



# Out of School Care Policy

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**7th October 2008**

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## Out of School Care Policy and Good Practice Guidelines

### Policy

Aberdeen City Council's policy is to support the development of out of school care if there is sufficient parental demand and within available resources. It supports out of school care as part of its social and economic policy priorities: to improve outcomes for children; to make the city an attractive place to live and work; to attract inward investment; and to meet the needs of existing working parents and those returning to employment and as part of its policy commitment to fully integrated children's services.

The Aberdeen Early Years and Childcare Partnership oversees the expansion, support and sustainability of out of school care in all neighbourhoods. It ensures that priority is given to establishing out of school care for children whose families live in disadvantaged social and financial circumstances. It will continue to develop services as mixed models of provision and make best use of the wide range of fiscal supports available to support out of school care. It will be responsible for the quality assurance and integration of out of school care within children's services.

The Council will:

- promote the value that quality childcare services has as part of integrated children's services;
- provide free access to local authority establishments;
- ensure that local authority establishments are accessible for the provision of wrap around childcare services including breakfast clubs, holiday play schemes and after school clubs and that these are accessible to children with disabilities;
- ensure that where out of school care is based in schools, community centres or family centres that staff work in partnership with the providers to overcome any organisational barriers which could prevent quality services being delivered to children and parents;
- ensure that local authority establishments and childcare providers jointly participate in planning to create wrap around childcare services that meet Care Commission requirements;
- ensure that effective communication systems are established between local authority establishment staff and the childcare provider to allow regular discussion on the needs of the children attending the service;
- promote childcare services as a positive aspect of the school/centre's package of services to working parents; and

- recognise the value and qualities of play centred childcare provision, as a positive addition to the child's daily experience and not as an extension of the school curriculum.

### Good Practice Guidance for Local Authority Establishments on Out of School Care Development and Support

Aberdeen Early Years and Childcare Partnership offers support to establishments to enable them to respond to parents who wish Out of School Care to be established. The Partnership provides resources to support start-up costs to establish out of school care - particularly if costs of compliance with Care Commission are a barrier to setting up the provision.

Early Years Development Officers provide practical advice about setting up new groups and will then provide on-going support and training to staff and parent management groups.

Because the Council's policy is to develop out of school care in partnership with other organisations, there is an expectation that childcare providers will be given reasonable access to school/community centre/ family centre resources, including equipment, space and cleaning services. The following guidance is based on the best practice that has been developed by successful out of school care partnerships in the city.

### Communication :

- It is recommended that an appointed member of staff - Head or Depute Head of Establishment - should meet with the Co-ordinator of the childcare provision on a regular basis to monitor and review any pertinent procedures regarding shared use of the premises as well as discussing any issues arising. These meetings should take place at least once per term;
- If required or requested the childcare service will provide the school/centre with an attendance list, detailing which children are attending the club;
- Children attending the childcare service who have an identified need and are supported in the provision by a Linkworker, will have a Progress File, which can be shared with the school/centre and parent in order to consider support in a holistic manner, encompassing the child's social and developmental needs.

### Access to Resources:

The childcare service will require access to some essential resources in order to deliver its services to the highest standard. As far as possible, the childcare service should be able to share school/centre equipment, and in return will make arrangements for full payment of materials used, and within resource limitations, will contribute to the replenishment and replacement of equipment.

A formal agreement or contract agreeing how resources should be shared is a helpful strategy.

