



Achieving Quality Scotland

A framework & assessment for quality improvement

Getting school-age
childcare right
for every child

Summary Assessor Report

**Broomhill Out of School Care Association
(BOSCA)**

SUMMARY ASSESSOR REPORT

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Achieving Quality Scotland Service Information

SERVICE DETAILS

Name	Broomhill Out of School Care Association (BOSCA)		
Address	Broomhill PS Annexe, 67 Randolph Road, Glasgow		
		Postcode	G11 7EE
Contact Person	Beverly Anderson		
Telephone No		Mobile No	07815007657
Email Address	Bosca.bev@ntlworld.com		
Website	www.bosca.org		
Date/year club opened	1991		
Provision offered (Please ✓ all that apply)			
After School	✓	Before School (at different site)	✓
Holidays	✓	Other (specify):	
Nature of Service Provision (Please ✓)			
Local Authority		Voluntary	✓
Private Provider		Other (specify)	
Charitable Status		Charity Number	
Registered Number of Children	192	Registered Number of Places	80
Age range of children	4-12		
Assessed by:	Anne-Marie Mackin 1 st March 2017		
Lead Assessed by:	Irene Audain 22 nd March 2017		
Date of Award:	22 nd March 2017		
Renewal registration due:	22 nd March 2019		

This is the summary results table. The assessor will provide more detailed notes, in each section, to explain the Pass, Fail or STAR award. Note the assessor will only judge for a STAR on indicators evidence submitted specifically for a STAR award.

SUMMARY RESULTS

SECTION	PASS	FAIL	STAR AWARD
Preparatory Section: Policies, Procedures and Essential Documents	✓		
Quality Improvement Area 1: Overarching commitment to quality, the UNCRC, GIRFEC and the Playwork Principles	✓		✓
Quality Improvement Area 2: Equality and Inclusion	✓		✓
Quality Improvement Area 3: Partnership and Collaboration	✓		✓
Quality Improvement Area 4: Play and Care Practice, and Principles	✓		✓
Quality Improvement Area 5: Premises, Resources and Community	✓		✓
Quality Improvement Area 6: Getting It Right For Every Child (GIRFEC)	✓		✓
Quality Improvement Area 7: Health and Wellbeing	✓		✓
Quality Improvement Area 8: Leadership, Management, Planning and Administration	✓		✓
Quality Improvement Area 9: Staffing and Volunteers	✓		✓
Quality Improvement Area 10: Holidays and all day care (Where applicable.)	✓		✓
TOTAL Note all areas 1-9 MUST pass to award AQS 10 must PASS if applicable	✓		✓
OPTIONAL STAR AWARDS			
TOTAL NUMBER OF STARS (Submitted failed STARS should be noted here)			10
STAR AWARD BRONZE between 3 and 5 STARS overall			
STAR AWARD SILVER Between 6 and 8 STARS overall			
STAR AWARD GOLD 9 or 10 STARS overall	✓		✓

ASSESSOR OVERALL COMMENTS

An excellent submission with very good evidence submitted for all areas. This was backed up with a really informative visit where the material presented in the portfolios really came to life. This was an exemplary piece of work from a service which is clearly providing an excellent service both in terms of the direct service to children and their families but also in terms of positive employment practice and well managed and motivated staff. Star awards weren't initially submitted but due to the quality of the work it was possible to assess with stars in mind and to award where appropriate.

Excellent Leadership and Management was in evidence plus a really strong commitment to team work.

It could be noted that at an assessment I usually have a range of questions arising from the submitted portfolio evidence. In this case there were none as the material presented matched so neatly with the scheme requirements.

I spoke to lots of children all of whom were hugely complimentary about the service and what fun they have there. Some children kept coming over to add bits on and one of them did so well that he got a certificate to show how much he had contributed to the Quality Assurance process.

LEAD ASSESSOR COMMENTS IF APPLICABLE

The very high quality of the portfolio submitted and visit information led the assessor to award star indicators in each section that she immediately spotted, despite the fact the service did not seek STAR accreditation this time. I have no hesitation in backing the Assessor's decision to award a GOLD STAR award to this service, particularly from me on their use and understanding of the PDSA cycle, lessons from international services and valuing every single person in an interesting and diverse community.

