

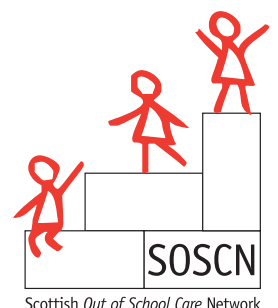
# What's 4 us?

Out of School Care Services for Young People

Meeting the Needs of the Older Age Group



Scottish Out of School Care Network



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## **The Scottish Out of School Care Network (SOSCN)**

SOSCN is the national charitable organisation responsible for supporting and monitoring the development of affordable, quality out of school care in Scotland.

SOSCN provides information, advice, direct support and training across Scotland. SOSCN represents the interests of all out of school care providers in Scotland by campaigning and lobbying government and other relevant bodies at local and national levels.

SOSCN is committed to undertaking and promoting research as well as sharing examples of good practice in order to raise quality standards within the sector. SOSCN promotes quality through Aiming High Scotland, SOSCN's Quality Assurance Scheme for out of school care services.

All of SOSCN's work is underpinned by children's rights according to the United Nation's Convention on the Rights of the Child.

## **Laidlaw Youth Project**

The Laidlaw Youth Project (LYP) is aimed at translating good ideas for collaborative working into reality through encouragement and funding. These projects must be aimed at supporting vulnerable children and/or young people in Scotland.

The funding is initially available for one year to allow LYP to look for the best ways to support collaborative working and mentoring. The Project is a new independent funder and places great emphasis on evaluation and learning from experience.

The Project became operational in 2004 through the donation of £1 million from Irvine Laidlaw (now Lord Laidlaw) and a contribution of £250,000 from the Scottish Executive, announced by Jack McConnell, First Minister, in November 2003. The Executive contribution provided the funds to carry out this piece of work.

[www.laidlawyouthproject.org](http://www.laidlawyouthproject.org)

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## Preface – summary and recommendations

“What’s 4 Us?” is a research report, made up of two parts: a written report and a DVD. The DVD contains the views of children and young people expressed in their own words and produced according to their wishes. It is important to SOSCN that the young people were involved and that their views are represented in this way as our work promotes the rights of children and young people and that they are involved, in tangible and effective ways, in the delivery of services for them, and this, of course, includes research.

SOSCN was heavily involved in compiling “School’s Out, a framework for the development of out of school care”, Scottish Executive<sup>1</sup>, which remains the key document for out of school care in Scotland. One of the development issues looked at was the lack of provision for the 12+ age group. SOSCN’s initial research on this topic started in 2004 at our national conference which focused on this age range and included young people’s views, both in pre-recorded interviews and in person at the event.

In the run up to the conference, announcements were made in the press about a new fund targeted at innovative projects for young people in Scotland: The Laidlaw Youth Project. At the same time, Scotland’s First Minister, Jack McConnell, announced that the Scottish Executive would contribute substantial additional funding to this foundation, again for innovative projects, which worked on a strategic level to bring agencies together to help young people.

SOSCN applied to the Youth Project for a grant bid to carry out research into what the 12+ age group want at out of school care. Crucially, the grant also enabled SOSCN to bring together other agencies into a national interest group; to create opportunities to share good practice; encourage innovative thinking, and to work together to create guidance for developing successful services for older children/young people in the future. Given the strategic level of this work, the interest group was funded through the Scottish Executive element of the Laidlaw Youth Project grant programme.

The processes involved in setting up, delivering and reporting on this research project, as well as the actual results and presentation of the findings, owe a great deal to the willingness of all the agencies and individuals involved. All participants worked together in a spirit of optimism, were open minded, listened to each other and tried new ways of working. SOSCN made it clear from the start to everyone, including the young people, this was an experiment so anything was OK, even if it did not succeed – the important thing was to keep on trying! So, everyone did.

This report is the result of the synergy created and is a reflection of the funding bodies’ principles and ideals as well as SOSCN’s and those of all the partner organisations. Most significant however was the input and involvement of the young people themselves in shaping this project. This work, while it is definitely more than the sum of all its component parts, owes a great deal to the person charged with

leading, and pulling together many various aspects of this project: Janet Law, SOSCN's National Policy Officer.

The report and DVD clearly express what works, and what type of services young people would like. It is clear that the funding, delivered by SOSCN to two services (one rural and one urban) enabled them to deliver a range of activities which attracted young people. It is also clear that without some type of core funding, services like these are not sustainable on fees alone especially as fees will most likely need to be kept low in order to attract young people.

The young people involved all had a range of different needs, a reflection on society as a whole. All the projects involved are inclusive, pay attention to issues of social exclusion, disability, equal opportunities, race, gender and locality, and these elements all have a bearing on the results and indeed the resources needed to continue to provide such services.

This research has been successful in that the ambitious aims set out in the original grant proposal have all been achieved: a range of agencies worked together and contributed ideas and views and provided access to further materials; different groups of young people, in quite contrasting locations, were able to take part in, direct, and report back on the types of activities and services they would consider suitable for their age range.

SOSCN continues with this work of consulting young people, as do many other agencies, but as we now have evidence and very clear unambiguous views from the young people themselves, we all now have to look at the next steps.

**Step one:** use this DVD and report to help shape the development of services for young people in your local area, as well as, we hope, to inform and influence policies, both local and national which have a bearing on what we hope will be step two.

**Step two:** investment and imagination brought together so that we can all reply to "What's 4 Us?" by saying well "What do you want?" and attempting to provide this.

**Step three:** If we accept the findings of this, and other relevant research, and wish young people to respect themselves and others around them, as well as "making the most of themselves", then the provision of care, leisure and learning out of school is not a "nice little extra" but a crucial part of what we can provide for young people as an alternative to doing "nothing".

This care, however, should be shaped by the need to let young people grow and develop, to take risks, and take responsibility for themselves and others; this includes helping manage and develop their services and making decisions, including those that prove to be mistakes! We all grow and learn in this way.

Whilst the pilot services in the research had no problem registering with the Care Commission, it may be that daycare standards will have to be interpreted realistically in order that older children and young people have more freedom to take risks and make decisions more appropriate to their growing abilities.

All the recommendations, research results and examples of good practice are signposts to the future of out of school care provision for the 12+ age group. And to

make the future today we will need a national strategy, with financial and staffing resources, where young people themselves are involved in its formation.

SOSCN will be opening this dialogue to find ways to reach onwards and upwards, for steps two and three; please join in.

**Irene Audain MBE**

**Chief Executive SOSCN, October 2005**

# Introduction

In 2004, the Scottish Out of School Care Network applied to the Laidlaw Youth Project for funding to work with two projects (one urban and one rural) to develop services to meet the needs of young people in the 12+ age range. We were responding to issues raised by providers of out of school care who recognised that, as they grow up, young people want and deserve a wider range of activities. We were delighted when the Laidlaw Youth Project and the Scottish Executive agreed to support our idea.

SOSCN's Annual Conference in 2004 (see Section 3), featured video interviews with young people, and a panel discussion with a group of young people from TK2, a club for the older age group in Cumbernauld. Following on from this, through the funding from the Laidlaw Project, we wanted to find out what works, and to share experiences. This report is part of that process and we hope that it will be of interest to:

- young people and workers in Out of School Care who want to develop their services to meet the needs of the older age group
- Childcare Partnerships
- policy makers and potential funders at local and national levels

The SOSCN/Laidlaw project was in three parts. First: identify partner services to work with; second: evaluate the services with the young people themselves and third: pull together appropriate agencies into a national interest group. Our original plan to fund and work with two services was extended when Y:Gen (Govanhill, Glasgow), which was already established, agreed to participate in the research aspects of the project. The services which were identified by us as partners were Coldstream After School Care in the Scottish Borders and Bambury Childcare in Glasgow. With the funding available from the Laidlaw Youth Project, these two services were able to provide a wide range of activities to suit the needs of the older age group.

This report includes material from all three of our partner services. The evaluation depended crucially on the involvement of the staff of each of the services, and the willingness of the young people to express their views. Our thanks to the young people involved and all the staff in the services who worked with them; in particular Claire Knox at Coldstream ASC, Cara Wightman at Y:Gen in Govanhill and both Pamela Fisher and Elaine Mullin at the Bambury Centre, for their enthusiasm and commitment.

The report also looks at a wide range of issues identified by a group of experienced providers and development officers of services for the older age group. These individuals came together as an "interest group" to share their experience through this report.

The experience of this group was invaluable and thanks are due to Eleanor Campbell, POMP; Jean Farrell, CASC Childcare, Castlemilk Glasgow; Janis Hendry, YIPworld, Ayrshire; Christine McGrory, Kids Club Direct; Joyce Sweeney, Capability Scotland; Marlene Walker, Scottish Executive; Peter Wright, Scottish Study Support



Network/Fife Council; Emma Young, OSC Development Worker, SOSCN, Glasgow, and, Christine Leadbeater, Children's Services Development Officer, SOSCN, Dumfries and Galloway. Additional thanks are due to Christine for her hard work researching the needs of older children in Dumfries & Galloway.

We are also grateful to, Ronnie Hill at the Care Commission, Maureen McGinn at the Laidlaw Youth Project, Mark Bitel at Partners in Evaluation for their help and encouragement.

The DVD which accompanies this report contains young people's responses to a range of question which have been filmed and edited by each group. We are grateful to the East End Internet Broadcasting Company and the Bambury Centre for all their technical help and expertise.

**Irene Audain, Chief Executive, SOSCN**

**Janet Law, National Policy Officer, SOSCN**

**Andrew Shoolbread, Communications and Research Manager, SOSCN**



*Rock climbing activities*

# Section 1: Recommendations on Good Practice

The recommendations below are derived from the considerable body of evidence outlined in this report as well as the specific findings of the Laidlaw funded pilot services. Most come from the views of young people themselves. In addition, Section 5 looks at other issues to consider on how to plan services from this age range.

## 1.1 Context: Out of School Care Clubs in 2005

"There were 1,079 centres providing Out of School Clubs, 760 of which were in urban areas. Approximately 45 per cent of Out of School Clubs are held on School premises, 23 per cent on centres' own premises and 17 per cent in community/leisure centres."<sup>2</sup>

### Out of school care<sup>3</sup>

An average of 29,000 children received before school care (a 25 per cent increase since 2003), and an average of 50,000 attended after school care (19 per cent increase since 2003). The vast majority (85 per cent) of children receiving formal out of school care are aged between five and 10 years old, which means eight per cent of this age range receive formal out of school care. Children receiving formal care attend for an average of three sessions per week.

