

Care service inspection report

Full inspection

Ashley Road Kids Club (ARK) Day Care of Children

Ashley Road Primary School
45 Ashley Road
Aberdeen



HAPPY TO TRANSLATE

Service provided by: Ashley Road Kids Club (ARK)

Service provider number: SP2004005647

Care service number: CS2003001672

Inspection Visit Type: Unannounced

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and set out improvements that must be made. We also investigate complaints about care services and take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

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Summary

This report and grades represent our assessment of the quality of the areas of performance which were examined during this inspection.

Grades for this care service may change after this inspection following other regulatory activity. For example, if we have to take enforcement action to make the service improve, or if we investigate and agree with a complaint someone makes about the service.

We gave the service these grades

Quality of care and support	4	Good
Quality of environment	4	Good
Quality of staffing	2	Weak
Quality of management and leadership	2	Weak

What the service does well

The manager and staff were motivated and interested in their roles and interacted warmly with the children.

The manager had worked hard to develop the team using a positive approach and was very hands on within the service, which was well received by parents.

There were very good opportunities for children to play outdoors and enjoy physical exercise and fresh air.

What the service could do better

The provider must ensure that a robust system for safer recruitment of staff is put in place.

The provider must develop and implement an effective quality assurance system so that it is satisfied that it has an overview of the service and is instrumental in developing it further.

What the service has done since the last inspection

The manager had further developed the quality assurance methods she used to evaluate the service and to keep track of progress that had been made.

Conclusion

Although some aspects of this service were good we found that safer recruitment and quality assurance were weak and this has been reflected in the grades awarded.

1 About the service we inspected

Ashley Road Kids Club is registered to provide a care service to a maximum of 40 primary school children Monday to Friday from 2.45pm to 6pm during term time and from 8am to 6pm on in-service days and during school holidays.

The provider of the service is Ashley Road Kids Club (ARK), a management committee made up of parents of children using the service. As such they have ultimate responsibility for the service. ARK have contracted out the day-to-day management and staffing of the service to Great Western Pre School Nurseries and Out of School Clubs.

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website at www.careinspectorate.com.

This service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011.

Recommendations

A recommendation is a statement that sets out actions that a care service provider should take to improve or develop the quality of the service, but where failure to do so would not directly result in enforcement.

Recommendations are based on the National Care Standards, SSSC codes of practice and recognised good practice. These must also be outcomes-based and if the provider meets the recommendation this would improve outcomes for people receiving the service.

Requirements

A requirement is a statement which sets out what a care service must do to improve outcomes for people who use services and must be linked to a breach in the Public Services Reform (Scotland) Act 2010 (the "Act"), its regulations, or orders made under the Act, or a condition of registration. Requirements are enforceable in law.

We make requirements where (a) there is evidence of poor outcomes for people

using the service or (b) there is the potential for poor outcomes which would affect people's health, safety or welfare.

Based on the findings of this inspection this service has been awarded the following grades:

Quality of care and support - Grade 4 - Good

Quality of environment - Grade 4 - Good

Quality of staffing - Grade 2 - Weak

Quality of management and leadership - Grade 2 - Weak

This report and grades represent our assessment of the quality of the areas of performance which were examined during this inspection.

Grades for this care service may change following other regulatory activity. You can find the most up-to-date grades for this service by visiting our website www.careinspectorate.com or by calling us on 0345 600 9527 or visiting one of our offices.

2 How we inspected this service

The level of inspection we carried out

In this service we carried out a high intensity inspection. We carry out these inspections where we have assessed the service may need a more intense inspection.

What we did during the inspection

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure they have the best start in life, are ready to succeed and live longer, healthier lives.

We check services are meeting the principles of Getting It Right For Every Child (also known as GIRFEC). Set up by Scottish Government, GIRFEC is a national approach to working in a consistent way with all children and young people. It is underpinned by the principles of prevention and early intervention. The approach helps services focus on what makes a positive difference for children and young people - and what they can do to improve. Getting it right for every child is being woven into all policy, practice, strategy and legislation that affect children, young people and their families.

There are eight wellbeing indicators at the heart of Getting It Right For Every Child. They are: safe, healthy, achieving, nurtured, active, respected, responsible, and included. They are often referred to as the SHANARRI indicators. We use these indicators at inspection, to assess how services are making a positive difference for children.