Congratulations to Beverly and her star team of staff and especially all the children who ensured that their service gained this award at the highest level.

Irene Audain, MBE, Lead Assessor, Achieving Quality Scotland

Preparatory Section- Policies, Procedures and Essential Documents

Assessor Comments Preparatory Section:

All the material submitted was of a very high standard both in terms of content and presentation. When I did the assessment visit I was able to see many of the policies in action and to see evidence supporting much of the documentation just through observation and discussion. As well as paper copies I was also given a pen drive with all the policies on it as well as the header sheets. I noted that policies are reviewed on an annual basis usually at a relevant point i.e., Holiday specific ones in the run up to the summer. The management team tend to look at them first and then take them to the Wednesday team meeting for staff relevant policies such as lost child before they go to the Board who would focus more on i.e., debt management policies. I noted that the new SSSC Codes of Practice have been reviewed by the staff team and that the same will happen with the new care standards when they are published.

Quality Area 1: Commitment to Quality, the UNCRC, GIRFEC and the Playwork Principles

Quality Area 1	Tick
All indicators Passed	✓

Assessor summary comments Section 1:

A key strength in the service with work around Quality, UNCRC, GIRFEC and the playwork principles embedded in the life of the club. It shone out through observing the staff and the children, seeing all the lovely displays on the walls, sitting in on the staff team meeting in the evening and through discussion with the management team as well as through all the excellent evidence submitted for assessment. Evidence of the commitment to quality is illustrated through attainment of the Investors in People investing in young people gold award. Staff have been awarded significant and back dated pay awards and individual staff have taken on specific pieces of work aimed at improving the quality and understanding in the service for example in terms of rights work, developing their own children's charter and on-going work using SHANARRI resources. I noted after discussion that the PDSA cycle is regularly used with staff for example coming to a team meeting with an idea and the process starting from there.

STAR INDICATORS Achieved: total 4

NO	STAR INDICATORS
1	Staff and volunteers are well informed on rights issues and able to act as champions of children and young people's rights.
2	The children and young people of the service are well informed on the UNCRC and engage in activities to promote the UNCRC.
4	Children and young people, using their own language and concepts, promote SHANNARRI and understand the wellbeing wheel in relation to their own development plans.
6	Staff and/ or volunteers have been trained (certified courses) in meaningful participation methods of consulting with children and young people.

Assessor comments: STAR section 1:

From both the portfolio evidence and also from my observations of the staff and children and of the play space it was clear that everyone has a very clear understanding of the UNCRC especially Article 31 and of SHANARRI. Several staff members have relevant training in consulting with children and this shows in the level of consultation carried out on an ongoing basis in the service.

Quality Area 2: Equality and Inclusion

Quality Area 2	Tick
All indicators Passed	✓

Assessor summary comments Section 2:

This is another key strength of the service. The commitment to Inclusion and to supporting children and families with specific needs was evident throughout the whole assessment process. The club community is very diverse (12 different languages are spoken) and differences are celebrated visibly through displays on the wall and specific projects. Links with the previous QA are noted which shows how holistic the support is within the service and how well they adhere to the drive to Get it right for every child. Examples are relevant and appropriate policies and procedures, anti bullying work, online safety training, books pertinent to the different family situations the children are living in, work with children with additional support needs to help with their inclusion, work around autism, support for charities to help the children with their understanding of the wider world and work to support children for whom English is a second or additional language are all in place. Linked to this is the focus that is placed on children's social and emotional needs and that information on all these issues is freely available to parents and staff.

Star Indicators Achieved: total 3

NO	STAR INDICATORS
2	The service is accessible in terms of parking, lighting, outside pavements, gates, doorways, surfacing, entry systems and signage.
6	The service, through monitoring data and evaluation, reflects the inclusion of local minority ethnic or particular language or faith communities which meets (or exceeds) this community.
9	Monitoring data and children's plans, evaluation and assessment, show a high percentage of children; with a diversity of different language, faith and cultural needs, are successfully included, and their needs met.