- **Photocopier** – the childcare service should be given a key code to enable use of the school/centre’s copier. Charges will be covered by the childcare service and payment arrangements should be in line with the school/centre’s usual administration arrangements;
  - **Computer** – should the childcare service not have its own computer or adequate space to store one, the school/centre should make this resource available. This arrangement should comply with the Data Protection Act and the childcare service should only use this as an access point in order to type up essential work and not for the storage of confidential records. The school/centre office and the childcare provision should establish a system for payment of any on-costs, e.g. paper, ink etc;
  - **Laminators/Guillotines etc** – it is recognised that in order to produce quality work within the setting, that the childcare service should ideally have access to basic resources for presentation and display. If they cannot accommodate such equipment within their setting due to Health and Safety factors, it is advised that the school/centre provides access to these resources when required, and that the childcare provision provides any consumable items, e.g. laminating pockets;
  - **Physical Play and Equipment** – the childcare service should have access to the playground, school gym or other school/centre outdoor facilities on a regular basis as part of their programme. They should also be given access to general equipment e.g. balls, beanbags, hoops, cones etc. A procedure for tidying the equipment, replacing it where originally located, and for its care, should be agreed jointly. A shared equipment budget should be agreed;
  - **Staff Rest Areas** – to comply with employment law, the childcare service will need to provide suitable areas for its staff in which to have breaks, and in the case of full day holiday care, a lunch break. It is essential that childcare staff are given access to an appropriate area for such breaks;
  - **Room Access** – the childcare service requires adequate preparation time in order to set up for a session. The school/centre should be flexible to accommodate this as a basic need. Time of access will vary between providers, based on the workers’ contracted hours – generally this is from 1 p.m.;
  - **Confidential Meeting Space** – the childcare workers may have to speak to a parent in confidence and will require a suitable space to do so. This can be quite minimal - a comfortable chair in a quiet corridor, or access to another room as needed, should be considered.
- Cleaning arrangements should be flexible and responsive to the needs of the childcare service. To ensure that the childcare provision has a basic allocation of janitorial resources and the location is suitably cleaned, planning and preparation should take place before the new service is set up, in order to identify any adjustments which may be needed in the day-to-day implementation of cleaning practices;
  - The childcare provider and school/centre should work together to establish routines which address Health and Safety issues and meet the requirements of both the childcare service and the auxiliary team;
  - Regular communication should be set up between the Co-ordinator of the childcare service and an appointed person within the school/centre (preferably the Head or Depute Head of Establishment) and Janitor, to monitor and review the cleaning arrangements, ensuring consistency and workable practice – see also “Communication”;
  - All staff should form positive relationships with both childcare staff and service users entering the school/centre building out of hours;
  - The annual ‘Big Clean’ should be arranged in full consultation with the childcare service, to ensure that the service is not prevented from operating normally - this may require a new approach to the concept of the ‘Big Clean’.

**Janitorial Arrangements:**

- The Co-ordinator of the childcare service should be a designated key holder for the school/centre, due to the out of hours nature of the provision – registered till 6 p.m. - and should be fully briefed on security arrangements and alarm systems;
- As part of the Local Authority Let agreement, the childcare service should be entitled to utilise Janitorial Services for reporting faults, repairs and general maintenance as required;
- The school/centre should ensure that the childcare provision has a basic allocation of standard furnishings prior to set up, e.g. sufficient tables, chairs and storage for the number of children registered to attend;
- The Janitor will be responsible for arranging regular Fire Alarms in consultation with the childcare service to implement fire drill procedures in line with Care Commission requirements;
- The childcare provider will be responsible for replacing items damaged or broken within its setting. The school/ centre will remain responsible for large items of maintenance and repair – see also “Access to Resources”.

**Cleaning Arrangements:**

- The childcare service is entitled to standard cleaning arrangements as part of the Local Authority Let;



## Promotion of Out of School Care in Schools

Providing childcare is seen as a key service in schools and can influence parents' choice of school.

The school should promote the availability of childcare on a regular basis by the following means:

- advertise the childcare service by distributing information leaflets, through the school bag mail outs, in the school newsletter and on school notice boards;
- include the childcare service in any site visits and information given to potential new pupils/parents;
- include the childcare service in the P1 New Starts programme by inviting the Co-ordinator to attend Induction and Open Days;
- promote and publicise the service through regular updates to the School Board and PTA;
- enable the childcare service to host open days/evenings for parents coinciding with the school's parent consultation days/evenings.



For help with language/interpreting and other formats of communication support, please contact 01224 523542.

ভাষা/ইন্টারপ্রেটিং এবং অন্যান্য ফরমেটের যোগাযোগ সাহায্যের জন্য দয়া করে :01224 523 542 নম্বরে যোগাযোগ করবেন।

للحصول على مساعدة بخصوص اللغة/ الترجمة و وسائل الاتصال الأخرى، الرجاء الاتصال بالرقم التالي: 01224 523 542

如果需要語言/傳譯及其他形式的傳訊支援服務，請聯絡:01224 523 542。

زبان / ترجمانی (انٹرنیٹنگ) میں مدد اور اپنی بات دوسروں تک پہنچانے میں مدد کی دوسری طرزوں کیلئے، براہ کرم اس نمبر پر رابطہ کریں: 01224 523 542

Если требуется помощь при выборе языка / переводчика или других способов общения, звоните по телефону: 01224 523 542

W razie potrzeby pomocy z językiem angielskim albo z tłumaczeniem, albo jakiejkolwiek innej pomocy do porozumienia, proszę skontaktować: 01224 523 542