We wrote this report following an unannounced inspection carried out by two inspectors. The inspection took place on 8, 9 and 16 December 2015. Feedback was provided to the provider (chairperson), the manager of the service and also the provider and the general manager for Great western Pre School Nurseries and Out of School Clubs (the contractor) on 19 January 2016.

During the inspection process we gathered evidence from various sources including the following:

We spoke with:

- the manager of the service
- the general manager of the service
- the chairperson of the management committee
- staff
- parents who used the service
- children who attended the service.

We observed:

- staff practice
- the children's experiences
- the environment for the children.

We looked at a range of relevant documents including the following:

- children's records
- feedback systems
- snack menu
- medication records
- accident and incident records
- recruitment records
- training records
- staff appraisal records
- policies and procedures
- quality assurance systems.

Grading the service against quality themes and statements

We inspect and grade elements of care that we call 'quality themes'. For example, one of the quality themes we might look at is 'Quality of care and support'. Under each quality theme are 'quality statements' which describe what a service should be doing well for that theme. We grade how the service performs against the quality themes and statements.

Details of what we found are in Section 3: The inspection

Inspection Focus Areas (IFAs)

In any year we may decide on specific aspects of care to focus on during our inspections. These are extra checks we make on top of all the normal ones we make during inspection. We do this to gather information about the quality of these aspects of care on a national basis. Where we have examined an inspection focus area we will clearly identify it under the relevant quality statement.

Fire safety issues

We do not regulate fire safety. Local fire and rescue services are responsible for checking services. However, where significant fire safety issues become apparent, we will alert the relevant fire and rescue services so they may consider what action to take. You can find out more about care services' responsibilities for fire safety at www.firescotland.gov.uk

The annual return

Every year all care services must complete an 'annual return' form to make sure the information we hold is up to date. We also use annual returns to decide how we will inspect the service.

Annual Return Received: Yes - Electronic

Comments on Self Assessment

Every year all care services must complete a 'self assessment' form telling us how their service is performing. We check to make sure this assessment is accurate.

A self assessment was completed and submitted as requested. The service had completed the document fully and had identified strengths and areas for improvement.

Taking the views of people using the care service into account

We spoke to some children during the inspection. They indicated that they were happy attending the service and told us what they enjoyed about it:

- "everything is good about the club"
- "reading, drawing, going to the gym hall"
- "gym hall - football, basketball, dodge ball"
- "in summer, spring, autumn we play outside - not so much in winter"
- "snack is good most of the time"
- "like doing art"
- "sometimes you can choose to take out the parachute"

- "the staff are new and listen to us and I like coming to after school club".

Taking carers' views into account

We spoke to two parents who provided us with some feedback about the service.

One parent told us that staff were "fine - pretty good" and that "usually staff member speaks to us at end of session and tell us how things have gone".

They confirmed that they and the children were asked for feedback on the service - children are asked to make suggestions and parents are asked to complete questionnaires.

One parent told us that the manager was "more proactive and hands on. That's a positive thing. Good to know who to go to" and that the supervisor "supervises things well. Issues are dealt with regarding behaviour".

We also looked at feedback provided through the services own questionnaires they had asked parents and carers to complete. Comments received included the following:

- "The quality of care on offer is of a high standard. My children are very happy in your care. Your staff always respond appropriately to the needs of children in your care".
- "You have a good team and you should continue to work together as you do presently".
- "Well trained staff always involve my child in activities as sometimes my daughter can be a bit shy".

3 The inspection

We looked at how the service performs against the following quality themes and statements. Here are the details of what we found.

Quality Theme 1: Quality of Care and Support

Grade awarded for this theme: 4 - Good

Statement 1

“We ensure that service users and carers participate in assessing and improving the quality of the care and support provided by the service.”

Service Strengths

This statement was assessed as the participation of children and their parents and carers in their care and support, is very important to achieving good outcomes for children. In 2015-16 all services are being inspected against this statement.

Parents told us that both parents and children were encouraged to give their suggestions regarding how the service could be improved.

Staff gave us examples of where they had listened to children's feedback and made changes to the service in response to that. Staff spoke about how they reflected on and took account of the children's requests through the day-to-day planning.

We were able to see through our observations that children were provided with regular choices throughout their time at the service.

Parents had recently been asked for their input on snacks as the service had made changes to the snack menu, to ensure it reflected a healthier and more nutritious diet.