### Out of school care clubs (2003–4)

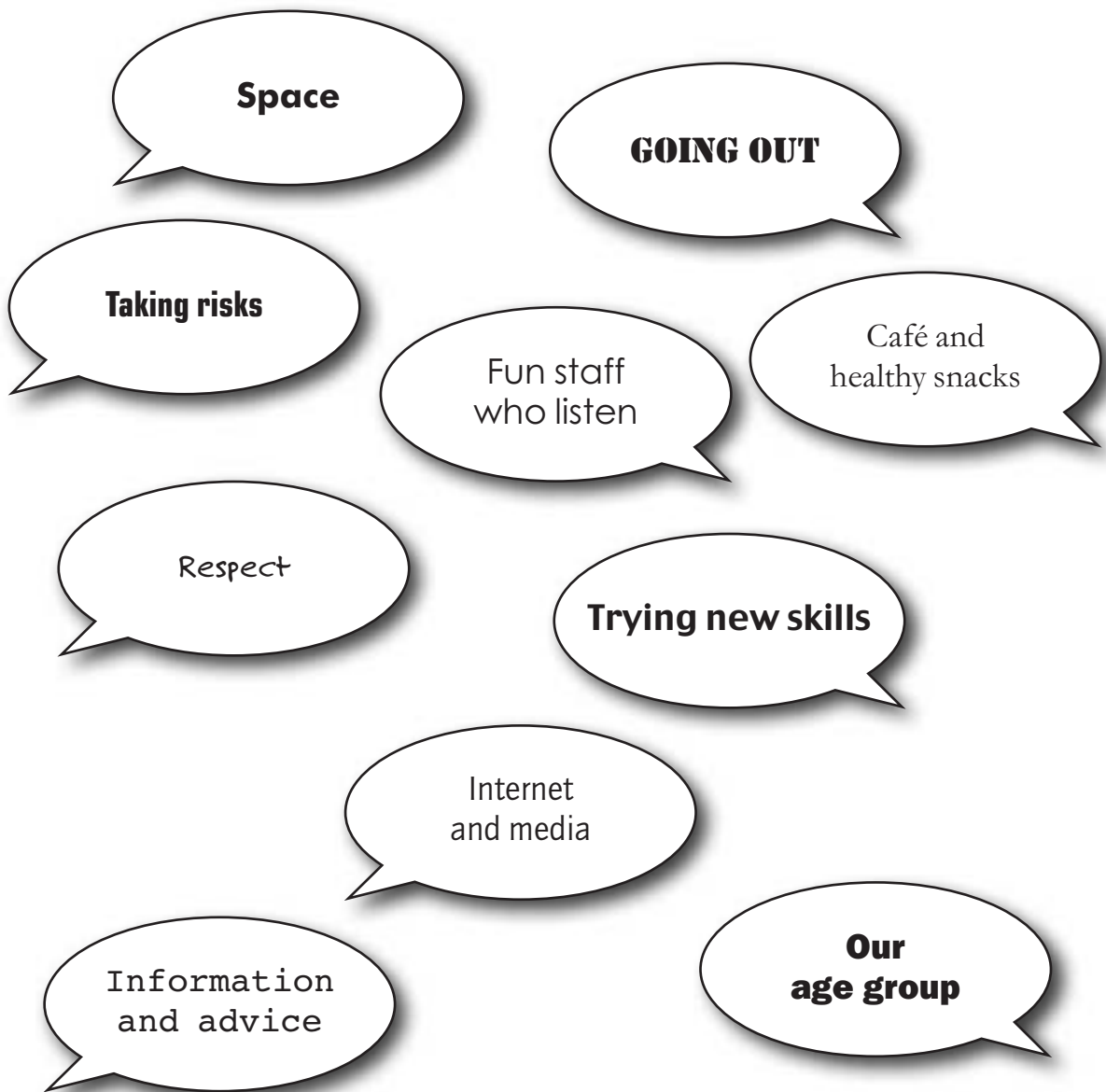
There were 1,066 centres providing an out of school care club; for 746 of these, this was their main service. There were 174 new out of school care clubs during 2003. The vast majority of centres operate out of school premises (53 per cent) or community centres (23 per cent) and are provided by the voluntary sector (58 per cent). Centres are open for an average of 42 weeks per year, with nine per cent of centres open all year round.

There are 4,080 staff working in out of school care clubs. Almost all clubs use ICT and use it to play games (32 per cent of centres do this every day), make drawings (18 per cent) and play music (13 per cent). Thirty four per cent of centres provide transport services, and 59 per cent have an outdoor play area.

The average cost of an out of school care club is £26 per week, for those that charge parents for their services.

## 1.2: Recommendations on good practice

The following information has been gathered from Coldstream OSC, The Crazy Club, TK2, Y:Gen and Yipworld.



**1. Premises** – For young people, having their own “space” is important; Yipworld and Coldstream both provide this. The other services have to share the available space.

The Crazy Club sees the benefits of its accommodation at the Bambury Centre as having their own room and access to the Multi Media Suite. The Coldstream ASC sees the benefits of its accommodation as being near to a large park with space for sports and outdoor activities; having dedicated space provided free by the Trust who own the building; having access to other space at a discount rate and being near to shops.

The furnishing, wall decorations, levels and amount of equipment and resources are important. Young people want access to computers, audio-visual equipment; a kitchen and cooking appliances; sofas, adult size and stylish “funky” furniture (TK2),

even “leather sofa and widescreen TV” (D&G Research). Try to use throws, cushions, wall hangings, to create a relaxing and “cool space” (TK2) and let the young people decorate the walls (Coldstream).

In a recent SOSCN survey in Dumfries and Galloway, 64% of young people said they would like the club to be at their school. A survey conducted amongst young people who previously attended After School Care found that: “52% of the older children say out-of-school activities should be in the school, 22% say they should be elsewhere (in a community centre or sports centre) and the rest are undecided.” School's Out, Scottish Executive, 2003

**2. People** – many of the staff involved in all of these services are qualified youth workers and treat young people with respect. It is clear that quality services need staff who are trained, experienced and who share with the young people, enthusiasm for the project (this comes out in the TK2 presentations, and all of the project DVDs). The staff themselves should also be “fun” and like to have a laugh.

**3. Getting out. Taking risks!** – No matter how good the premises, it is clear from the responses from many of the young people, that getting out, on trips, or activities out in the open, are an important way of providing new experiences and of making the service attractive to young people.

Yipworld has an “Active Club” where the members prefer to pursue adventurous outdoor pursuits. Similarly, many of the young people in Coldstream enjoyed rockclimbing, canoeing, paintballing and archery.

Taking risks is an essential part of growing up as it allows young people to participate in new activities, learn new skills and gain greater confidence by taking them out of their comfort zones and challenging them. Many of the young people learned they were able to do more than previously thought.

The archery provided by Coldstream, although a high-risk activity, is carefully controlled by qualified instructors and the young people are provided with the skills and knowledge to use the equipment in a safe and responsible manner, thus minimising the risk. The young people themselves have control over the danger and this can be a very liberating and empowering feeling.

**4. New activities** – Coldstream used the Laidlaw Youth Project funding to develop a whole range of new activities, from their Stone Age project and archery to getting out and about. Bambury got young people interested in video skills. Y:Gen introduced circus skills, and all, including Yipworld, provided Internet access. All the services encouraged creative work: music, dance, DJ skills; sports: swimming, canoeing, paintballing, white water rafting and outdoor and indoor active games.

**5. Café & healthy foods menu** – These are characteristics of a quality service for young people. The Coldstream young people are clear about the fact that they are “hungry” after school, and the menu there encourages a healthy diet. The Yipworld café was developed and created with all of the young people involved in the process. TK2 young people and staff were honest about the conflict between what is good for young people and their own (young people's) personal preferences for “junk food” or drinks. “Smoothie” making and fresh fruit were popular choices.

**6. Attitudes** – Respect and clear communication. Young people show respect, understanding and co-operation in the DVDs. In the TK2 presentation it was obvious

that the young people presenting knew a lot about other young people at the club, and thought about what they all would want or need. Equal opportunities and inclusion are factors which must be taken into consideration and there is evidence (TK2) that the young people themselves respect difference and want to ensure that all of their peers can take part in activities.

Young people should be involved in managing their service and attend meetings, canvass others in the club for their views, and represent their service at local and national conferences and events. (All services covered in this report do this in a variety of ways: from membership of the Board of management or sub group, to speaking at SOSCN or local youth conferences.)

**7. Marketing** – Although marketing materials were produced by all services, several mentioned the most effective marketing was positive “word of mouth”: young people heard about the clubs from their peer groups and chose to take part. However, the TK2 young people and staff indicated that some parents decided, rather than the young people, that children should attend, and this led to at least one member preferring to be elsewhere.

**8. Access to information** – Information on rights, sources of help and support, web or paper newsletters, information sheets, notice boards, and links with other agencies with an interest in supporting young people were also aspects of good quality services for this age range. The Yipworld website has links to health information, community police, the youth parliament, and has factsheets on child abuse and a variety of other topics. The Coldstream service has books, pamphlets, notices, factsheets and phone numbers on display in a small information nook crammed with relevant materials. Y:Gen has an “info-zone”, again covering a range of relevant topics and issues for young people.

**9. Fees** – Ability to pay for the service is a big deal for young people. Most responses indicated a willingness to pay very low levels of daily or weekly fees and most thought parents would pay. £2 a night is the average fee suggested. This obviously has implications to the cost of running a good quality service: trained and qualified youth workers expect higher rates of pay than the average playcare worker. Youth workers expect to earn £7–£8 an hour.

Trips and outings, providing equipment for new activities, employing specialist tutors and maintaining good levels of media and audio-visual equipment, running a healthy snack bar or café are all costly activities. Enabling young people to be part of the management and planning activities also attracts a cost, and while this age group may be able to make their own way to and from the service, the need to have a good programme of outings also means a good transport budget or access to local community resources, like mini buses, is essential.

**10. Programme, structure and control** – Although the responses to the D&G research, as well as providers' responses from other research projects, suggest “chilling out with friends” as the most popular option for a service for this age group, the experiences of the pilot services, as well as the other services discussed in this report suggest otherwise.

All services, and young people, found that structured programmes, with defined outcomes, like learning a new skill: archery, video production, etc. or timetabling sharing of limited resources, is more enjoyable than “just hanging out”. As the DVDs

show, when not in the service the young people hang about the streets, go to the park, stay at home and watch TV or just do nothing. The young people therefore want to do something else when attending the service.

Youthlink, a national organisation for young people, undertook research which showed that more than half of the young people interviewed said hanging about the streets was a popular activity. This is hardly surprising in that the same report also said less than 5% had access to any youth club or similar. How can a young person know that there is a world of opportunities and activities if they are not shown it? Limited experience creates limited knowledge which can create limited aspirations.

Young people do want to be with their friends, in a fairly independent way. All of the young people considered sanctions for poor behaviour and recognised the need for rules, again developed with them rather than for them.



## Section 2: Portfolio of need for OSC for 11–14 year olds – evidence prior to SOSCN/Laidlaw research project

Prior to its application to the Laidlaw Youth Project, the Scottish Out of School Care Network had already gathered a considerable portfolio of evidence in favour of out of school care services catering for older age children. This evidence had been collated during the course of core activities and other research projects.

### 2.1 In the beginning ...

Over twenty years ago, when Out of School Care (OSC) services were beginning to be established across Scotland, they were set-up in different ways. In some areas, perhaps the majority, OSC services catered for primary-aged children and the idea that “OSC is for 4–12 year olds” was born.

However, this was not the case for all services: the first urban-aided voluntary programme (co-founded by Irene Audain, SOSCN Chief Executive) was open to children and young people up to the age of 16. The young adults happily attended the service so long as their particular needs and expectations were met; this was partially dealt with by giving them “helper” roles and allowing those of secondary school age to make their own way to and from the service (with parental consent). The service operated in pre-regulation days.

Anecdotal evidence suggests two factors which contributed to the decline of services offering access to older children:

- Young people themselves: if a long-term user of OSC, the young person perceived most of the activities and resources to be aimed at younger children and so did not want to continue in “childcare”. Parents supported this by agreeing that more mature teenage children were capable of looking after themselves at home for short periods of time.
- Regulations: with regulation came external bodies deciding on staff:child ratios as well as many other basic standards for premises and operational practice.

The old regulation system only applied to children aged 8 and under. As 8 was, and still is<sup>4</sup>, the average age of children attending, OSC services mostly fitted this regulation framework. The new regulatory framework, while setting standards for all children, including 12+, also provides an external definition on what age range a service can provide which tends to cover primary age children as well as “wraparound” care for children aged 3 or 4. However, there is no regulatory reason to stop services catering for older children; services must apply to the Care Commission to do so.

## 2.2 Evidence from Parents and Young People

SOSCN in the last 14 years has received a significant number of calls from parents, providers, and indeed young people themselves, on the issue of services for older children.

The most common complaint has been from parents who suddenly realise, that the policy of their own service, often one in which they themselves have volunteered as a committee member, states that once a child reaches 12, or goes to secondary school, the service is no longer available.

