

Rascals Out of School Care

Service Improvement Plan 2024/25



Service Improvement Plan	Rascals Out of School Care
Manager	Abby Wood
Chair Person	Joanna Deeks
Date Completed	September 2024
Period Covered	September 2024-2025

<i>Visions and Values</i>	<p>Aim revised with staff September 2024 – To Provide a Fun, Engaging, and Safe Environment where children feel loved, nurtured and celebrated as an individual as they learn and develop through play.</p> <p>Vision revised with staff September 2024 – Our current vision is to continue to improve the service and promote Out of School Care as a professional setting that supports the well-being and individuality of all children.</p> <p>At Rascals we focus on a child-centred approach, where children feel loved, nurtured and safeguarded in our care. We put both the children and the families at the centre, as detailed within the GIRFEC framework.</p>
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<i>Rationale</i>	<p>The service improvement plan focuses on how good is our setting and what we can do to improve. We ensure to use current government guidance and legislation in our practice, whilst providing a child-centred approach.</p>
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Area of Improvement and relevant Qis Based on (QI 3:1) Quality Framework for day care of children, child-minding and school aged children.	Quality Assurance and Improvement Key question 3: How good is our leadership?
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Where are we just now in relation to this priority, How do we Know? (Evidence)		
<ul style="list-style-type: none"> • Staff have been involved in the creation of the new Service Improvement plan which was discussed at team meeting (September 2024). • The Service Improvement plan has been shared with all staff, parents/carers and committee members so that we are being open and transparent in our approach and everyone is aware of our visions/values and aims. • Monthly questionnaires are available to parents, to share their feedback and suggestions on how we can improve the service. • Children’s questionnaires have been implemented on a monthly basis to ensure their voices are being heard. • Staff are encouraged to self-evaluate on a daily basis using our self –evaluation sheet, which is evidenced in our self-evaluation folder. 		
Where do we want to be in terms of this priority?		
<ul style="list-style-type: none"> • Regular training opportunities for all staff for own continuous professional development. • Staff increasing confidence and competence through regularly independently engaging in reflection, self-evaluation and contributing to supervision, planning and development meetings. • Manager gaining a further qualification (PGDip Childhood Practice) for own continuous professional development, to meet SSSC conditions. • All staff have relevant qualifications. • An honesty box to be implemented to encourage parental feedback. 		
Action/Developments required to reach the desired outcome	Completion Target	Responsibility
Encouraging and motivating staff to take the lead in their own continuous professional development, whilst ensuring they feel respected and important as a professional.	Throughout the year	Management

Improvement Priority	Parental Involvement
Area of Improvement and relevant Qis Based on (QI 1:1, 1:3) Quality Framework for day care of children, child-minding and school aged children.	Key question 1: How good is our care, play and learning?

Where are we just now in relation to this priority, How do we Know? (Evidence)		
<ul style="list-style-type: none"> Policy of the month – staff read the policy of the month each month and it is discussed at the monthly development meetings. All staff discuss the policy regarding any issues, suggestions, questions or contributions to the policy. This also ensures staff understand and implement all Rascals policies and procedures. Parents are also invited to read and contribute to the policy of the month. This is located by the staff information board with a post-it pad and pen. Comments/suggestions and questions are welcome. This is available but not well used by parents/carers. An honesty Box has been implemented in order to gather feedback and suggestions from parents and families to allow us to improve the service. Parents/Carers are invited to read, contribute to and review their children’s personal development plans – evidenced on personal plans. Questionnaires and surveys regarding a variety of aspects of the service are issued to parents/carers and children. Such as playscheme, staffing, management, planning, fees, environment, quality, policies and procedures. Evidenced through returned paper copies of questionnaires/surveys and online surveys via survey monkey. Open communication during drop off and pick up, staff and parents discuss their child’s time in the service and any issues or feedback. 		
Where do we want to be in terms of this priority?		
<ul style="list-style-type: none"> Parents/carers regularly reviewing children personal plans and offering comments, increasing potential support for all children. Improved engagement of parents and carers in the life of the setting – service evaluation and development – we often find parents are rushed and do not have time to fill out questionnaires, make suggestions. Hosting stay and play sessions/parental workshops to encourage more parental involvement. Increase of appropriately skilled parents/carers joining the committee as designated member and increased numbers of parents/carers joining the committee as members. 		
Action/Developments required to reach the desired outcome	Completion Target	Responsibility
<ul style="list-style-type: none"> Staff must ensure that they collaborate with parents and seek feedback in relation to personal plans Encourage parents to complete questionnaires/surveys, ensure surveys are available online. Devise and implement new strategies for involving parents/carers in service evaluation and development. 	January 2025 Throughout the year	All Staff All Staff

Improvement Priority	Staff skills, knowledge and values
Area of Improvement and relevant Qis Based on (QI 4:1, 4:3) Quality Framework for day care of children, child-minding and school aged children.	Key question 4: How good is our staff team?

Where are we just now in relation to this priority, How do we Know? (Evidence)		
<ul style="list-style-type: none"> • Most staff attend team meetings which take place at least two times per month, where our key areas focus on full team meeting, planning, self-evaluation and improvement planning. Where staff have the opportunity to be involved and make changes to the way Rascals runs as a service. • The manager has a BA Childhood Studies degree and plans to apply to achieve her PgDip Childhood Practice. 4 staff have a HNC Childhood practice and 1 staff member is working towards achieving her PGDE Primary & Secondary Physical Education. • All staff regularly keep up to date with new government guidance which is issued. • All staff are registered by the SSSC and hold a PVG from disclosure Scotland. • Key worker system to allow staff to build positive relationships with individual children and complete personal plans to allow them to get to know the child better and meet their needs. • Planning is based on children's interests, through the use of mind-maps and discussions, where staff take the time to really listen to the children and get down to their level. • Staff work alongside other professionals such as teachers, ELCPS and social work. 		
Where do we want to be in terms of this priority?		
<ul style="list-style-type: none"> • All staff to achieve a relevant qualification. • All staff attend training and increase knowledge in terms of children's development and learning through play. • Staff to have the opportunity to visit other establishments for inspiration in terms of the environment and to share practice. • Staff to be able to lead their own planning meetings and knowledge that they have gained. 		
Action/Developments required to reach the desired outcome	Completion Target	Responsibility
<ul style="list-style-type: none"> • Staff will be supported through appraisals, supervision and daily practice to obtain suitable qualifications (HNC/BA childhood practice/SVQ3/4). • Staff will be provided with training opportunities to develop their knowledge and skills, staff will also be encouraged to source and share training opportunities. • Rascals will promote the purpose and benefits of Out of School Care within the school, community and through visiting other establishments. 	Throughout the year	Manager
	Throughout the year	Manager and all staff
	Throughout the year	Manager and all staff

References:

- SSSC Codes of Practice (2024) [The Scottish Social Services Council - Scottish Social Services Council \(sssc.uk.com\)](https://www.sssc.uk.com/)
- Getting it right for Every Child (2022) [Getting It Right For Every Child | Education Policy and Legislation | Policies and information | About Education Scotland | Education Scotland](#)
- Care Inspectorate Hub - <http://hub.careinspectorate.com/>
- A quality framework for daycare of children, childminding and school-aged childcare (2022) [Quality framework for early learning and childcare 2022_PRINT FRIENDLY.pdf \(careinspectorate.com\)](#)