A notice had been posted for parents to provide some feedback on what training courses they felt ARK staff would benefit from. The manager outlined the action that she had taken following on from the feedback to address the comments received. These included arranging first aid training for staff, providing them with best practice guidance in relation to choking and having a team discussion about their learning, introducing origami and working with children to help create new group games.

Questionnaires had been sent out to parents and children earlier this year asking for more formal feedback about the service. Fifteen children had completed the questionnaire and of those, 7 said they were happy at the service all of the time and 7 some of the time. One child reported that they never felt happy at the service. Information captured included what they liked doing at the service and what they would like to change. We were able to see that some of the feedback had been actioned and staff had worked with the child who expressed dissatisfaction with the service to make it a better experience for the child. This included involving the child in choosing resources for the club, involving the child in planning and spending some time with the child on a one-to-one basis.

Only two parents completed the parental questionnaire. They both 'strongly agreed' that they felt the needs of their child were being met. Generally feedback from parents was positive.

The chairperson told us that the committee issued their own questionnaires. She said that they used smiley face ones for the children who had asked for board games and sports equipment which had been purchased. They also took account of realistic snack ideas from the children.

Areas for improvement

The parent's questionnaire was very extensive and the service should think about issuing short questionnaires linked to areas they want to develop.

The manager needs to keep records and evidence in relation to the action she took in response to feedback obtained.

Grade

4 - Good

Number of requirements - 0

Number of recommendations - 0

Statement 3

"We ensure that service users' health and wellbeing needs are met."

Service Strengths

This statement was assessed as responding to and meeting children's care and support needs, is very important to achieving good outcomes for children.

We observed good relationships between children and staff who interacted well with the children throughout the inspection. We saw that children had the confidence to approach staff members and on each occasion staff responded in a respectful, helpful manner. As a result the children were observed to be happy and confident. This led us to conclude that they felt safe and secure both within the care of the staff team and within their environment.

We looked at the records the service had in place for a sample of children. Generally we found that application forms were in place providing key information about each child. 'Transition forms' were used by the service to record information about each child's likes and dislikes, interests and home life. 'A bit about me' forms were used to record some further information about each child which they used to get to know the children better.

We were able to see that chronologies were in place for children which provided information about key events or observations about children. We found that the staff had been able to use these to help build up a picture about children's needs and then consider how they could better support the child. We found a really nice example of the manager identifying a need and then working with the child and the child's family, to think about how the child could be happier and settled in the service.

Staff told us that they no longer stored a stock of medication for general use.

They were able to tell us what children had medical issues and how these needed to be managed. We were able to see that a colour coded system was in place to let staff know quickly children's individual medical needs and how these needed to be supported by staff (see also Areas for Improvement).

We observed the children to have the opportunity to play outdoors and also to use the gym hall for energetic play. The children particularly enjoyed the opportunity to have some physical exercise.

We observed children to have their snack which they seemed to enjoy. Children were encouraged to be involved in preparing their own snack. We looked at the snack menu and found that the service provided healthy snacks for the children (see also Areas for Improvement).

We saw that there were some activities laid out for the children to engage in during the sessions. These included art and craft, games and construction toys. Children were also able to choose from other resources and were not restricted to those out on display.

We found that appropriate procedures were in place to safeguard children. We spoke to staff about child protection. They told us that they had received training and were confident that they knew how to respond should they have any concerns. We were able to see an example of a staff member taking forward a child protection concern appropriately to the manager and ensuring an accurate and detailed record was in place. We also saw that staff responded to advice received from other professionals and took appropriate action. This contributed to keeping children safe and nurtured.

We observed that staff were recording incidents that were taking place at the service. We found that some detailed recordings were made to help present a picture of incidents and how they developed and were responded to.

Areas for improvement

When we observed snack, we observed that staff were cutting grapes in half horizontally rather than vertically. This approach did not reduce the risk of children choking on the grapes provided to them for snack (**see Recommendation 1**).