While we do have to investigate why so many services had, or indeed still have this policy, for these parents and children, who do not want a 12 or 13 year old to be alone after school, this creates a huge dilemma. This issue may be partially addressed by the fact that on some evenings the school may provide learning activities or a sports club.

Some parents want childcare and equally some young people do not want to be home alone, or stuck with nothing to do. Children and young people, however, even from the age of 10 or 11, feel pressure not to go to “childcare” and often hold the view that childcare is for “babies”.

## 2.3 Evidence of need gathered by SOSCN through research projects

SOSCN has conducted a number of intensive local research projects, as well as national research. Although the defined purposes of most of these projects has not primarily been to collect the views of parents, children and young people, SOSCN uses “action research” methods and encourages research participants to contact the organisation and discuss anything which may be of relevance beyond the scope of the project. What follows is the growing body of evidence, from a sample of these projects, on the need for services for older children and young people.

### 2.3.1 East Ayrshire

#### FOCUS ONE: Yipworld.com

In the course of an East Ayrshire research project SOSCN learned about Yipworld.com; a service for children, young people and adults spanning the ages of 10–25. A crèche is also provided for babies and toddlers. SOSCN was and continues to be impressed by the success of the service and the organisation has featured in several SOSCN events and publications.

**Name:** Yipworld.com

**Location:** Cumnock, East Ayrshire

**Premises:** Own premises, café, IT suite, meeting rooms

**Opening Hours:** Mon–Tues: 9am–5pm, After School Club 3pm–6pm;  
Wed–Fri: 9am–5pm, After School Club 3pm–6pm, Seniors 6.30pm–9.30pm;  
Saturday: Juniors 2.30–4.30pm, Seniors 6.30–9.30pm

**Organisation Structure:** Charitable, Company Ltd. by Guarantee



Yipworld.com is an East Ayrshire Coalfield Area Social Inclusion Partnership project supported by a number of agencies, including East Ayrshire Council. The project provides a range of activities, in their own premises, for young people aged 10–25 years. These include:

- computers and internet (cybersuite)
- arts and craft
- recreational activities
- outdoor sports
- and music and drama.

The project links with health agencies and provides information and advice on a range of matters affecting young people. This includes careers advice, CVs, and links to a number of initiatives such as the Duke of Edinburgh Award.

The project also runs an after school club and provides places for at least 50 young people. It is the hub for young people in the area. A café provides healthy snacks, and the organisation involves young people in all of the management processes and plans. Their informative and interesting website can be found at: <http://www.yipworld.org/html/admin/default.asp>

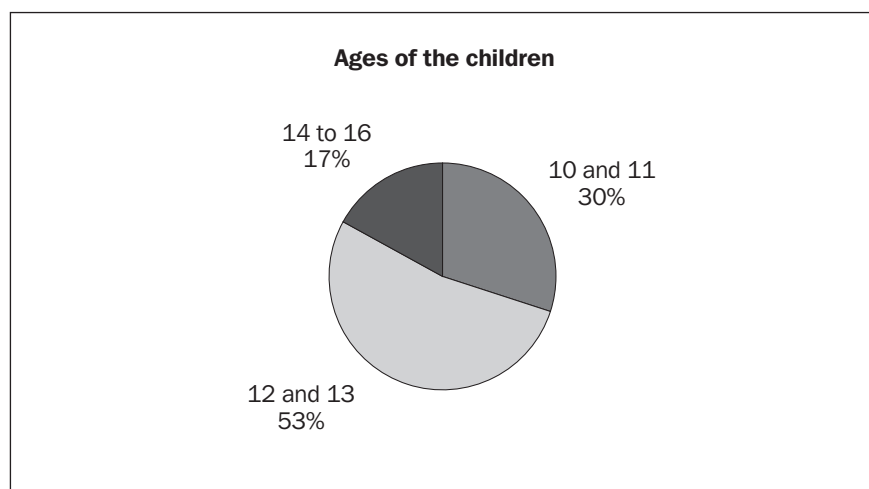
### 2.3.2 “School’s Out” Research

Yipworld.com featured in “School’s Out” the Scottish Executive publication which remains the definitive framework for the development of out of school care in Scotland. (Scottish Executive policies relating to out of school care are outlined in appendix 1, for those with an interest.)

SOSCN was well-represented (staff and board members) on the Scottish Executive-led working group which fed information, ideas and opinions into this defining “framework” document. Part of the remit was to assist with research into what older children and young people want in out of school care services. The results are reproduced below:

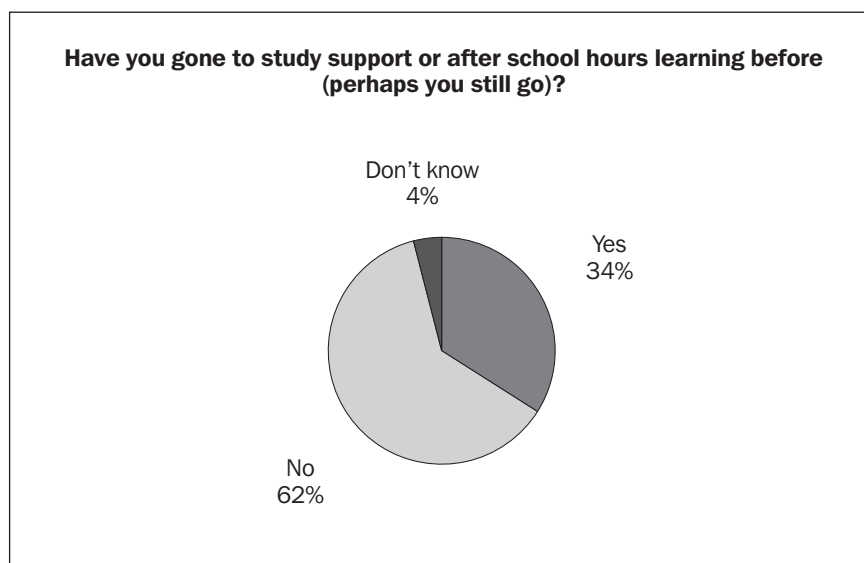
**(Adapted from Part 3: Survey of older children and young people<sup>7</sup>)**

Chart 1



A total of 47 young people responded; 50% were aged between 12 and 13, with a significant number of 10 and 11 year olds also taking part.

**Chart 2**



Nearly two thirds had not gone to study support or after school hours learning activities.

More than half of the 42 children responding felt that they were old enough to look after themselves (see table below).<sup>8</sup>

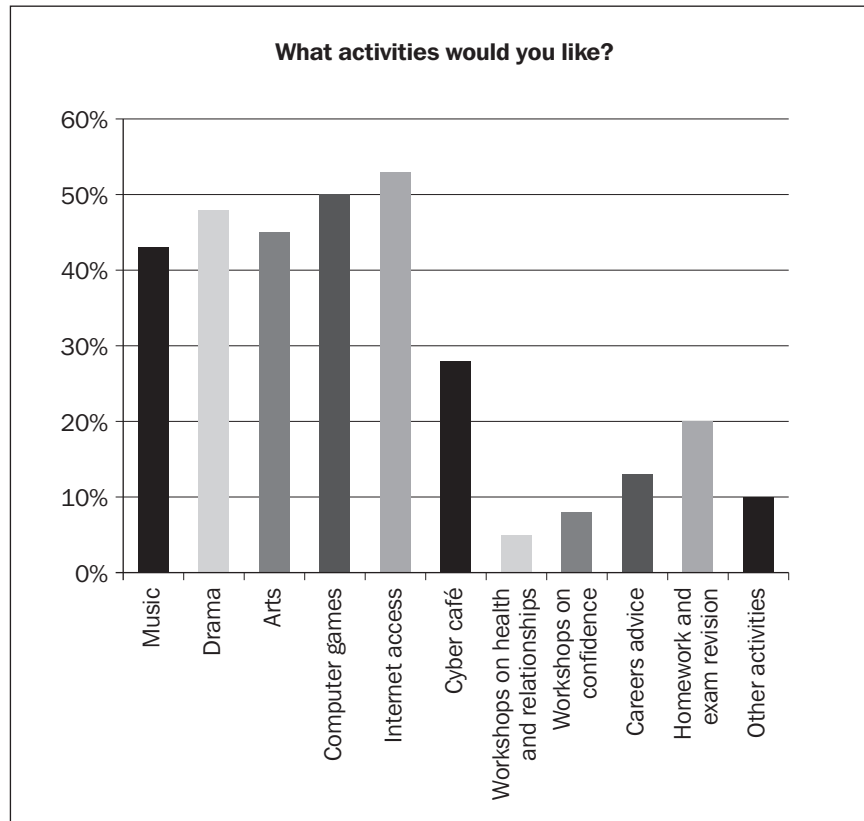
<b>Table 1 Why did you leave the after-school club?</b>	
Number of children and young people responding	42
My parents no longer work	7%
I attend another form of childcare (for example, childminder)	7%
I go to other activities (for example, offered by the school, sports, and so on)	5%
I am old enough to look after myself	67%
I didn't like the after-school club	12%
Other reason	21%

**Activities**

This research also asked about activities children and young people would like if a service was set up for them.

The most popular activities are shown in Chart 3, with internet, computer games, drama, music and the arts being the most popular. Homework, exam revision, career advice and confidence workshops were least popular. This shows that primary seven children, S1 and S2 students stress the need for leisure activities suitable for their age range, and are perhaps less concerned with exams and careers as they may be at a later age.

Chart 3



### Premises

“52% of the older children say out-of-school activities should be in the school, 22% say they should be elsewhere (in a community centre or sports centre) and the rest are undecided”<sup>9</sup>

## 2.4 School's Out Reviews

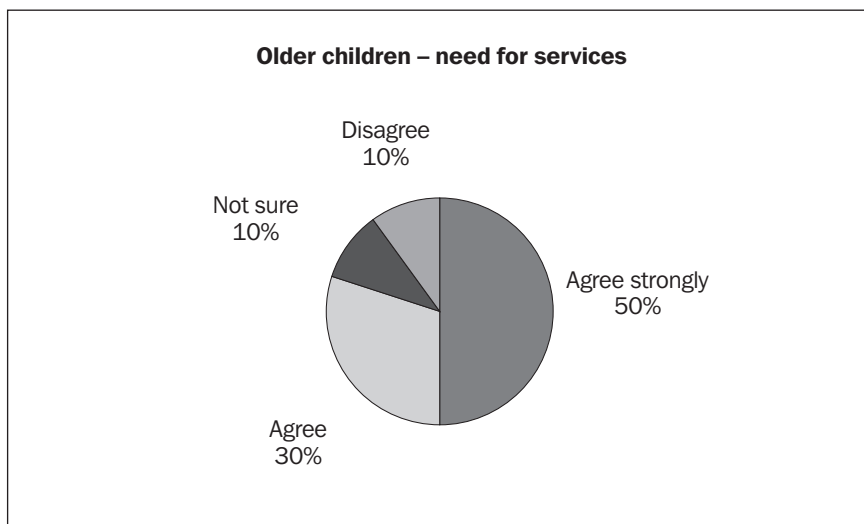
One of the recommendations from School's Out was that each local authority conduct an audit of then-current out of school care provision as well as creating a local strategy for continued future support of the sector locally. SOSCN was contracted by three local authorities to carry out their audit; one section focused on the out of school care for older children and young people.