Assessor comments: STAR section 2:

As the BOSCA community is so diverse this is an area where I would expect to see a lot of evidence at the next assessment. The service is currently accessible but again with the move to the new school this area is likely to be higher profile at the next assessment. Monitoring data clearly shows representation and inclusion. One area that had been looked at was diet so as to make sure that the team were aware of the number of vegetarian children and how to cater for them accordingly.

Quality Area 3: Partnership and Collaboration

Quality Area 3	Tick
All indicators Passed	✓

Assessor summary comments Section 3:

This work runs throughout everything the service does with parents very much partners in the process and the organisation works in partnership with a wide range of relevant organisations. The service has close links both with the host school and also Hyndland ASC. They are active members of the local forum and community council and also use relevant support organisations to best support the children and their families and also to help with staff training and development. Examples would be a named person for parents to make contact with on arrival each day to best support effective communication, a myriad of methods of contacting the club, a parent partnership checklist, staff talks on play including at the AGM, wide range of information on the notice boards, messages about play and why children might get messy (and how important this is), information on child development and healthy eating and physical exercise. Parents and other professionals also come in to talk about their work. I noted that the local forum had been that day and that the topic had been mindfulness which Beverley felt was useful to know about but wouldn't use generally as it would interrupt the play flow and that they had also heard about children's Rights for children in hospital. This linked very much to some work the service are currently doing to support a family. I also noted that the service would be attending the Glasgow Play Conference in May.

Star Indicators Achieved: total 5

NO	STAR Indicators
1	The service offers a parent's group, or programme, which brings in expertise from a range of other agencies to support families through particular circumstances.
2	The service provides information sessions for parents e.g.: on play, child development, nutrition, physical activities.
5	The service can show involvement with other professionals in terms of joint training; invited speakers; shared events and information resources, and service representation on relevant local forums.
7	Staff are involved in local forums and work relating to GIRFEC, child protection, and the Early Years Collaborative.
8	The service clearly show how their planning, inputs, including evaluation and assessment, contributes to the achievements and outcomes of children in their care

Assessor comments: STAR section 3:

The work evidenced for this QA is exemplary and could be used to show other services the links they could make in the community, how they can inform and support parents and how they can use their community to have a shared knowledge base.

Quality Area 4: Play and Care Practice, and Principles

Quality Area 4	Tick
All indicators Passed	✓

Assessor summary comments Section 4:

I had already seen from the folders how much the children are able to determine their own schedule at the club but really saw how they are able to choose their own activities or to just sit and chat with friends. On the day of my visit there were approx 80 children who were able to use 2 indoor spaces and a massive outdoor space. Everyone was engaged and able to move freely from area to area with watchful staff just making sure they were ok. I loved the “when the shoe rack is full the bungalow is full” method of space management. I heard how the children are able to play out every day and staff are always outside with walkie talkies. The Manager told me about how she has been influenced in the way she has designed the bungalow after visiting services in Denmark. They have also hosted students from Scandinavian countries who have shared ideas around space design.

Star Indicators Achieved: total 3

NO	STAR Indicators
1	There is an in-depth richer understanding of the UNCRC Article 31 evidenced by children’s participation, views, themed projects and high levels of knowledge and awareness.
3	There is a high-level commitment to The Playwork Principles evidenced through programmes, activities and illustrations of good practice in understanding and delivering many different types of play and children and young people’ free choices.
4	There are excellent examples of outdoor play opportunities, trips and resources, including activities in all types of weather; this can include innovation to address a lack of immediate outdoor play space, or if it is restricted.

Assessor comments: STAR section 4:

Evidence for this QA has already been covered. The standard for all stars awarded is really high with lots of excellent evidence submitted in the portfolios and observed and discussed at the visit and again I would expect when the service submits its next assessment that they will be aiming for a lot of stars in this area. As well as the outdoor play which I have already mentioned I will be looking in more detail in section 10 at the holiday provision and the wide range of opportunities the children have to engage with the wider community through a wide range of trips.