When looking at the snack menu planner we found that there were days when the children were only offered fruit. A parent had commented upon this and felt that this would not be filling enough for the children. The service was complying with best practice however, given this feedback they may wish to explore further with children and their parents/carers whether they need to add more energy dense healthy snack options to the menu plan. The manager advised that the service was currently reviewing the snack menu, taking children's views into account. Records were in place of children's comments and ideas on the current snack menu and staff were looking to reflect this in a revised snack menu. As part of this review the service were intending consulting parents and carers also. The document Healthy Eating in Schools - A guide to implementing the nutritional requirements for food and drink in schools (Scotland) regulations 2008 provides useful guidance <http://www.gov.scot/resource/doc/238187/0065394.pdf>

There was an effective medication policy to guide staff. We looked at medication that was stored for children. We found that an inhaler was stored without being in its original box. We looked at a medication record for two children who attended the service. For one child all required records were in place. For another child there was some information missing - confirmation that the medicine has a label with child's name on it, where the medicine is stored and the date it was received. We looked at a child's medication record which had some good detail within it about when medication was to be given and how much. There was no detailed information provided however, about what to do if the symptoms did not ease **(see Requirement 1)**.

Grade

4 - Good

Requirements

Number of requirements - 1

1. In order to ensure that children's health needs are responded to promptly and appropriately at all times, the provider must ensure that:

- staff are knowledgeable and competent in relation to medication

- all medication is stored in its original box
- the services medication records are fully completed
- detailed information is in place to guide staff in relation to action they need to take, should presenting symptoms not ease after medication is administered.

This is in order to comply with:

Scottish Statutory Instrument 2011/210 Regulation 3, Regulation 4(1) (a) and Regulation 5(1) and (2) (b).

Timescale: Within 48 hours of receipt of this report.

Recommendations

Number of recommendations - 1

1. In order to reduce the risk of children choking, staff to be knowledgeable and competent in relation to potential choking hazards and use this to ensure safe practice.

National Care Standards, Early Education and Childcare up to the Age of 16 - Standard 3: Health and Wellbeing.

Quality Theme 2: Quality of Environment

Grade awarded for this theme: 4 - Good

Statement 2

“We make sure that the environment is safe and service users are protected.”

Service Strengths

This statement was assessed as having an environment that is safe is very important to achieving good outcomes for children.

The service operated within the Ashley Road primary school. The area of the premises used by children was seen to be in a good state of repair and there was a process in place for repairs to be carried out.

We found that the service had policies and procedures in place to make sure that the environment was safe and the children were protected. For example, a combination of risk assessments, cleaning rotas and daily checks helped staff to ensure that the play areas and the outdoor areas were safe and suitable for the children using the service. This meant the environment was pleasant and contributed to keeping children safe.

The manager talked us through the system that they had in place for ensuring that teaching staff for each class were aware of what children were attending the service each day. The manager told us that this system worked well.

A secure entry system was in place and we observed it to work well. We noted that arrangements were in place to ensure children were protected from unknown adults, and children were unable to leave the service unsupervised. We saw that staff had discussion with parents when they arrived to collect their children. They also ensured that children left the service with a responsible, known adult. This was a good way of getting to know the parents, family members and friends and building relationships with them.

We found that accident records were in place and noted that there were only accidents of a minor nature recorded and appropriate action was seen to be taken (see also Areas for Improvement).

Areas for improvement

We saw that the children were all encouraged to wash their hands before sitting to eat their snack. Children were observed to take very little time in the toilets washing their hands. The service should consider how they can promote and support effective hand washing whilst allowing the children to also have independence **(see Recommendation 1)**.

We found that there were two occasions where accident records were not signed off by a parent to confirm that they had been made aware of the accident and the action taken. We knew that this issue had been picked up by the manager during audit, however action wasn't then taken to ensure the issue was rectified.

Grade

4 - Good

Number of requirements - 0

Recommendations

Number of recommendations - 1

1. In order to help reduce the risk of infection the manager and staff should consider further how they can promote and support effective hand washing whilst allowing the children to also have independence

National Care Standards, Early Education and Childcare up to the Age of 16
- Standard 3: Health and Wellbeing.

Statement 5

"The accommodation and resources are suitable for the needs of the service users. "

Service Strengths

This statement was assessed as having suitable accommodation and resources are very important to achieving good outcomes for children.

We observed that staff laid out some resources for the children to play with prior to the sessions starting. These included arts and crafts, construction toys and various games. Children told us however, that they were able to choose other resources if they so wished.

We were able to see that the playroom led directly out into the playground. We saw that a number of children took up the opportunity to enjoy some play outdoors (see also Areas for Improvement).

The service generally also had access to the school gym hall. We saw a number of children really enjoying playing football. Some other children were playing catch with a member of staff.

We looked at records which evidenced that a number of resources had been requested for the service and had then been purchased within the past year. These included dressing up clothes, play tents, dolls and buggies, car garage and construction toys.

