventilated and furnished comfortably. Staff had developed an area for snack, lunch and baking and school aged children had access to an additional play space for quieter activities. The outdoor area was sectioned into three parts and used effectively for a wide range of play types and opportunities. Staff understood the importance of outdoor physical activity and ensured that children could access the outdoor play area as they wished, which promoted health, choice, and independence.

Staff ensured that the afterschool provision was not just an extension of the playgroup. They were provided with a wider range of resources for play and the playroom was arranged in a more age-appropriate way. For example, staff had raised the height of storage spaces and coat hooks and were actively looking for larger tables and chairs for the snack area. The use of the additional small playroom showed that staff understood that older children did, at times, need a quieter space for reading or chatting with friends. Although this room was well supervised it did give children an opportunity for more private time, which was suitable for this age range.

Playgroup children had access to a room which was arranged to ensure that it provided a comfortable and consistent environment. Children knew where resources were stored and could access them independently. The play space had been regularly assessed to see what was working and what needed to be adapted. For example, children had been given a large area for home and family role play as children were very interested in this type of play and the story corner had been reduced to make it comfy and cosy for individual and group stories.

Procedures to ensure that the environment was safe and well maintained were in place. Infection prevention and control procedures were used, and children had a good understanding of handwashing, which was well supervised by staff. The environment was clean, tidy, and kept that way by children and staff during the day. There were a range of risk assessments used to promote safety and security within the service and when on the walk from school or outings in the local community.

Staff understood the need for confidentiality and a policy to support data protection was in place. Children's information was kept securely and access to information kept digitally was limited to specific staff. This helped ensure that the right to have personal information protected was upheld.

How good is our leadership?

5 - Very Good

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

Quality indicator 3.1: Quality assurance and improvement are well led.

The manager of the service was visible, and approachable to children, their families and staff. This created a positive environment which focused on relationship and communication, creating conditions where people felt confident to discuss ideas, improvements, and issues. The manager was organised, accessible and positively influenced the delivery of the service. Parents who provided comments about the service agreed the manager was visible and approachable.

The manager of the service worked alongside staff during most of the playgroup sessions. They were also present at the afterschool sessions, and we could see that they knew school aged children and their routine for the session very well. This knowledge of both aspects of the service enabled them to assess the quality of the service effectively and have discussions with staff regarding practice and areas of service improvement.

An auditing calendar had been developed and was being used to good effect. Staff we spoke to were aware of the areas where the service had made improvement since our last visit and the areas that staff were now working on to improve outcomes for children. These aspects were discussed at team meetings and at professional development and review sessions. We suggested that the areas where the service were working on improvements could be shared with parents.

To include children in the improvement of the service staff used child led planning and routinely asked afterschool children for their opinions and views. There was evidence that staff used this information to make changes and improvements to the experiences provided for children. Parents views were captured in the daily discussions with staff or in the surveys which were used to gauge satisfaction with the service. Good use was made of social media and regular e-mails and newsletters to inform and engage parents in the life of the service.

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.

Children were well supported by staff who had a mix of skills, training, and experience to provide them with a very good level of care. Most staff held a childcare qualification and had significant childcare experience. Those that did not were very well supported by the manager and the staff team to help them develop their skills and continue with their professional training. These staff had roles in the service which supported their skills. For example, very good use had been made of a young staff member, who provided an excellent role model for school aged children, to engage them in sport and outdoor play.

Some staff worked in one of the services, but some staff worked across both. The manager had ensured that professional practice of playgroup staff working with school aged children took account of current childhood themes. This was achieved through sign posting to current themes for afterschool and professional discussion. To ensure consistency a whole staff meeting was held once a week to discuss the service. This helped to share the vision and ethos of the service with all staff.

Throughout our visit we observed a staff team that worked very well together. They communicated with each other to ensure that tasks were completed, and individual children well supported. Busier times of the day were well managed as staff knew what their responsibilities were at that time. Supervision of children using the indoor and outdoor areas was well planned to meet the needs of the group. The manager ensured that all staff were aware of the plan for each of the sessions and led the team well. This level of communication and team working led to a smoothly run service where staff worked flexibly to meet the needs of children.

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 ensure that children received the right support at the right time. The Hub should ensure that all personal plans are completed to include enough information to enable staff to support each child with their individual needs. Where necessary there should be individual strategies for support and chronologies. These should be kept up to date and shared with relevant staff. This is consistent with the Health and Social Care Standards. Standard 1: I experience high quality care and support that is right for me. 1.15.

This area for improvement was made on 22 April 2021.

Action taken since then

The approaches to personal planning had been re-developed and improved. There was sufficient information gathered and updated about children to ensure that their care and support needs were met.

This area for improvement was met.

Previous area for improvement 2

To support children's development and learning the staff team should develop a shared process for planning play activities and recording children's learning. To support children's play and learning staff should become more familiar with current national guidance on play environments and the value of interactions during play. This is consistent with the Health and Social Care Standards. Standard 1: I experience high quality care and support that is right for me. 1.30 and 1.31.

This area for improvement was made on 22 April 2021.

Action taken since then

The manager and staff had developed a system for the planning of activities across both the playgroup and after school service. Children's learning and development was tracked through observations and the use of development trackers. Interactions from staff now supported children's play and learning very well.

This area for improvement was met.

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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