Quality Area 5: Premises, Resources and Community

Quality Area 5	Tick
All indicators Passed	✓

Assessor summary comments Section 5:

The school is coming to the end of its life (indeed some of the children are being accommodated off site and are bussed back to the club each night) but this doesn't stop the service providing an excellent range of play opportunities both inside and out. They have access to the school dining hall as well as the entrance area which they make good use of for admin and information as parents/carers arrive and the school playground has a range of play affordances with trees, a shelter etc. In addition there is a portakabin called The Bungalow which sadly won't be making the journey to the new site but which provides for a wide range of small scale play, quiet corners, an information and resource space and some quiet space for talking to parents and carers. I noted that the office space is in the Manager's home and that three of the staff work from there during the day as they don't have internet on site. Most of the fantastic and informative displays are on the walls here.

Star Indicators Achieved: total 3

	Star Indicators
1	The play professionals in the service are working with others in the community to share knowledge and skills. They are part of joint projects to promote play and children and young people's rights.
4	The service is an exemplary example of the use of creativity and imagination in the play space they provide.
6	The service is involved in promoting play and children's rights on community planning forums.

Assessor comments: STAR section 5:

I would expect more stars at the next assessment as the service will have moved to its new premises and will have put its own stamp on there. I hope that some of the design ideas from the Bungalow can be incorporated in the new premises. On an ongoing basis the service has been contributing to the wider OSC and childcare world through attendance at forums and Glasgow wide events where they play a key role and also over the year through attending SOSCN events.

Quality Area 6: Getting It Right For Every Child (GIRFEC)

Quality Area 6	Tick
All indicators Passed	✓

Assessor summary comments Section 6:

This is another area of excellence. I noted two examples at the visit of a holistic approach to supporting families and also heard about how individual children are best supported in the service. The service is multi cultural and has children with a wide range of needs and staff are very well informed about and motivated to provide the best service possible using the indicators. Again as with everything in this service it starts from the excellent management and attention to detail.

Star Indicators Achieved: total 6

NO	Star Indicators
3	The service provides children and young people, parents and carers, with clear information on GIRFEC and helps raise awareness in the local community of GIRFEC.
4	The service uses GIRFEC resources such as the “wellbeing snail game” with children and young people
5	The service makes exemplary use of the wellbeing wheel and resilience framework in their development and support plans for each child or young person.
7	Children and young people, using their own language and concepts, include the SHANARRI framework to help discuss their own CHARTER and development plan, wishes, hopes, fears and feelings.
8	The service ensures that there is a wide range of downloadable, hard copy and journal articles and resources relating to GIRFEC, children’s care, development, protection and rights.
9	The service shows clear evidence of regularly using websites relating to their professional work, GIRFEC, UNCRC, Playwork and Child Development, and updating procedures, policies and resources accordingly. (PS)

Assessor comments: STAR section 6:

It is a measure of the commitment to GIRFEC within the service that even though they didn't submit any stars I was able through assessment of the material provided and observation and discussion at the visit and attendance at the team meeting to award 6 out of 9 stars with the criteria being met to a high standard for every one.

Quality Area 7: Health and Wellbeing

Quality Area 7	Tick
All indicators Passed	✓

Assessor summary comments Section 7:

Linked of course to several of the other QA's this is an area that underpins so much of the work of the service. Again lovely displays in the Bungalow and features in the portfolios showed how the service meets this standard. I also discussed this with the Manager and her team.

Star Indicators Achieved: total 5

NO	Star Indicators
1	Service organises parental access to professional expert training on physical activities ideas and resources.
4	The service provides breakfast club places for children in need of extra support.
6	The service is involved with wider community healthy diet or exercise initiatives.
7	Staff access additional training to support positive mental or emotional health within the service.
8	Some staff have specific training or recognised (certified) skills relating to supporting children, young people and parents through difficult circumstances and situations, such as bereavement, serious illness or family break-up.

Assessor comments: STAR section 7:

I noted that bereavement training is being set up in partnership with Hyndland ASC and also discussed current issues in the service around this and what they are doing to help. Training and support for parents on health issues is regularly available and staff have a very wide knowledge and understanding on the issues led by the Manager who has a nursing background.

Quality Area 8: Leadership, Planning, Management and Administration

Quality Area 8	Tick
All indicators Passed	✓

Assessor summary comments Section 8:

Exemplary leadership and management is the key to the success of this project and it was interesting to hear what the plans are for succession planning. Staff are well trained, well managed and well motivated. I didn't meet any of the committee but heard about how dedicated they are and got a good sense of their role through the portfolio. One example would be through their commitment to staff through increasing wages and back dating the increase.