Areas for improvement

Staff actively promoted outdoor play with the children, however we found that there were limited outdoor resources used by the children during the inspection visit. We noted that feedback from the services staff questionnaires highlighted this as an area that could be improved. Children could choose from resources including skipping ropes, tennis rackets, stilts, hula hoops, chalk and bubbles. We observed however that outdoor play could be developed further and that staff could show more initiative by, for example, offering team games (**see Recommendation 1**).

As the children had already been in school for the whole teaching day it may be that some children would want the opportunity to relax and enjoy some quiet time. The service did have some resources available for creating a quiet area, however they should look at how they could develop this further.

Although the children attending the service presented as being happy, we found that the staff could consider introducing and developing more interesting and challenging activities to keep the children adequately stimulated, both indoor and outdoor. Children had also commented in their feedback to the service that they would like more challenging activities. Ideas for developing this further were discussed during feedback and the manager, provider and contractor indicated that they were interested and committed to developing activities further **(see Recommendation 2)**.

Grade

4 - Good

Number of requirements - 0

Recommendations

Number of recommendations - 2

1. Staff should research the benefits of outdoor play and continue to review the existing use of the outdoor area and resources and improve children's experiences.

National Care Standards, Early Education and Childcare up to the age of 16 - Standard 5: Quality of Experience.

2. Staff should evaluate the different areas within the service to ensure that they promote stimulation and challenge in line with children's interests, ages and stages of development.

Children are to be involved in this process.

National Care Standards, Early Education and Childcare up to the age of 16 - Standard 5: Quality of Experience.

Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 2 - Weak

Statement 2

“We are confident that our staff have been recruited, and inducted, in a safe and robust manner to protect service users and staff.”

Service Strengths

This statement was assessed because ensuring staff are recruited and inducted in safe and robust manner, is vital for protecting children.

We spoke to a member of staff who had been recruited since the last inspection. They told us that all required checks were undertaken and Protection of Vulnerable Groups check (PVG check) was received prior to the person taking up the post. The member of staff described their interview as being very robust and felt it helped evidence their knowledge, experience and suitability for the post.

We spoke to the supervisor for the service who indicated that she felt she had received a good induction for her current position. This included shadowing opportunities and one-to-one with the manager to discuss the role and what it entailed.

We found that the manager was ensuring that all staff undertook a PVG and that this was received prior to them commencing their employment.

Staff were aware that they were required to register with the Scottish Social Services Council (SSSC) within a six month period if they were not already registered through previous employment. We were able to see evidence that this was being complied with.

We spoke with the manager who advised that over time she had developed her skills in relation to the recruitment process.

Areas for improvement

We looked at a sample of staff records which provided evidence as to how staff were recruited. We found that the service approach to recruitment was not always in line with best practice, in relation to safer recruitment procedures which states that employers should ensure that they only appoint staff who they have assessed as being suitable for the positions they have applied for. Examples of which included the following:

- A verbal reference was not followed up with a written reference where a verbal reference provided was negative.
- The service did not take sufficient account/action when they became aware of information which would call into question a candidate's honesty and integrity.
- Interviews were being conducted by one person, the manager, which therefore did not allow for an objective assessment of candidates.
- Interview records did not evidence that sufficient care had been taken to ensure that the candidates had the knowledge, skills and experience to undertake the role, or had the ability to obtain this with the right support.
- Where there were concerns about an applicant's suitability, we found no records in place to document the discussions that had taken place or how the decision to appoint or not, had been reached.
- After starting in employment we found that there were no records or risk assessments in place for those who required a higher level support in their role.
- The provider of the service did not contribute to the interview of candidates or have any involvement in the recruitment process. We found that they were not aware that as the provider, they had ultimate responsibility for ensuring that all staff within the service were recruited in a robust way so that the provider was satisfied they were fit to work with children.

During feedback we discussed our findings in detail giving specific examples of our findings. We reinforced the importance of following best practice which would support the provider and manager to ensure that they only appointed staff who they have assessed as being suitable for the positions they have applied for **(see Requirement 1)**.

We found that the service recruitment procedure required to be updated to reflect current best practice, 'Safer Recruitment Through Better Recruitment': <http://hub.careinspectorate.com/media/266473/protecting-vulnerable-groups-guidance-for-care-inspectorate-staff-and-service-providers-may15.pdf>

At the feedback session we were advised that the contractor had taken action in relation to further developing their recruitment process, to ensure that it was more robust and addressed the issues we found. Following on from the feedback meeting, the contractor provided us with written evidence of the actions they had taken to date, including undertaking an audit of all staff files, and what they planned to develop further. They had provided evidence that the contractor and the provider were committed to making the required improvements.