### 2.4.1 West Lothian School's Out Audit

The information in this section is extracted from the West Lothian School's Out Review.<sup>10</sup>

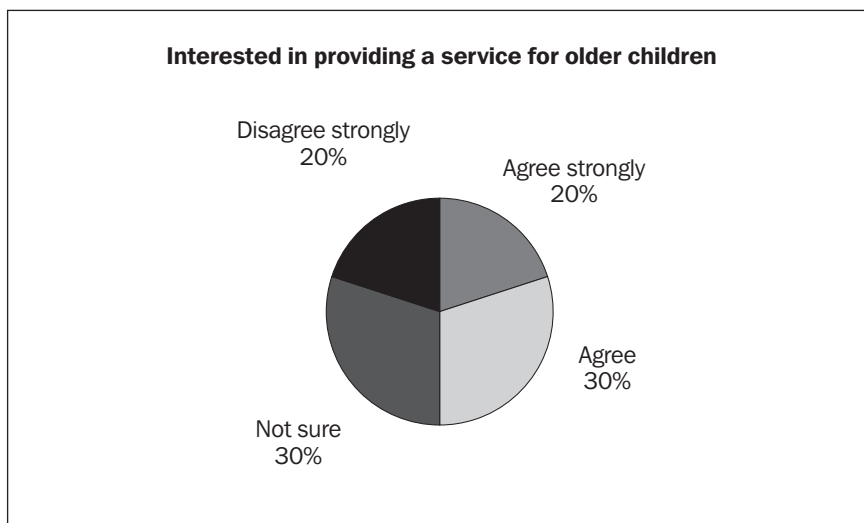
Chart 4 overleaf shows that the majority of providers see a need for services for this age group.

**Chart 4**



Around half of OSC providers would be interested in providing a service for older children:

**Chart 5**



Service providers (staff and occasionally parent committee members) also gave their opinions on the following:

Older children:

*“Small club, premises not suitable for diversity in age. The need, within Linlithgow, is certainly there.”*

*“Club full to capacity with a waiting list. Temporarily tried with first years but was not successful. Too much of an age gap etc. from P1 to first years”*

*“ Due to lack of space (...) unable to expand beyond 50 places. Off site would mean looking at transport and other venues close to school. Within the area not many places could provide this facility. The need for a service for older children does exist, but I feel it should be provided in a separate facility to primary school children”*

Overall, 16 groups believed there was a need for OSC services for older children and 1 did not know. 3 of the 16 knew there was a need because they had been asked by parents to provide such care.

In early 2004 only 3 services were registered to provide care for children older than primary 7. A number of additional services, however, indicated that they would be interested in setting up such care if suitable premises and additional funding were found. One problem identified at the time was that youth services tend to be heavily subsidised and so have low fee levels – parents may not be willing to pay “real” fee levels, therefore people may be unwilling to pay much for OSC for older children.

**The following table shows services’ thoughts on what older children/young people would like to do and relevant additional comments.**

What do they want?	Additional Information
Ask young people	Wanted to set up a separate service for older children but logistically difficult
Don't want care – want something else	Have discussed about opening for S1/S2
Ask young people. Already 3 high school students help out with younger children	Have already made enquiries at the local Academy
Specialised arts/crafts; computers; team games	Currently 1 high school student helps out
Chat area; sports; art	Co-ordinator is also a youth worker – could provide a service for older children/young people
Need something separate from younger children – own space?	Already identified a room in current premises that could be used
Supervised activities – sports; arts	1 S2 student comes twice a week
Quiet area – space to sit and chat	Would be happy to set up a club for older children. Co-ordinator also runs a youth club
Internet café; information	Perhaps could be set up at the Academy
Don't know	
Internet café; information	
Discussion groups	

**SOSCN recommended to the local authority that a survey of older children and young people should be carried.**

## 2.4.2 Scottish Borders School's Out Review<sup>11</sup>

The information in this section is extracted from the Scottish Borders School's Out Review.

### On Need for OSC Services for Older Children and Young People:

It was found that 86% of providers expressed a need for services catering for older children and young people and that 3 services (Coldstream OOSC and Stepping Stones for Life [Peebles and Galashiels]) were currently successfully catering for the specific needs of older children and young people.

Services (staff and occasionally committee members) were asked if they thought there was a need for a service providing care for older children and young people, 35 in total provided answers. 86% said yes and 14% said no.

When asked about what kind of service should be offered for older children and young people, 3 main types of provision were suggested:

**Table 2**

Kind of Service	%
Drop-in Cafe	17%
Chill-out Zone	13%
Separate Space	27%
Total	57%

As seen from the tables above, 86% of providers saw a need for services for older children and young people and of those who expressed an opinion about the nature of the service, 17% thought it should be like a "drop-in café"; 13% thought it should provide a "Chill-out zone" and 27% were non-specific about the type of care but acknowledged that it must have a separate identity to "childcare" and be more like a youth service.

Both Stepping Stones for Life services provided, and continue to do so, OSC for primary-aged children and learning activities such as computing, foreign languages and young engineers for this age-group as well as older children/young people.

### Focus on Coldstream OSC

(Extract taken directly from School's Out Review)

"This is a new service set up in April 2004 through New Opportunities Funding from the out of school hours childcare programme. It has been running for 18 months and provides OSC exclusively for older children and young people.

The service is located within Coldstream Community Centre, a former church which is currently been renovated. For the OSC service there is access to the large main hall and a room, also used by the youth group, which is the designated space for young people in the centre. This room has a small kitchen, with serving hatch area, comfortable chairs, coffee table and computer. The young people had decorated

the room themselves (on our visit, very interesting cartoons and graffiti art work, but this is being redecorated soon). The manager thinks the premises are OK but could do with more access to the large hall for activities.

The manager of the service, Claire Knox, is an experienced family centre worker, with a social sciences degree. She also runs the youth group based in the same centre. The local community education officer provides some support and the service has a professional board of trustees. The service also employs one other worker part time and she will be seeking an SVQ qualification in the near future.

The youth group has around 17 volunteer workers at different times. The manager was at first employed on a 20 hour contract, through the NOF funding, but grants from other sources both make up the hours to a 35 hour post, and extend the range of duties to include the development of youth services in the centre. Both workers are on annual contracts. There is a small training budget and both are keen to take part in any training on offer. Claire would like to access management training. Claire also liaises with the Health Board, local businesses, and has good links with the Childcare Partnership. They try to market the service through the local newspaper, and their involvement in the "Scrap Heap Challenge" attracted good publicity.

The Trustees are not parent users but are drawn from the local community including the local councillor, two adult learning teachers, a sixteen year old representative from the youth group, local insurance man, and others from the community. The treasurer is a trained book keeper.

Other grant funding includes: Children in Need, Esmee Fairbairn Foundation, the Gannochy Trust and funding from the local authority.

The service is registered for sixteen places, with thirty children and young people using the service throughout the week, an average of ten attend each day.

The age range the service is registered for is: 9–16. The children who attend are aged between 11–14, with some 15 year olds coming along during the holidays.

For children under 9 years old it was planned that there would be a service for the 5–8 year olds set up in the primary school annexe. Unfortunately there are delays in this project, so this service is not yet available in the school.

The service is open 3pm–7pm, Monday to Friday. The youth group starts after 7pm and some of the young people stay on for this. During the holidays the service is open 10am–3pm. Children come from Coldstream Primary School and Duns High School.

***The distinctive features of this service for this older age range include:***

- The children and young people make their own way to the service from the schools, the primary school is within walking distance
- The children and young people have their own committee and heavily influence the policies and programmes of activities
- The programme is a mix of specific themes and activities, including a homework hour, and "free time" activities
- Specific themed activities include: music, film-making, cookery, art etc.
- The group took part in the "Scrap heap Challenge".
- They have pizza and pool nights, sports, competitions, lots of different activities

- The children and young people also develop citizenship skills, through working together on projects, and involving the community.

Contrary to many assumptions about what older children and young people want from a service it is not just a space to just hang around talking to pals:

“The children like doing things – youth work is not just about hanging out and chilling ... also workers cannot be prudish with children – must accept them as young adults. Children need to be able to express themselves freely and honestly” (Claire Knox, SOSCN interview, April 2004).

Claire also described how particular activities involve all of the children, for example, music, where some children want to play an instrument in a band, others are vocalists or writers, while some prefer to be the technicians, or film the performance. This way everyone has a role.

Food and snacks are provided, with the children and young people often involved in the preparation. In good weather they all go to the local park or a walk down by the river. During holiday periods a mini bus is hired to take the group out on day trips. There is an additional cost for trips if transport is used.

Sustainability is a major issue. Although there is no cost for the premises, the manager’s pay rate is, rightly, at a professional rate comparable to youth and community work staff, although some of this is covered by funding for the other youth work activities, not just the OSC. The other staff member receives a much lower hourly rate but it is reasonable compared to other OSC staff in the region. Obviously, once she gains a qualification, this rate should go up.

Children pay in cash each day for the service. Currently, this is only £2 for four hours. This works out at only 50p an hour and is an extremely unviable rate. Also, children who do not choose to have a snack or food, only pay a £1.

Claire is responsible for the forward planning and business plan, and makes applications, and reports on, grant funding. She also provides supervision and appraisal, and makes sure the organisation’s policies and procedures are adhered to.

In terms of the future viability of the service, there is a high level of social need, as well as an economic need for the service. This is why the organisation, which has charitable status, is able to attract funding from Children in Need and others. Even on maximum take up of 16 places a day, or more parents claiming tax credits towards higher fees, it is likely that this service may always need a form of subsidy in order to deliver a wide range of quality activities which will attract children and young people in this age range.

It may be the case that services for this age range need to be perceived by the children and young people as an activity club they choose to attend, rather than one parents pay for in terms of “childcare”. The young people hand over the fee, suggesting that it is part of the whole ethos of choice. For a child attending every evening, £10 week surely would make a huge dent in pocket money, so we can assume that parents are paying for the service ... although it is possible that some young people are paying via requests to parents for “club” money.



Given the age range of the children and young people attending the service it is not beyond their understanding to have the concept of the tax credit subsidies explained to them, sure, it is called a “childcare” tax credit, but most would understand that this is another way to ensure their service survives, if parents could afford to pay higher fees through receiving help with the costs of childcare.

For such services, the balance of what the market will stand in terms of fee levels, is strongly affected by the fact that many young people can and do look after themselves after school, at no cost to the parents (apart from, sometimes, peace of mind). The “Quality of Life” survey (Scottish Borders Council) stresses the low crime levels and general sense of safety experienced by people living in the region. Therefore, there is a need for the service to always appeal to the young people as their “club”, and not anything akin to “babysitting”.

This is an innovative and exciting service and it can be regarded as a very useful pilot study, in designing and creating services, that older children and young people want and need in the Scottish Borders.”<sup>12</sup>

### **2.4.3 Dumfries and Galloway Childcare Review<sup>13</sup>**

Although SOSCN was contracted by Dumfries and Galloway childcare partnership to conduct their School’s Review, they were also asked to conduct a greater survey of all childcare providers: childminders, playgroups, private nurseries, local authority provision and local community-run childcare services.

In Dumfries and Galloway most out of school care is provided as part of a combined childcare service, incorporating care, preschool education and out of school care in one location. Very few are stand alone out of school care.

#### **On OSC for older children and young people.**

13 OSC services thought there was a need for such services and suggested a range of activities. 6 OSC services did not perceive a need, with 2 pointing out that already a lot of activities were being provided locally for that age group. 2 did not reply or supply an opinion.

In over 40 other interviews with other childcare providers, there seemed to be a consensus that there may be a need for OSC for older children but were unsure what activities should be provided or how it would be provided in terms of space and costs.

There also seemed to be a misunderstanding of the role of the Care Commission, with a lot of services reporting that they were not “allowed” to take older children. SOSCN explained to those groups that in fact all they needed to do was to apply to the Commission to change the age range provided for. Of course this would mean another assessment would be necessary for the Commission to be satisfied that the service could accommodate and support a wider age range, or to recommend a separate facility for older children.

SOSCN recommended in this report that further work be done in finding out what older children and young people want, to see if they wanted and/or needed a service.