Star Indicators Achieved: total 4

NO	Star Indicators
3	The service leaders are involved in wider leadership roles in the community or sector; including local networks, forums, national policy and practice forms, boards of relevant national organisations, national or local government or health board forums.
5	The service has achieved Investors in People.
7	The Service leaders provide inspirational leadership on the UNCRC in their local or national community.
8	The service leaders are involved in local and national work promoting and training others in GIRFEC.

Assessor comments: STAR section 8:

As already noted the service are central to the local forum and also in the wider OSC community and promote all of these areas of work. The service has achieved the Investors in People award for youth.

Quality Area 9: Staffing and Volunteers

Quality Area 9	Tick
All indicators Passed	✓

Assessor summary comments Section 9:

I was delighted to be able to sit in on a team meeting on the evening of my assessment visit and this gave more of a flavour of the team and how they function. At this meeting they were working on their new files and training records. I was very impressed by how the team worked, supporting each other in the different areas of the service that they were covering (through a rota system). I heard about the supervision and appraisal system and how it tends to the junior members of the Management Team who carry the supervision out with the playworkers and the Manager carrying out the annual appraisal. This is a good example of the devolved management style that is in place (but with excellent leadership to make sure that everything happens as it should). I heard about the range of training that the staff are able to access and for which they are paid.

Star Indicators Achieved: total 4

No	Star Indicators
1	A number of staff or volunteers have certified specialist skills in supporting children with disabilities, outdoor ranging, physical activity or sports, or in arts and culture.
2	Staff are very involved in local or national partnership work around children's rights, GIRFEC, The National Play Action Plan and improving local facilities for children.
3	Staff and volunteers are local or national champions of the UNCRC and Play.
4	Staff have specialist training and skills to support families in need of extra support.

Assessor comments: STAR section 9:

The stars awarded here have all already been mentioned and all are met to the highest standard. The service isn't a training centre but employing staff to reflect the ethnic make up of the children using the service would be good practice.

Quality Area 10: Holidays and All Day and Play Care

Quality Area 10	Tick
All indicators Passed	✓

Assessor summary comments Section 10:

I didn't visit during a holiday but got a flavour of the holiday service from the portfolios, evaluations, photographs and discussion including seeing plans for the upcoming Easter holidays.

Star Indicators Achieved: total 5

NO	Star Indicators
1	Staff and volunteers are champions of children and young people's rights.
5	Staff and volunteers involved are champions of Article 31 and are working to help implement the National Play Strategy Action Plan.
6	Children and young people understand and promote Article 31.
7	The holiday programme contains a wide range of high quality new experiences which addresses identified experiences gaps in the children and young people's lives.
8	Children and young people gain measurably new skills in particular areas of their development and this is well recorded and presented in a wellbeing report and PDSA cycle.

Assessor comments: STAR section 10:

All areas awarded a star were met to the highest standard (photo and discussion evidence only as it was term time) and all previously mentioned as this was a very holistic presentation with all areas linking well to each other as that is how the service operates.

What meeting AQS standards means:

Achieving Quality Scotland and Care Inspectorate Quality Themes

Achieving Quality Scotland links with the Care Inspectorate quality inspection themes. The table below clearly shows the links between the Care Inspectorate Themes and where they link with the Quality Areas in Achieving Quality Scotland. Evidence that is collated for each of the Quality Areas should also be relevant to the Care Inspectorate's quality themes. (See table and diagrams overleaf.)

Care Inspectorate Themes	Achieving Quality Scotland
Vision, values and Quality Assurance	Quality Area 1: Commitment to quality, the UNCRC, GIRFEC and the Playwork Principles Quality Area 2: Equality and Inclusion Quality Area 3: Partnership and Collaboration
Quality of Care	Quality Area 4: Play and Care Practice and Principles Quality Area 5: Premises, Resources and Community Quality Area 6: Getting it Right for Every Child (GIRFEC) Quality Area 7: Health and Wellbeing Quality Area 10: Holidays, all day play and care services
Quality of Leadership and Staffing	Quality Area 8: Leadership, Management, Planning and Administration Quality Area 9: Staffing and Volunteers Preparatory section: Policies, Procedures and Essential Documents
Quality of Environment	Quality Area 3: Partnership and Collaboration Quality Area 5: Premises, Resources and Community Quality Area 9: Staffing and Volunteers