Grade

2 - Weak

Requirements

Number of requirements - 1

1. The service provider must make proper provision for the health, safety and wellbeing of all children attending the service. In order to achieve this, the provider must ensure:

a) Safe recruitment practices are carried out for all staff. This to include the receipt of 2 suitable references prior to commencement of employment and which are appropriately dated.

b) Interviews are undertaken by an interview panel who are trained and skilled in undertaking interviews. Use is made of probing questions which help assess

and evaluate the applicant's suitability for the particular post.

c) That any person employed is suitability qualified, skilled and experienced for the work they will be employed to do.

d) That any person employed is of integrity and good character.

e) That detailed records, risk assessments and strategies are in place where a decision has been made to appoint a person contrary to the service policy and procedures and safe recruitment practices.

This is in order to comply with:

The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Scottish Statutory Instrument 2011/210 Regulation 4 (1)(a) - Welfare of users, Regulation 7 - Fitness of managers and Regulation 9 - Fitness of employees.

Timescale - within 2 weeks of receipt of this report.

Number of recommendations - 0

Statement 3

"We have a professional, trained and motivated workforce which operates to National Care Standards, legislation and best practice."

Service Strengths

This statement was assessed as a professional, trained and motivated workforce which operates to National Care Standards, legislation and best practice, is very important to achieving good outcomes for children.

We found that staff were professional in their interactions with each other, with parents and carers and with children during the inspection visit. They interacted warmly with the children and showed interest in them and what they were

doing. They presented as being motivated and keen to develop their practice further.

Staff members were expected to keep a Continuous Professional Development (CPD) folder which evidenced all the training they had undertaken. We were able to see through looking at staff files, training records and speaking with staff that they had received a good level of training. Core training included first aid, child protection, food hygiene and infection control. Some staff had also undertaken additional training recently including food allergens, Getting it Right for Every Child (GIRFEC), autism and child safeguarding (see also Areas for Improvement).

We were able to evidence through discussion with staff and through looking at records, that training had an impact on their practice. We were able to see, for example, evidence of staff members taking forward child protection concerns in line with best practice. Records made by staff were very detailed and factual, concerns were passed on promptly to managers and we could see evidence that children were well-supported through the process. Through discussions with staff, observations of practice and review of documentation, we could see that staff were very focused on outcomes for children and were keen to support children's individual needs.

The manager had in place a training grid which provided an overview of core training staff had undertaken and any additional training. The training grid showed up-to-date training of staff and when refresher training was due. The manager could ensure that all staff were appropriately trained and training was kept up-to-date.

We found that appraisals were taking place for staff on an annual basis to reflect on what the appraisee had accomplished since the last appraisal, areas for development, objectives from the last appraisal and whether they had been met, level of support they have from line manager and any specific objectives they would like to propose for next review period. Records we looked at evidenced that these appraisals were carried out very well.

Regular newsletters were provided to staff members giving helpful updated information about the service, including signposting staff to reading materials,

advising of training opportunities and outlining the main aims for the service for the following term. The newsletters were found to be written in a positive way and always acknowledged staffs hard work and commitment. There was always a reminder that the manager was available to speak to about any queries or concerns.

We looked at minutes of team meetings and found these to be appropriate. They provided an opportunity for any practice issues to be discussed and how changes to the service should be implemented. Staff were encouraged to contribute fully to these meetings.

We spoke with staff who presented as being confident about the services whistle-blowing policy and what it meant for them as individual staff members. We were able to see that staff had been reminded about the whistle-blowing policy and their role as practitioners at regular intervals (see also Areas for Improvement).

Areas for improvement

Although the provider received updates at committee meetings regarding training staff had undertaken, they were not involved in appraising staff members. They also did not have a system in place to confirm that the manager had the skills, knowledge and experience to perform all the tasks required of them in their management role, or that they were receiving adequate support **(see Recommendation 1)**.

The whistle-blowing policy referred to external bodies that staff could refer concerns to, however the Care Inspectorate was not noted as one of these bodies **(see Recommendation 2)**.

Grade

5 - Very Good

Number of requirements - 0

Recommendations

Number of recommendations - 2

1. To ensure that the provider has an overview of staff performance and can ensure that the staff and the manager are well-supported, the provider should

be actively involved in the appraisal process.

