

Care Inspectorate Draft Quality Framework

Scottish Out of School Care Network consultation response.

This is the Care Inspectorate survey questions on their draft quality framework for early learning and childcare services (Daycare of children, childminding and out of school care)

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<https://www.surveymonkey.co.uk/r/ZBBFGZY> closes 6 December 2019

You can find the draft quality framework here

www.careinspectorate.com/images/documents/5422/A%20quality%20framework%20for%20early%20learning%20and%20childcare%20services_draft.pdf

Questions

1. Name: Irene Audain
2. Individual or Organisation, Name of organisation Scottish Out of School Care Network

| Question No | Statement | Strongly agree | Agree | Disagree | Strongly disagree |
|-------------|---|----------------|-------|----------|-------------------|
| 3 | The framework is easy to understand | | | X | |
| 4 | I can see the service I provide to children and families demonstrated in the framework | | | | X |
| 5 | The framework will help me self-evaluate my own service | | | | X |
| 6 | The framework will help me understand high expectations of high-quality early learning and childcare | | | X | |
| 7 | I understand the quality indicators and key areas of the framework | | | X | |
| 8 | The quality illustrations are helpful in assessing and understanding the strengths and challenges in my service | | | | X |

Question 9 do you have any other comments on Quality Indicators, Key areas or Quality Illustrations? (Please indicate which indicator, key area or illustration).

Comments:

Within quality areas 1.2, page 13, quality area 1.3, pages 15,16 and 17 (illustrations), quality area 2.2 pages 22 and 25, quality area 3.2 pages 30 and 31 there are references as indicators and as illustrations to supporting “early language, literacy and numeracy”.

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Whilst good quality out of school care will provide activities and play which will support language learning, literacy and numeracy, they do this informally and do not evaluate children’s specific progress in these areas. We understand that this is important in an ELC setting, but school children’s progress in these areas are measured in school. Under the health and social care standards there is no requirement for out of school care services to measure or evaluate children’s progress here, unless as part of a plan to support the development of a child with additional support needs.

We believe that bringing this in the indicators and illustrations immediately puts out of school care into a lower quality category for something they are not legally required to do. We support services to use the SHANARRI wellbeing framework for supporting children’s development overall and believe this is enough.

Given the importance of this for ELC and links with Education Scotland standards, we suggest an additional clarification for out of school care, for services and inspectors alike to understand the difference here.

So, it should be added “For out of school care, when relevant to a child’s overall development support”

1.4: Family learning and engagement

High quality engagement and programmes effectively build on families’ strengths and contributes to a culture of family learning.

Page 19 Families are supported to regularly and meaningfully engage in their children’s learning at home and within the early learning and childcare setting.

Family learning and engagement may be part of some out of school care services overall work, but many will not have a role in supporting families with lifelong learning or learning within the out of school care service. Support for family learning is again more the role of the school, and this is bringing in additional education standards to the out of school care sector, and again we suggest an additional phrase : “where relevant for out of school care services” is used for indicators and illustrations here. Under the Health and Social Care Standards there is no requirement for out of school care providers to provide this in - depth family learning support.

Question 10 Any other comments

We welcomed the revised Health and Social Care Standards as they were written from the perspective of the user of services; and what they should expect. This quality framework has a lot of resemblance to How good is our...ELC. School etc. which are education standards, in format, language and use of strong or weak examples. This may be deliberate in terms of aligning education and care standards for early learning and childcare settings; however, it is bringing in education standards to out of school care by the back door, this is not right, and unfair to out of school care services working hard to deliver a high quality informal play, care and learning service centred on the UNCRC and GIRFEC.

Out of school care is only mentioned once in the whole document (title) with three references to SOSCN, however, Achieving Quality Scotland, our quality improvement framework, which led to improved grades for many services taking part is not referenced, therefore, we would like to see this referenced at least in quality area 3.3.

There are positives, play and risk are handled well in the standards and we are pleased the UNCRC is mentioned as children's rights are highly important.

We have concerns about standards for space, indoors and outdoors, given that out of school care services may have limited control over access to spaces or be able to organise the setting with much freedom, given it may be used for other purposes the rest of the time.

Statement 3: As individuals we do understand the framework as set out, but we have ticked disagree as an organisation as it is not at all clear about how this relates to out of school care practice and the needs of older children.

Statement 4: *I can see the service I provide to children and families demonstrated in the framework*, we strongly disagreed with this as so much of the language and examples is clearly early years, not out of school care.

Statement 5: We do not believe a lot of this will help services self-evaluate, unless it is made clearer that the Care inspectorate recognises the different needs of older children and that out of school care is not formal learning.

Statement 6: We have disagreed with the statement here as education standards for early years settings are not relevant to out of school care settings when such matters are already covered by schools.

Statement 7: The statement is led by "I understand..." and most of us do understand the quality indicators etc. in the Framework but that is not the same as agreeing they are the right ones or suitably worded to cover out of school care as well as ELC.

Statement 8: We disagree here as the illustrations include automatically making out of school care look weaker as they currently do not, and do not have to under current legislation, measure children's academic progress or engage in family learning support.