Achieving Quality Scotland



Relationship to Care Inspectorate themes



Achieving Quality Scotland – 35 standards to uphold

Preparatory Section: Policies, Procedures and Essential Documents	
1	“Our service has policies and procedures in place to ensure our principles are put into practice and meet, or exceed, all on-going legislative requirements; they are up to date, legible, clear and fit for purpose. Our essential documents, required for the smooth running of a quality service, are also maintained to this quality.”
2	“All management and staff are fully trained in such policies and procedures while volunteers, parents and children and young people are well informed on those which are particularly relevant to them.”
3	“When developing or updating policies and procedures we ensure that there is genuine consultation, where applicable, with relevant groups such as the staff, children and young people, parents and volunteers, and their views are always included.”
4	“Policies and procedures are thoroughly reviewed and signed, with date of review, on an annual basis, with any updated policies issued to the relevant parties, including training in new policies or procedures and adapted versions in language suitable for children and young people.”
Quality Area 1: Commitment to quality, the UNCRC, GIRFEC and the Playwork Principles	
5	“Our service is committed to providing an excellent quality service for every child, young person and parent, in a process of continuous quality development and improvement; underpinned by our ongoing commitment to the overarching values of the UNCRC, Getting it Right for Every Child (GIRFEC), and the Playwork Principles.”
6	“The service understands that leadership, commitment and active involvement of management are essential for the development of quality systems and outcomes. We will provide clear leadership and develop and communicate our principles, policies and quality improvement objectives, ensure that people are aware of their roles and responsibilities and encourage open communication throughout this process”
7	“The service will ensure that every member of staff, volunteer, service users; children, young people, their parents and carers, and linked professionals, are all involved in supporting and delivering the above principles and the quality achievement award processes.”
Quality Area 2: Equality and Inclusion	
8	“Our Service is actively committed to, and positively promotes, equality and inclusion; this is embedded in our policies and procedures, and links strongly with our commitment to the UNCRC and GIRFEC.
9	“Our staff and volunteers are expected to be well trained in equality and inclusion and to actively promote such values while engaging in anti-discriminatory practice in their work with each other, children and young people, and their parents.”
10	“Our planning and review processes include monitoring for accessibility, equality and inclusion and planning and reviewing specific actions to address identified barriers.”

Quality Area 3: Partnership and Collaboration	
11	“Our service works in partnership with parents and carers; fellow professionals, the schools we serve, and our local community to ensure their expertise, views and advice are included in our ongoing work to ensure each child or young person in our care gets all the support they need”
12	“Our service maintains high professional standards through collaborating locally and nationally with relevant agencies and programmes of work; this can include membership of local and national school age childcare networks; communities of practice for staff development, and liaison with community planning partners, local GIRFEC and Early Years Collaborative representatives.”
Quality Area 4: Play and Care Practice, and Principles	
13	“Our quality service is committed to the UNCRC Article 31, the Playwork Principles and the National Play Strategy and Action Plan by providing a semi structured and planned range of inclusive and safe, but challenging and creative opportunities, which children and young people lead and own.”
14	“Children and young people are able to freely choose from a wide range of play, nature-based, recreational, cultural and sport activities both indoors and outdoors, which support their developmental outcomes, extends their horizons and skills, while reflecting their own interests.”
15	“Our service delivers high quality play and care practice which ensure the wellbeing, safety, enjoyment and positive experiences of children and young people, in a warm and welcoming play care environment; which allows for variety and risk, as well as security and routine.”
Quality Area 5: Premises, Resources and Community	
16	“Our service makes the best, creative use possible of our premises and resources, while adhering strictly to regulatory, health and safety requirements and any necessary maintenance and upgrading work.”
17	“We aim to be accessible and provide high quality outdoor activities and, where we are restricted through current premises, we will work with our local community and seek out methods to address such gaps in our provision.”
18	“In terms of the National Play Strategy and Action Plan, GIRFEC and the UNCRC, we aim to assist with local community planning processes in meeting the aims of these overarching policies by being a resource for the local community, in terms of our professional knowledge and expertise in play and care for children of school age.”
Quality Area 6: Getting It Right For Every Child (GIRFEC)	
19	“We recognise our important role in nurturing the unique development of every child or young person in our care. We value every child and young person as an individual with their own specific needs, preferences, views and circumstances, which we know can change over time.”
20	“We can demonstrate how support GIRFEC and improve the wellbeing of children and young people through our use of the SHANARRI framework and the Wellbeing Wheel, including tracking and measuring outcomes, where appropriate.”