National Care Standards, Early Education and Childcare up to the Age of 16 -
Standard 14: Well-Managed Service.

2. The whistle-blowing policy used by the service should be updated to include details of the Care Inspectorate.

National Care Standards, Early Education and Childcare up to the Age of 16 -
Standard 14: Well-Managed Service.

Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 2 - Weak

Statement 3

“To encourage good quality care, we promote leadership values throughout the workforce.”

Service Strengths

This quality statement was examined so that we could find out the quality of leadership and how the service enabled and supported staff to contribute to the children's experiences and outcomes by taking leadership roles.

We were able to see that the manager of the service was very motivated and committed to her role. She had become more involved with the management committee by attending their meetings and providing them with manager's reports which the chairperson had fed back to us that they appreciated.

The manager communicated very well with staff to ensure that they knew what the key areas were that they needed to be working on and what they needed to do. We could see evidence that the manager would track progress made in relation to identified areas to be improved.

The manager, who had responsibility for a number of out of school services, had a strong visible presence within the service and used this to observe practice and to develop the service further. The management committee and parents both valued the increased managerial presence in the service since the current manager was recruited. She worked hard to praise staff and recognise their achievements.

We found that the supervisor who worked in the service on a day-to-day basis and supervised everyday practice, was clear about her role and was confident and committed. She had a good overview of the service and areas that needed

to be worked on. She was able to give examples of how she was addressing issues. She felt she had been well-supported by the manager to develop her role in becoming the supervisor for the service.

Once a week the team met and evaluated the planning from that week and what needed to be taken forward. This was also a general opportunity to discuss how things were progressing within the service.

Areas for improvement

We found that the manager of the service had been supported by other managers from the contractor whilst becoming more familiar with and experienced within her management role. There was evidence of some poor decision-making processes and poor record keeping in relation to recruitment and child protection. Examples of this have been covered under Quality Theme 3, Statement 2, in relation to recruitment of staff and covered in Quality Theme 4, Statement 4, in relation to record keeping about a child protection concern.

We noted that a child protection concern had been reported to the relevant authority, however the service did not record details of this referral. There was no record of when the referral was made, a clear account of who the referral was made to or the advice received **(see Recommendation 1)**.

The manager had not been provided with an appropriate role model. Although we were able to see that the manager was motivated and was working hard to develop the service, they were not demonstrating their leadership skills to a sufficient standard. Through discussion, management were aware of where improvements could be made and had started to put in place additional support, to ensure that those new to the management role, had the confidence and skills to undertake their role effectively **(see Recommendation 2)**.

Grade

2 - Weak

Number of requirements - 0

Recommendations

Number of recommendations - 2

1. In order that children are safeguarded and protected, staff must be knowledgeable and competent in relation to child protection procedures and record keeping.

National Care Standards, Early Education and Childcare up to the Age of 16 - Standard 12: Confidence in Staff and Standard 14: Well-Managed Service.

2. In order to ensure that the manager has the knowledge and skills she requires to undertake her role appropriate support and training required to be provided.

National Care Standards, Early Education and Childcare up to the Age of 16 - Standard 12: Confidence in Staff and Standard 14: Well-Managed Service.

Statement 4

“We use quality assurance systems and processes which involve service users, carers, staff and stakeholders to assess the quality of service we provide.”

Service Strengths

This statement was assessed as effective quality assurance systems and processes are very important to achieving good outcomes for children.

The provider of the service is Ashley Road Kids Club (ARK), a management committee made up of parents of children using the service. As such they have ultimate responsibility for the service. ARK contracted out the day-to-day management of the service to Great Western Pre School Nurseries and Out of School Clubs who are the Contractor. ARK has responsibility for the service.

The chairperson told us that she felt that the current manager was much more hands on within the service. This was also the view of a parent we spoke with. The chairperson told us she felt that the manager was very responsive. ARK committee meetings took place once a term. The manager attended all the meetings and produced a report, and minutes were taken. We were able to see that the management committee had taken action to address small issues brought to them by the manager.

The manager of the service had produced a development plan outlining the key objectives for the service. This took account of issues that had been identified. Action taken in response, included improving recruitment procedures, reviewing and highlighting the whistle-blowing policy to all staff, safer working practices and adding extra information to the induction checklist. We found the development plan to be detailed and we were able to see that action had already been taken in relation to some of the action points.