"Potential for expansion of services into the 12+ age group should be investigated further; this report identifies a few providers who are willing to consider this."<sup>14</sup>

This recommendation led, in 2005 to a survey being conducted by Christine Leadbeater, SOSCN's children's services Development Officer for the Dumfries and Galloway area. The results of this will be discussed later.

## 2.5 Fife Research

The following had been taken from "Clued up about what young people want" (11-14 Project, Fife), research conducted in Fife.

*Who should the club be for?:*

"11-16 year olds."

"1st to 4th years at High School."

*What would you call the club?:*

"School's Out."

"The Drop-in."

"The Hang-out."

*Where should the club be held?:*

"YMCA."

"Community Centre."

*When should the club run?:*

"Every night."

"4.30-7.30."

Why do you need the club?

"Keeps us off the streets."

"Gets us off the computer."

"I think we should ask younger people, because adults don't know what young people want."

"To help young people stay out of trouble and help them learn more about stuff, and life."

"We want more out of life. There's not really much for us. Something you can go to and keep us off the streets."

"It should be young person friendly. We should be allowed to decorate it."

What would you like to do at the club?

"Cooking."

"Hair and beauty"

"Confidential discussion."

"discos"

## Section 3: Current SOSCN research

### 3.1 Dumfries and Galloway

Christine Leadbeater, SOSCN worker for Dumfries and Galloway, surveyed 3,000 children and young people within the local authority. Although current data from the research is only preliminary, findings from the first 1,000 returns from primary 7 children, warrant inclusion in this report.

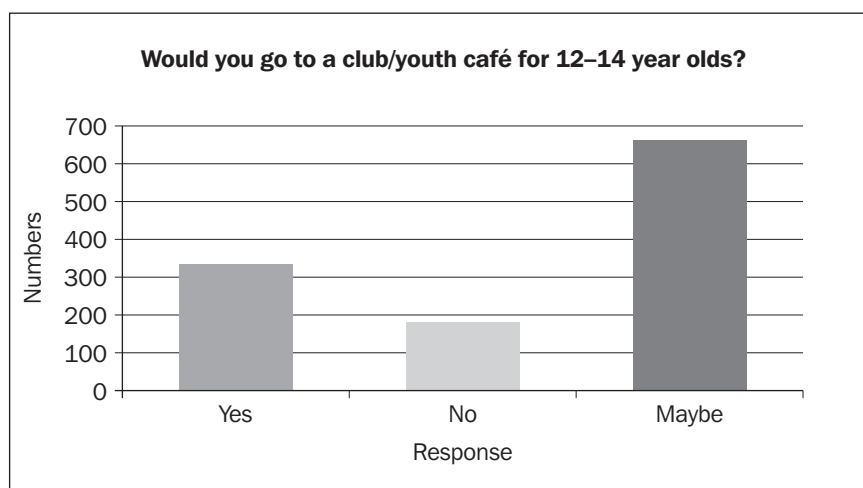
As almost every single primary seven pupil in the local authority completed and returned the survey, a clear "big picture" has been created. Local schools helped by giving classroom time to explain the survey, and the local authority funded the printing of attractive and easy to use survey forms.

It is anticipated that results from S1 and S2 pupils will be collated by autumn/winter 2005.

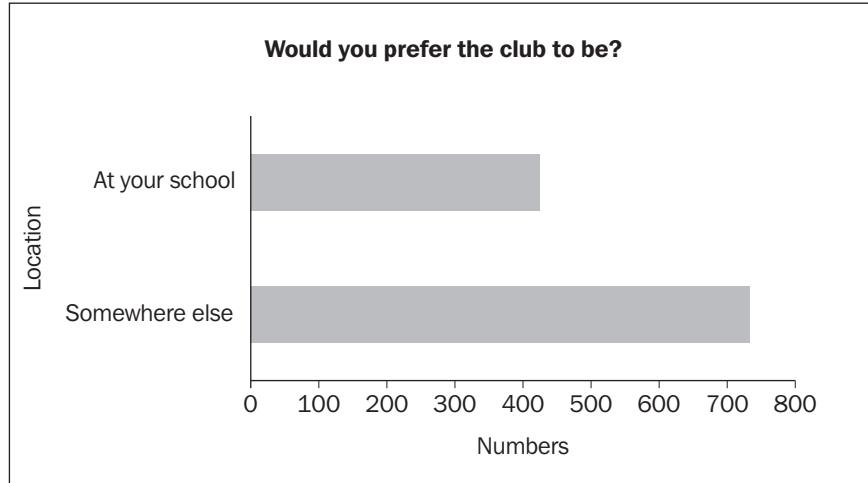
The aims of the survey, similar to those of the SOSCN/Laidlaw Youth Project were to find out if young people want a service after school; what activities they would like; preferred location and premises; opening hours; anticipated frequency of use; transport arrangements, and whether they or their parents would pay for the service.

335 primary seven pupils, about to start secondary school in the autumn of 2005, said they would definitely go to a club/youth café after school. Only 180 said that they would not, while the majority, 662, said maybe. The "maybes" were perhaps hesitant to commit as they themselves were unsure as to what would be on offer or how the club would operate, it being an unknown quantity.

Chart 6

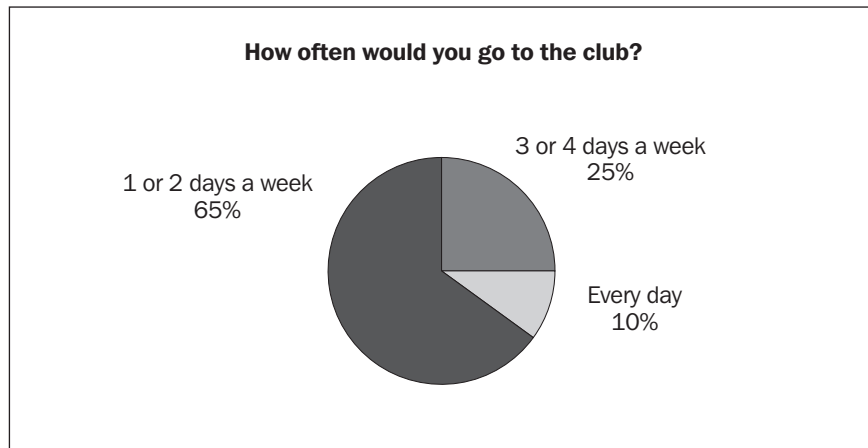


**Chart 7**



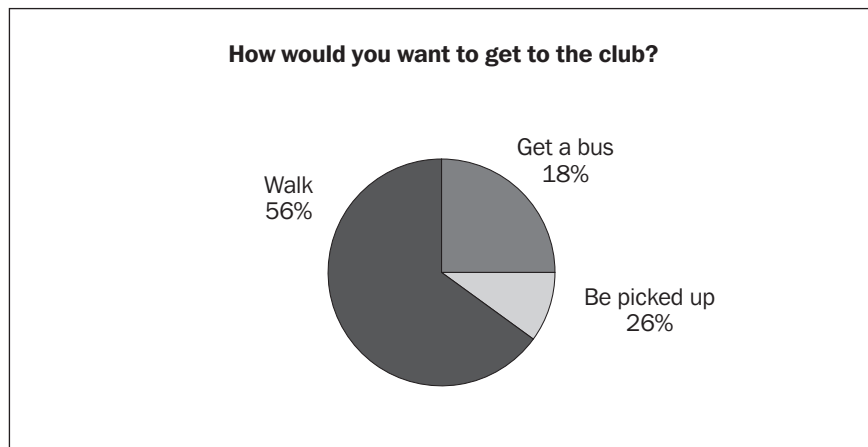
734 preferred the club to be located at their school while 420 wanted the club to be somewhere else.

**Chart 8**



The majority would go one or two days a week, while a quarter would go more often, with only 10% (still at least 100 young people) prepared to go every day.

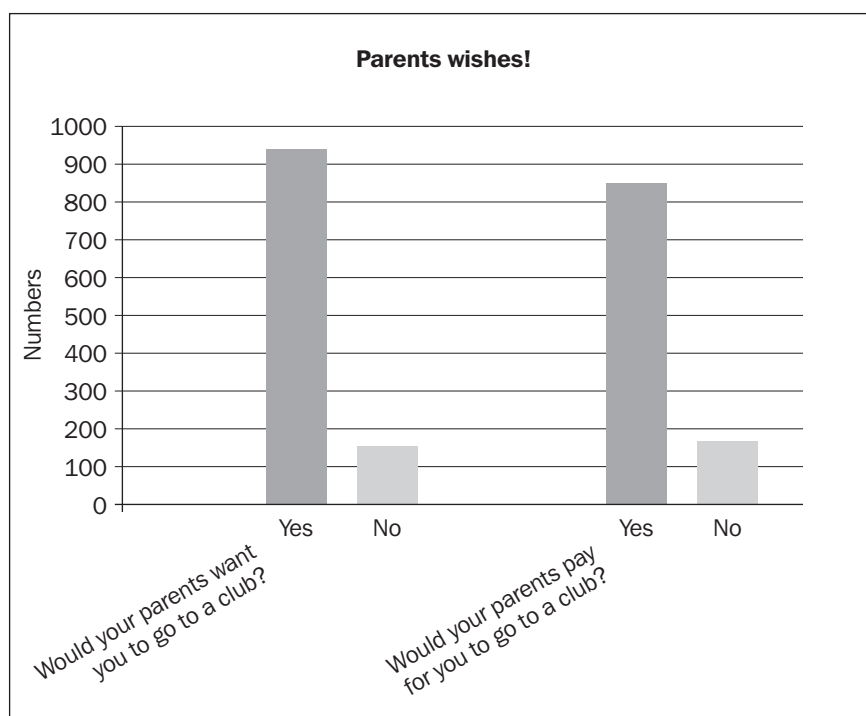
**Chart 9**



Nearly 600 young people would want to walk to the club, while around 260 want to be picked up, and less than 200 would want to get a bus.

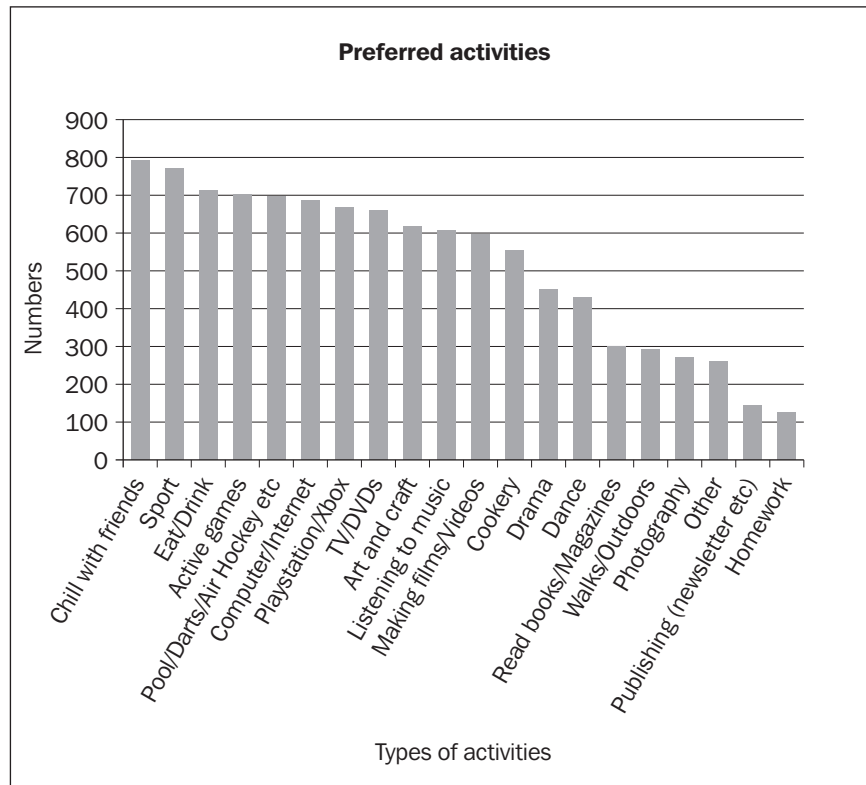
When asked if their parents would want them to go to a club, 939 young people said yes, while only 154 said they would not want them to go. 167 did not think their parents would pay for a club, but 849 thought that their parents would. (As part of this research parents will also be consulted later on and it will be interesting to see how responses match up).