21	"We ensure that clear child protection processes are in place, understood and regularly evaluated. We will ensure we know the named person and lead practitioner, when relevant, for each child in our care."
22	"We ensure that children and young people meaningfully participate in all aspects of the service, and we can show how we have listened to and acted on their views."
Quality Area 7: Health and Wellbeing	
23	"Our Service is committed to the health and wellbeing of the children and young people in our care; using the SHANNARI wellbeing wheel to focus on their development, we ensure that each individual child or young person has their specific wellbeing needs met."
24	"Our service provides a good balance of physical activities and healthy nutritious snacks which takes account of different cultural, faith, personal preferences or disabilities; while children, young people and their parents are regularly consulted and receive good quality guidance from us on healthy eating and exercise."
25	"Our service supports the mental and emotional wellbeing of children and young people we care for; we provide a range of resources, activities and opportunities for positive social relationships, including co-operation, sharing and developing healthy self-esteem, which help children and young people develop emotional security and resilience. We also support children and their families through stressful circumstances in their lives".
26	"Our service meets or exceeds all standards and legal requirements relating to food preparation; storage and administration of medicines; models and teaches good hygiene; including hand-washing, dental care and personal care, and is always up to date with and following infection control procedures and official guidance."
Quality Area 8: Leadership, Planning, Management and Administration	
27	"Our Service leaders (top management) establish the purpose and direction of the organisation and create an environment in which people become fully involved in using their abilities to achieve the organisation's goals; this includes the involvement of children and young people, staff and volunteers, families and community."
28	"Our service has a clearly defined management structure and operates within the relevant legal, appropriate and best practice framework for our type of organisation. Our service is run and administered effectively and meets all legal, business, financial planning and sustainability requirements, which necessarily underpin our ability to provide a high quality service for children and families."
Quality Area: 9 Staffing and Volunteers	
29	"Our service recognises that people are our greatest asset and we value and support our staff team and volunteers. We ensure that they receive the resources they need and access to training, qualifications and continued professional development in order to fulfil their highly important roles in caring for children and young people, and to meet legal standards. Registration with the Scottish

	Social Services Council (or equivalent) and adherence to their codes of practice is mandatory; as an employer or employee, as are PVG checks and references.”
30	“We are committed to equality and inclusion in our recruitment and employment practice, with equality monitoring in place and we aim to reflect the diversity of the community we service. Our expectations of our staff and volunteers are high; we only want people who are committed to engaging positively with children and young people, who stand up for children and young people’s rights and act in their interests, and who take responsibility for their own professional development.”
Quality Area 10: Holidays and All Day and Play Care	
31	“Our service is committed to the UNCRC, GIRFEC and the Playwork Principles; this is reflected in the planning, delivery and evaluation of our holiday and all day play and care services with the children and young people, within a strict ethos of equality and inclusion.”
32	“We recognise that holidays are special times and important for children’s rights and wellbeing requiring more outdoors and physical activities, times for rest and relaxation, nutritious snacks, and freely chosen, self - directed play.”
33	“We ensure there are many opportunities for children and young people to learn and develop through play and social relationships and gain new experiences in terms of special outings and new activities, which expand their horizons in meaningful ways.”
34	“Our service recognises that the staffing, planning, marketing, budgets and administration of our holiday and all day play and care provision, requires specific attention and care including fundraising, transport, recruitment and training of extra staff and volunteers where needed.”
35	“We plan in partnership with parents and the wider community, and collaborate with fellow professionals to ensure they know our service is available as a resource for families, under GIRFEC and we support children in the transitional period between nursery and school and help them engage with their local community.”