The manager had recently introduced 'to do' lists for the service which helped them to support staff to focus on particular areas that needed improving. We could see that the manager was supporting staff to achieve these tasks.

We were able to see that the manager regularly undertook monitoring visits to the service where she tested out staff knowledge in relation to various issues such as child protection.

Staff had been consulted through questionnaires and we were able to see the format of these and the responses received. Staff were asked for their ideas, opinions and suggestions. Generally the feedback from staff was positive. Staff fed back that they would like to see more outdoor resources and the manager advised that new outdoor equipment had been provided for all the services she managed in summer 2015

Questionnaires had been issued to both children and parents during the past year and we were able to see some action that had been taken in response.

Areas for improvement

We found evidence that child protection procedures were not followed in relation to record keeping and maintaining a chronology. This therefore did not effectively protect children. Detailed information and evidence was provided to the manager in relation to this. The manager agreed that there had been some poor record keeping and advised that they would ensure that this was addressed **(see Requirement 1)**.

The service had also failed to notify us of this at the time, as they are required to do under notification reporting. This meant that we did not receive important information about the service to help inform our risk assessment process. The current general manager for the contractor advised us that the service had become aware of this and all staff were reminded of guidance on notification reporting. We were able to see evidence of this **(see Requirement 2)**.

We found that the systems in place for recruiting staff were not robust enough, nor the systems in place for supporting staff and risk assessing staff as detailed under Quality Theme 3, Statement 2.

We looked through the policies and procedures for ARK. We found that the service provider had not been involved in developing these. ARK used the policies and procedures that the contractor had developed. We found that many of these policies and procedures were more appropriate for pre-school services and had not been adapted for out of school club provision. The management committee had become aware of the need to review the policy used for managing challenging behaviour and were in the process of doing that **(see Requirement 1)**.

Apart from obtaining feedback from parents and carers and children through the use of questionnaires, the provider had no other quality assurance systems in place to ensure that:

- staff were recruited appropriately
- staff were well-trained and adequately supported
- policies and procedures used within the service were fit for purpose
- policies and procedures were being effectively implemented **(see Requirement 1)**.

Grade

2 - Weak

Requirements

Number of requirements - 2

1. In order to ensure children's safety and improve outcomes for children in the service, the provider must implement an effective quality assurance system.

In order to achieve this the provider must:

- a) develop and implement a rigorous quality assurance programme
- b) ensure policies, procedures are appropriate and reflect the service provided
- c) develop and implement an effective system for recording
- c) involve staff in the systematic evaluation of their work and the work of the service
- d) ensure the management team effectively monitors the work of each member of staff and the service as a whole.

This is in order to comply with:

Scottish Statutory Instrument 2011/210 Regulation 3, Regulation 4(1) (a) and Regulation 15 (b).

Timescale - 4 weeks on receipt of this report

2. The provider must ensure the Care Inspectorate is notified of any reportable events within the designated timescales.

This is in order to comply with:

The Social Care and Social Work Improvement Scotland (Requirements

for Care Services) Scottish Statutory Instrument 2011/210 Regulation 4 (1) (a) - Welfare of users.

National Care Standards, Early Education and Childcare up to the age of 16 - Standard 14: Well-Managed Service.

Timescale: Within 24 hours following receipt of this report.

Number of recommendations - 0

4 What the service has done to meet any requirements we made at our last inspection

Previous requirements

There are no outstanding requirements.

5 What the service has done to meet any recommendations we made at our last inspection

Previous recommendations

There are no outstanding recommendations.

6 Complaints

No complaints have been upheld, or partially upheld, since the last inspection.

7 Enforcements

We have taken no enforcement action against this care service since the last inspection.

8 Additional Information

There is no additional information.

9 Inspection and grading history

Date	Type	Gradings	
12 Dec 2013	Unannounced	Care and support Environment Staffing Management and Leadership	5 - Very Good 5 - Very Good 4 - Good 4 - Good
8 Sep 2010	Unannounced	Care and support Environment Staffing Management and Leadership	5 - Very Good 5 - Very Good Not Assessed Not Assessed
30 Sep 2009	Announced (Short Notice)	Care and support Environment Staffing Management and Leadership	4 - Good 4 - Good 4 - Good 4 - Good

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Tha am foillseachadh seo ri fhaighinn ann an cruthannan is c?nain eile ma nithear iarrtas.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

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Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.