**Chart 10**



The chart below shows their preferred activities:

Chart 11



Chilling with friends, sports, snacks, active games, pool and darts, computer/internet, playstation, TV/DVDs, arts and crafts music, making films, cookery, all were supported by 500 or more, in order of preference. Drama and dance, reading, walks, photography and "other" still got more than 200 votes, but publishing and homework were at the least popular end of the scale.

Many young people provided suggestions for additional activities and resources.

- Leather couches, wide screen TV
- In the school – play laser quest
- Puggies and other arcade games
- Go shooting, sky diving, rock climbing
- Speedway and motorbike racing, cheerleading
- Quad biking, mountain biking, sailing
- Spray paint ... fly spaceships!<sup>15</sup>

It is obvious here that young people have imagination and want adventure and comfort!

Due to the high number of returns, SOSCN is able to state with confidence what young people want in terms of a club or activities after school. The next section, on the Laidlaw funded pilot projects, helps us to understand how this works in practice.

## Section 4: The Laidlaw Youth Project funded research

### Application to the Laidlaw Youth Project, early 2004

As stated in the application form, the aims of the project were as follows:

"The proposal will be to, first, discover what a sample of young people want provided as a service for them after school during the early secondary school years, with a particular focus on marginalised young people. Second, two sample pilots will be run for 6–7 months in one rural and one urban area of Scotland. Third, an ongoing part of the pilot will be monitoring, evaluation and assessment of the services by the young people themselves, supported by SOSCN.

SOSCN will design, create and write up the overall evaluation of the pilots, with a view to using this as evidence for the foundation of the development of such services nationwide, and to find out just what works or does not in terms of style and content of service delivery.

This will be run in concurrence with SOSCN's awareness raising **national conference** and interviews with young people that they have already planned (they are not seeking funding for this part as they are already committed to putting their own resources into this event)."<sup>16</sup>

The SOSCN/Laidlaw project was in three parts. First: identify partner services to work with; second: evaluate the services with the young people themselves and third: pull together appropriate agencies into a national interest group. Our original plan to fund and work with two services was extended when Y:Gen (Govanhill, Glasgow), which was already established, agreed to participate in the research aspects of the project.

The services which were identified by us as partners were Coldstream After School Care in the Scottish Borders and Bambury Childcare in Glasgow. With the funding available from the Laidlaw Youth Project, these two services were able to provide a wide range of activities to suit the needs of the older age group.

### 4.1 Methodology, activities and lessons learned

- SOSCN continues to gather wider research in Dumfries and Galloway on the needs for services for young people (as outlined in Section 3).
- SOSCN used the national conference in 2004 to launch the Laidlaw Youth Project funded pilots and to feature a service for older children and young people, again, for inclusion in the final report.
- The rural service (Coldstream) had already been identified and approached as a potential partner for the pilot funded project, so meetings with staff, committee and young people with this project were arranged almost immediately to plan the pilot.



- Work was carried out with the Glasgow Development Officer for SOSCN to identify a potential urban project for marginalised young people to take forward the other pilot service.
- Meetings with the Laidlaw Youth Project and the Scottish Executive were held to expand the parameters of the project and to clarify new aims and processes.
- Meeting with Kids Club Direct to arrange for the inclusion of their Y:Gen service in the research.
- A financial monitoring system was set up in order to deliver and monitor funding to the pilot services.
- Invitations were issued to current providers and development staff with an interest in delivering or developing services for young people in order to form a short term interest group to feed ideas, information and to share good practice for this project.

The original plan had a timescale for the pilots to be run in the autumn of 2004, in fact this timescale slipped considerably due to two factors:

- **Coldstream** had, through lack of funding, a down turn in their service for older children and needed time, and the financial resources available through the project, to build up their service again and develop a programme, including hiring tutors, marketing, and renewing equipment.
- The urban service was difficult to locate; most providers approached were interested but felt they could not deliver the pilot for the following reasons:
  - Lack of space, premises or room to create or add on a service for older children (this included lack of access to school premises)
  - The timescale involved in recruiting staff, including disclosure checks, and registered the new or extended service for older children with the Care Commission.
  - The time needed to market the service to local young people

It took some months, therefore, to identify, out of a potential short list of three, the Bambury Centre, as the urban service.

On consultation with the staff and young people of all services, it was clear that video/DVD production was going to be part of the overall programme of activities, and that the young people and staff all considered this the best way for the young people to express their views for this research.

In addition, it was decided, rightly, that once a set of generic questions were drawn up, the young people themselves would participate in asking the questions, rather than the SOSCN staff involved, who would also draw up the questions after consultation with the young people and staff. It was also decided that each project would produce their own DVD in their own way.

Therefore, the fact that this research report is presented in a written form with a DVD, is due to the high involvement of the young people in shaping this project.

### Lessons learned

- Setting up a research project using partner providers – try to identify them in advance of starting the project (It was much easier to “get started” with Coldstream, than trying to find the other project).

- Allow much more time to set up or expand any new or innovative service as the following issues need to be dealt with:
  - Identifying suitable premises.
  - Furnishing premises and buying equipment.
  - Recruiting staff.
  - Registering with the Care Commission.
  - Arranging for disclosure checks for all staff involved. NB. SOSCN is now registered to carry out checks, but our researcher had to be checked through the Coldstream project as we were not registered then, and of course this is a requirement, given the work with the young people.
  - Marketing the service to potential users.
  - Allowing for very slow take up of places in early weeks, or months.

Given that SOSCN was asking a great deal of both funded services, to encourage take up for the pilots, it was decided that no fees would be charged. Realistically, all services, and young people involved, realise that normally there should be some charges set.

### Other related activities

- SOSCN, given the innovative nature of this work, kept the Laidlaw Youth Project and the Scottish Executive informed, and met with them at various stages.
- The 12–14 interest group generated a lot of useful discussion and a large number of ideas for inclusion into the project and indeed this report.
- This project influenced the decision to carry out the large scale research of 3,000 young people in Dumfries and Galloway, in order to find out what kind of service they would like provided after school.
- In 2005 young people from the Coldstream service gave a presentation at our national conference, which focussed on rural issues.

### Problems of research of this nature

SOSCN has an ethical research policy, which fundamentally, undertakes to always be clear about the aims and purposes of any research we conduct; to ensure confidentiality of any sensitive information; and to only conduct research with willing participants.

So, at the early stages of planning this research we worried about:

- Would young people be willing to take part?
- Would staff be comfortable with a SOSCN researcher present?
- How could we gather “negative” views; would the children and staff be constrained by these questions?

Of course, by putting the work of filming and conducting the interviews, onto the young people and staff themselves, we were well aware that peer pressure, or not wanting staff to know about negative views, had the potential to suppress, or slant the responses. Watching the DVDs however, it can be seen that groups of young people may be a little shy at first but soon warm up, and express their views very freely. There is also ample opportunity to “observe” and form your own opinions, on the locations, activities, staff interactions and peer group interactions, of the three, highly informative DVD films of each service.

## 4.2 SOSCN Conference June 2004

This conference entitled "Coming of Age" celebrated the 21st Birthday of one of the longest running services in Scotland as well as the appointment of Kathleen Marshall (keynote speaker) as Scotland's Commissioner for Children and Young People. Kathleen was presented with a video/DVD of interviews with children and young people which informed the Commissioner of their hopes and aspirations.<sup>17</sup>

The conference also focused on the transition from primary school to secondary school and introduced Youthlink's research with children and young people on "what they want and think in Scotland today".

This conference was included as part of the overall SOSCN/Laidlaw project. At the event, the grant funding for the Laidlaw Youth Project pilots was announced. Of course, it was vital that the opinions of children and young people were included in the day and the highlight was undoubtedly the presentation from the TK2 project, an OSC service for older children in Cumbernauld. Two young people presented their views and those of their friends, and explained the need for a different kind of service for older children and young people.

### Commissioner for Children and Young People<sup>18</sup>

Kathleen Marshall, Commissioner for Children and Young People highlighted her role in promoting and safeguarding children's rights by encouraging the involvement of children and young people in consultations so that their views are accurately represented, and services can accurately reflect what they want to do, which may differ from what adults want them to do.

### YouthLink Scotland, presentation by Patrick McMenamin

The national youth agency for Scotland, commissioned a survey in 2003 to explore what it means to be young in Scotland. MORI Scotland surveyed 3,096 11–25 year olds across Scotland".<sup>19</sup>

A number of interesting and valid points were highlighted in the research, however for the purposes of this report, the most relevant was the following:

"The most popular spare time activity among Scotland's 11–16 year olds is listening to music (81%). Over half (52%) like to spend time 'hanging about on the streets'; a quarter attend youth clubs or other clubs and 9% attend uniformed clubs. Older young people (17–25 year olds) most like to watch TV in their spare time (81%). Just 3% attend youth work activities."

## TK2 Presentation: Young people and staff members<sup>20</sup>

**Name:** TK2

**Location:** Cumbernauld (urban)

**Opening Hours:** 3–7pm, Monday–Friday (term time); 10am–3pm, Monday–Friday (holiday time)

**Organisation Structure:** Voluntary Management Committee, run by POMP

### Background

TK2 was started through demand for a service for older children from parents and young people themselves. Having attended OSC for many years, some of the children felt they were too old to attend “conventional” out of school care and needed something else.

TK2 was set up by POMP, a voluntary organisation providing OSC in and around Cumbernauld since 1989. From the beginning, POMP offered an integrated service and involved children in the decisions that affect them. POMP now has 10 projects with a total average daily attendance of 250 (552 children over the past year). All the services cater for children with additional support needs.

No funding could be found to set up TK2 so it was funded through POMP. The service had to wait two years before a suitable, low-cost venue could be found. Numbers were low to start and there was little equipment or few resources: it was a very basic service.

The children attend from 4 different high schools and are transported to the club from school; unfortunately this requires the children to wait for collection which they do not like.

### TK2 Club

#### Consulting the Young People

The staff at POMP spoke to the young people about what they wanted and decided to start a club for the older group. The young people chose the name. The following section contains the thoughts and words of the TK2 young people, Lewis and Brendan, who gave a presentation at the SOSCN conference.

Lewis:

"Most of us need to go to the clubs because our parents work and parents need to know we are being looked after."

"I'm 11 and have been coming to OSC for the past 6 years. I like coming to TK2 because I meet my friends and I get to see movies for older children. I like that we go to the park a lot. The snacks are good but I don't like noodles."

Brendan:

"I've been at out of school care since I was five. I used to really enjoy it but now I'm at High School I think it's a bit babyish. I really enjoy TK2 it's really cool and some of my mates go. It's good fun."

We are now going to introduce you to our friends from TK2:

"Hi my name is Ross, I'm 13 years old and have been coming to OSC the past 6 years. I really enjoy it, I love being around people my own age and snacks we get are really good. The leaders we have are a bit crazy but they are always approachable. I like it because it has pc's and a play station."

"Ross likes a laugh – he has Cerebral Palsy and needs a wheelchair."

"Luke's always trying to play games with everyone."

"Hi I'm Luke I'm 12 and have been at TK2 for a year I like playing PS1 and the computer I also like some board games"

"Hi my name is Chris, I'm 12 years old and have been coming to OSC for the past 8 years. I think POMP is childish: I like a club where I can be with people who are my own age."

"Chris used to go to POMP with me and be bored – he likes it better at TK2."

"Sarah is quite quiet and is quite arty."

"Hi my name is Sarah, I'm 12 years old and have been coming to OSC for the past 6 years. I would really like it if there were more girls I enjoy doing Arts & crafts in TK2."

"Hi my name is Nathan, I'm 12 years old and have been coming to OSC for the past 5 years."

"Nathan likes the Play station."

"Dale is quite loud and plays the computer a lot."

"Hi my name is Dale, I'm 10 years old and have been coming to OSC for the past 2 years. I enjoy TK2 because it separates us from the wee ones. I enjoy going to the park and giving my ideas."

"Hi my name is Ryan, I'm 12 years old and have been coming to OSC for the past 8 years."

"Ryan would rather be with his mates after school."

"Jamie is the comedian and makes everyone laugh."

"Hi my name is Jamie, I'm 12 years old and have been coming to OSC for the past year, since I was 11. I used to be really bored but since I came to TK2 it's been much better because it's for older kids."

"Hi my name is Michael, I'm 11 years old and have been coming to OSC for the past 6 years. I have friends at TK2, this is much more fun than being bored and stuck in the house myself. I like when we go to the park because we play football."

Michael is great at football – he loves it."



TK2 Club young people  
We say good clubs need

**Fun games;** computers and games; videos/DVDs; comics; books; table football; Scalextrix; Play Stations; big screen projectors and also ...

Sky TV; digi cameras; arts and crafts; "blow-up goals so Ross can play football with us"; cooking and chess.

**Football goalie gear;** rugby, jogging; sports coaches; tennis; kick master; bowls ...

"We also want to go out as often as possible to go swimming; play basketball; and have scooters."

**To treat us with respect and consideration;** to let us have our say; let us express our own opinions; let us make choice ...

"We like it when the leaders really listen to what we say and when they make us laugh."

**Funky furniture;** TVs and DVDs; sofas; cool storage; decorations we like and ... "Clubs need disabled toilets and ramps so children in wheelchairs can come."

**Baguettes;** rolls and chips; fruit; hot dogs; rolls with cold meats; salads and ... "McDonalds ..."

**GOOD LEADERS:**

Who listen; who are interested; laugh; happy; friendly; nice; who care and ... "We like them to have fun and be a bit crazy."



## TK2 Club staff

What the young people want versus what we can deliver

### Premises

"We don't have a dedicated building: it's used by other adult groups and we need to clear away every night. It needs new toilets and decorating but we manage to deliver a good club."

### Working with other children/young people

"They don't like being called children for a start. You need a more laid-back approach. You should always consult and involve children in decisions that affect them – even more important with the early teens."

### Relationships and Communication

"As with good childcare you need to be honest, keep your word and explain why things can't be done. The difference with older children is they remember what you said and will take you to account if you don't follow through. You can't demand respect – older guys are not as biddable as young kids. Need to accept they speak to you as equals; some staff cope with this better than others. Discussion topics and language used may be unacceptable in a paid carers setting – how do we deal with that?"

### Snacks

"Care standards and parent expectations. No kitchen facilities. Healthy vs junk food. Discussions about balance? Our responsibilities as paid carers."

### Rooms and storage

"Multi-user – multiple needs. How do we make it funky? Buy throws for chairs, cushions and posters. Limited storage can limit equipment, how do we get around this?"

### Programme

"Care standards/parent expectations. Programme evidence – interests change with ages and gender. Outdoor activity ratios. Girls vs boys. Comics, games, videos – they all seem to want the ones geared to older people – our responsibility. Mixed attitudes of parents: some allow this at home and some don't – dilemma for staff?"

### Working with young people

"Easy to talk to. Have to accept most of them would be happier at home. More mature, better level of understanding. It can be difficult to get a group of young guys to do anything other than football. It's easier to get younger kids to do activities. It can be more difficult to ensure appropriate behaviour as the teens push the boundaries further. It's easier to make conversation with teens. **I love their 'anything is possible' outlook on life!**"



### 4.3 SOSCN/Laidlaw Project

The following pages give information about the partners involved with the SOSCN/Laidlaw Project: **Coldstream After School Club**, **Y:Gen** and **The Crazy Club at Bambury Childcare**. These clubs all provide registered day care services for young people in the target age group: the first two years of secondary school.

SOSCN planned to evaluate the services with the young people themselves. The young people in each club were told about the evaluation from the start, and the intention to involve them in evaluating their own club. The Crazy Club at the Bambury, because of their access to multi media facilities, intended to give the young people the opportunity to make a video about their club.

It was agreed that the views of the young people would be most effectively captured if the workers involved helped to facilitate this. We wanted to find a way of finding out the young people's views which would be:

- meaningful in terms of the evaluation of the clubs,
- of interest to the young people participating, and
- of use and interest to other young people interested in setting up similar services in their own areas.

It was agreed that videos of interviews conducted by the young people themselves would be the best solution. Questions to be used in the interviews were discussed and circulated. The Coldstream and Y:Gen Clubs built in the production of videos towards the end of their planned activities.

The interviews only form part of the videos which each club produced. The videos are reproduced on the DVD which accompanies the report.

**Name: Coldstream After School Care**

**Location:** Coldstream, Scottish Borders (rural)

**Premises:** Coldstream Community Centre (Converted church. Access to a large hall, room shared with youth group, kitchen.)

**Opening Hours:** 3–7pm, Monday–Friday (term time); 10am–3pm, Monday–Friday (holiday time)

**Organisation Structure:** Voluntary Management Committee

**Start Date:** April 2004

### Background

Coldstream After School Care has been in operation since April 2004 and has been funded through a variety of sources: New Opportunities Fund Out of School Hours Programme; Esmee Fairbairn Foundation; the Gannochy Trust; Children in Need and Scottish Borders local authority.

Although the after school care space is shared with the evening youth group, the young people are able to decorate it in the way they choose, including a graffiti wall. Resources include a pool table, comfortable lounging chairs, coffee table and computer. Substantial snacks are offered e.g. pizza or filled baked potatoes, and some children choose to stay on beyond 7pm and attend the youth group.

### Laidlaw Research

During the course of the research project, 48 young people between the ages of 8 and 17 attended sessions provided by Coldstream After School Care.

Funding from the SOSCN/Laidlaw Youth Project allowed the whole After School Care Group to gain access to a wide range of activities which were normally beyond the club's budget and encouraged young people in the older age range to continue attending. On the days when no additional activities were arranged, the club offered its usual programme including pool, computer games, outdoor games in the park (weather permitting) as well as snacks.

Normally a fee of £2 would be charged; however, for the purposes of the research pilot and to encourage attendance from children in the older age range, the service was provided free for the duration of the research.

### Activities – how were they chosen?

A small group of seven young people helped choose activities. Meetings were held every five weeks and all contributed ideas which led to the production of a five-week programme.

## October Break Activities

The October 2004 holiday break started with a two-day "Trash Music" Workshop, which used giant plastic drums and the rhythms of Japanese drumming to develop a performance. The week also included outings and arts and crafts activities.

"On Wednesday we went to the Leisure Centre in Berwick. First we started by playing badminton or squash which was good. Then we went and done hip hop dancing which most people enjoyed, although I don't like dancing. After that we went swimming which the kids enjoyed especially the younger ones because they got to splash about and have some fun. After that we did bowling in our bare feet which the little kids didn't really enjoy but most of the older kids enjoyed it." From Matthew's Diary, Coldstream ASC 2004

## Term Time Activities

In term-time, extra activities were arranged which were suitable for all age groups' participation.

As the after school care room was in need of redecoration, it was decided that a graffiti workshop would be organised over the course of a week and fresh graffiti designs were painted by the young people on the walls.

Magic, music and the environment provided themes for other workshops in the first few weeks. A Ready Steady Cook competition and a World Food Night kicked off a further 5 week programme, and along with a circus skills workshop the evenings were filled until the Christmas holiday week.

The club opened all day during the week before Christmas and featured a special "Stone Age Day": a stone-age expert came and showed spear skills, hut making, cave painting and jewellery.

More traditional seasonal activities included sweet making and a visit to the pantomime; as well as another trip to the Berwick Leisure Centre for rugby coaching, squash, swimming and dance, and a trip to the Centre for Life at Newcastle including Ice Skating.

After New Year, a pool league started on Fridays. A "Trash and Fash" night, a talent show, another cookery night, smoothie making, Prize Bingo, a Quiz Night and a Music Night helped to fill in the dark evenings.

A February holiday week was filled with Archery, a trip to Wet and Wild, Newcastle's water slide park; "I'm a Teenager Get Me Out of Here!" – Bushtucker Trials and Survival Day; and bowling in Edinburgh. Tropical cocktails, arts and crafts, inventions and movie making all featured in the following weeks as well as more archery sessions, a dance workshop and trips to Inflatables at Duns and the beach at Coldingham during the Easter break.

The club's 2004–2005 programme ended with an open evening attended by parents, the local MSP, Euan Robson, former Deputy Minister for Education & Young People, and Irene Audain and Andrew Shoolbread from SOSCN.

Four of the group attended the SOSCN Annual Conference in September 2005 and gave a presentation on their club and experience of taking part in the SOSCN/Laidlaw research project.

### Young People's Reflections

The following reflections are from participants ranging in age from 11–17 and are included in Coldstream's DVD presentation contained on the DVD attached to this report. Further reflections are included on the disk.

What made you start coming to (the club)?

"Well, told about the pool league."

"My friend Anya."

"Friends came."

"Cos it was fun and stuff and got to go to cool places."

"To be the pool champ."

"A few of my friends went."

What activities do you most enjoy?

"Football, rounders, canoeing, archery, bush tucker trials, stone-age day, paintballing one day ..."

"The ones where we go out places and do stuff."

"Going out for all days and that ..."

"Really enjoyed paintballing."

What other activities do you think that your friends enjoy?

"Most enjoyed canoeing, archery and paintballing."

"Enjoyed stone-age day and when went to Berwick."

"Same as me."

Where else could you go after school?

"Football or bowls."

"Home."

"Other people's houses, park ... not much else."

"Would go to the park and mess about on the swings."

What activities would you be doing there?

"Homework."

"Nothing ... sitting around and listening to music."

"Dunno ... playing on Playstation."

Where do your friends go that don't come to the club?

"Go down the street or fly about on their bikes."

"Hang around in the street."

"Playing football and stuff."

How important do you think it is for clubs to provide snacks or tea after school?

"On a scale of 1–10, 6, as most people go home anyway."

"I enjoy the snacks."

"Depends how hungry people are."

"Pretty important ... cos you need food to stay alive."

Children's reaction to who would pay if the service cost:

"I'd get money off my mum."

"Would probably pay out of my own pocket money."

"No, I wouldn't pay a penny out of my own money cos my mum's nice to me ... sometimes."

If a club like this was to be set up somewhere else, how much should they charge for a session?

"£2 or £3."

"Same as they charge here: £2."

"Depends how good it was."

### Conclusions

The activities in the club are enriching the young people's lives and providing them with opportunities and experiences that they would not otherwise have. One can assume that the young people enjoyed being challenged by new experiences and being taken out of their comfort zones and trying new activities.



**Name: Y:Generation (Y:Gen)**

**Location:** Govanhill, Glasgow (city)

**Premises:** Church Hall

**Opening Hours:** 4pm–6pm, Monday – Friday (term time)

**Organisation Structure:** Managed by Kids Clubs Direct, private company

## Background

Kids Club Direct set up the Y:Generation as part of an “Enterprise in Education” project, carried out by them in 2003–2004.

## Laidlaw Research

During a period of 8 months covered by the research project, 39 young people aged between 11 and 14 attended sessions (workshops and classes were run 5 days a week) provided by Y:Gen. A core group of 17 young people attended regularly throughout the whole period.

The project received start up funding from the New Opportunities Fund and the young people paid £3 per day (“Pay as you go”) or £10 per week (“VIP pass”) with other discounts also available. The SOSCN/Laidlaw Project did not provide any funding for this service.

The responses from this group to the interview questions suggest that, while some would like to pay less, they had accepted these charges as the norm. As the numbers held up throughout the session in this service, it seems that the market research which had been done had proved accurate in terms of what young people and their parents would pay.

## Activities – how were they chosen?

The programme of activities was pulled together from the results of market research conducted by young people in S5 at Holyrood Secondary School amongst S1–S3 pupils during the previous school session (2003–04). The young people undertook this market research as part of a project led by Christine McGrory of Kids Club Direct and the school's commitment to Enterprise in Education<sup>21</sup>.

## Activities

“Energize!” – fitness group

“System Error” – computer zone

“Crash Pad” – chill out zone

“What's the script” – drama group

“Art's smart” – art activities

“Yum Yum” – snack bar

“Buddha Base” – activities such as yoga

**"The Mix"** – music mixing

**"Imagination"** – enterprise ideas

**"Info Zone"** – non-parental advice on health, social and personal issues

### Young People's Reflections

The following reflections are from participants ranging in age from 11–14 and are included in the Y:Generation's presentation contained on the DVD attached to this report. Further reflections are included on the disk.

What made you start coming to (the club)?

"Ma big brothers told me."

"From ma pals."

"Nathalie came."

"Found through pals."

What activities do you most enjoy?

"Dancing, drama and art."

"Dancing, singing and drama."

"Dancing, art and football."

"Drama and football."

Where else could you go after school?

"Friend's house."

"Netball."

What activities would you be doing there?

"Watch telly or a film, listen to music."

Where do your friends go that don't come to the club?

"Go home and telly or go out to play."

"Go to After School Clubs or go home."

"Sit around in the house."

"Ma friends are pure lazy and sit in the house."

How important do you think it is for clubs to provide snacks or tea after school?

"Should get more fruit and more of a selection like they used to."

"Should teach people how to make smoothies and that."

"I think we should get a fruit day."

"I think we should get a fruit week."

How much do you pay and who pays?

"Mum."

"My ma."

"I pay out of my own pocket money."

"I pay a tenner a week but think it should be a wee bit cheaper."

"I pay £3 a day but think it should be £2."

"I think it's quite good for its money and I pay £10 a week."

If a club like this was to be set up somewhere else, how much should they charge for a session?

"£1.50 a day."

What is the highlight of Y:Generation?

"Disco day."

"Going to the Royal Concert Hall to show my cheerleading."

### Additional Events

#### "Show and Tell"

Y:Gen held a "show and tell" evening event for parents and friends at the end of the school session when the young people had a chance to show the skills learned at the activities in which they had participated.

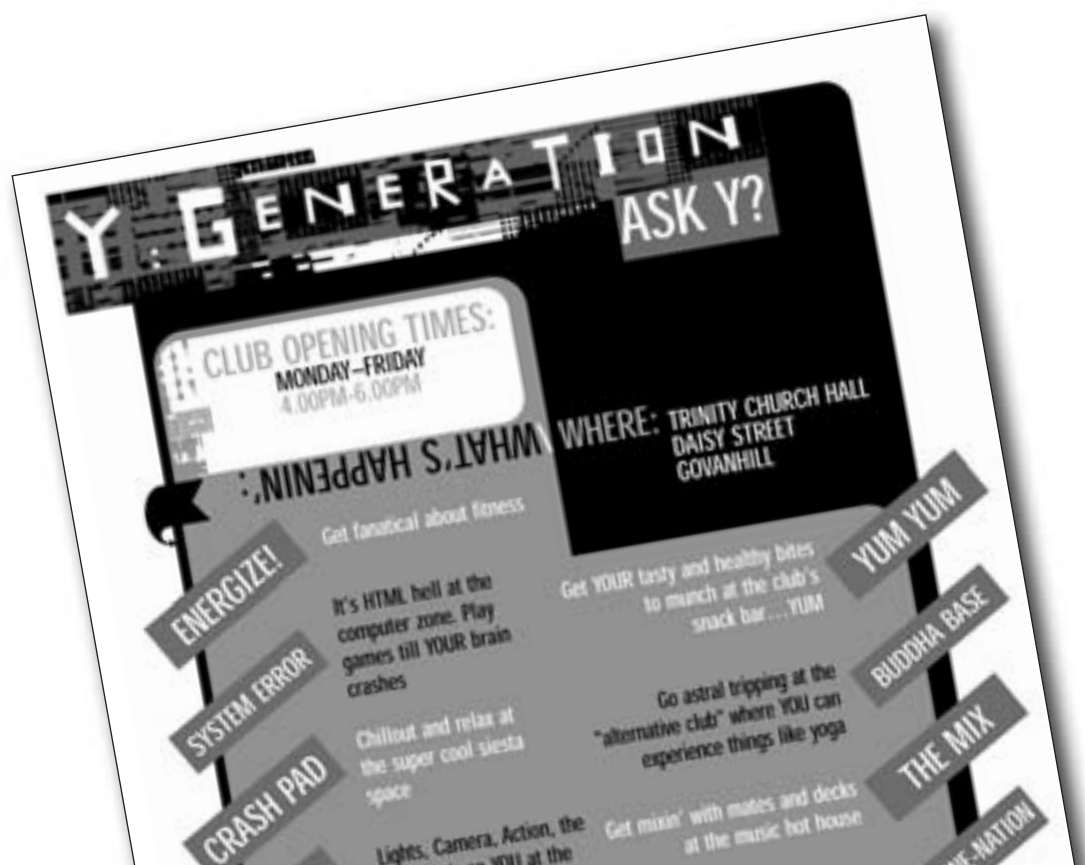
### Youth Conference

In early 2004, young people from Y:Gen were actively involved in organising and hosting a community conference in the Trinity Church Hall. The purpose of the Conference was to raise the problems in Govanhill and find possible solutions. Charmaine, Danny, Nicole, Steven and Erin from Y:Gen participated in the Youth Steering Group which organised the Conference.

Graffiti Boards were provided and the young people were encouraged to express their thoughts and feelings openly and honestly. Suggestion boxes were also provided.

"We got a lot of comments from the young people and hope to solve some issues."  
(Nicole, YGEN, age 12)

Govanhill Youth Conference Report: Youth Steering Group from Govanhill in conjunction with Govanhill Youth Issues Network





**Name: The Crazy Club**

**Location:** East End, Glasgow (city)

**Premises:** Bambury Centre, Community Centre

**Opening Hours:** 4 – 6pm, Monday – Friday

**Organisation Structure:** Managed by Bambury Childcare, Voluntary Management Committee

## Background

Bambury Childcare, based in the Bambury Regeneration Centre in Glasgow's East End, runs a nursery and an out of school care service for children of primary school age. Parents pay £10 per day for each child in the 5–12 age group. The funding from the Laidlaw Youth Project allowed Bambury Childcare to set up the Crazy Club for the older age group. Additional staff were employed to work with the older group of young people, and a separate room was equipped for them. The young people also have access through attendance at this club to other activities which are available at the Bambury Centre and other projects in the area.

## Laidlaw Research

During the period of 8 months covered by the research project, 34 young people aged between 12 and 14 attended sessions provided by the Crazy Club managed by Bambury Childcare.

There had been no tradition of charging for services for the older age group in this area. Therefore the young people involved in the new project were not expected to pay during the period of the research pilot.

Bambury Childcare monitored demand over a six month period during which an average of between 10 and 16 young people attended. Glasgow City Council's Childcare Partnership has allocated childcare strategy funding to allow the service to continue on the same basis until December 2005.

## Activities – how were they chosen?

A number of different activities were offered to the young people and they were encouraged to express choices of what was on offer. Participants showed a strong preference for internet access and multi media activities. Football was also requested.

## Activities

The Crazy Club gives young people the opportunity to benefit from regular after school activities from 4pm–6pm five days a week. Young people can participate in a full programme of activities including:

- ICT, internet access, multi media, video and digital camera workshops, sound/audio mixing and recording.

- Guitar lessons
- Arts and Crafts: using a variety of media for design, collage painting, drawing, logo design
- Board games: chess, monopoly, draughts, Connect4

### Young People's Reflections

The following reflections are from participants ranging in age from 11–14 and are included in the Crazy Club's presentation contained on the DVD attached to this report. Further reflections are included on the disk.

What made you start coming to (the club)?

"Cos I saw the sign on the door and it just looked interesting."

"Internet."

"Everybody talking about it."

What activities do you most enjoy?

"Internet and arts and crafts."

"Internet."

Where else could you go after school?

"Go play football."

"Just about the streets."

"Anywhere."

"Nowhere."

What activities would you be doing there?

"Dunno, playing football."

"Internet."

"Anything."

"Messing about and causing trouble."

Where do your friends go that don't come to the club?

"Muck about the streets."

"Anywhere."

"Sit in the house watching telly."

"Hanging about the streets."

How important do you think it is for clubs to provide snacks or tea after school?

"Aye, it'd be good because ma ma's no in and that."

"Very important."

"It may be good cos afterwards some people's mothers may not be in."

"Brilliant."

"I think it's good because people who haven't got any money can't buy anything out of the café."

If a club like this was to be set up somewhere else, how much should they charge for a session?

"Shouldnae charge."

"I'd pay about a pound."

"Nothin'."

"Eh, don't know. A couple of pounds?"

"A pound."

## Section 5: **Setting up a service for young people – Recommendations from the Interest Group**

The 12–14 Interest Group contributed comments and ideas to the project; there is not space to cover all of them but the main points are included. They suggested a section with recommendations on how to go about setting up a service for older children. Many of the recommendations are common to setting up any out of school care service. The benefits and positive outcomes of out of school care are well documented in "School's Out", and will not be reproduced here. However, it is worth including information on the benefits of your potential service, in any proposals using information from this report, or from "School's Out".

SOSCN also has model business plans, a start up guide and other fact sheets, which will help anyone who wishes to set up a service, and gain the necessary knowledge of the processes and legislation requirements involved.

So, some of the factors to be considered will be briefly outlined here, and, for those with an interest in the policy and legislative basis, an appendix is provided on current policies and contacts for some relevant legislative requirements.

The group agreed that good quality out of school care services provide safe spaces where there are opportunities to nurture and support young people of all ages. Young people's physical and mental health can benefit from access to the supportive environment provided. Out of school care can provide opportunities for young people to achieve and develop their skills, confidence and self esteem. Out of school care services give young people the opportunity to make decisions for themselves and to play an active role in their communities. Services provide opportunities for all young people, and assist them to overcome the social educational, physical, environmental and economic barriers that create inequality.

This section is designed to be used by anyone, including young people themselves, as a brief starting point to think about how to get a local service set up for young people.

Save the Children has produced the "DIY guide to improving your community". The guide is aimed at getting children and young people involved. It is based on practical experience and provides tried and tested methods of working for adults interested in encouraging young people to become actively involved in their local community and its regeneration.<sup>22</sup>

## So you want to set up a service for young people? (A brief overview)

Action	Consider	Who can help?	Results
<b>Planning</b>	<p>What is it you are planning to do?</p> <p>How are you going to do it?</p> <p>Why it is needed.</p> <p>Who it is for.</p> <p>Where and when will it be provided?</p> <p>How much will it cost to run?</p> <p>How much will people pay?</p> <p>Who is going to run it?</p> <p>Who else is providing a similar service? (if anyone)</p> <p>How will you know it is successful?</p>	<p>SOSCN (business planning training);</p> <p>Local Childcare Partnership<sup>23</sup>;</p> <p>Local School;</p> <p>Existing providers;</p> <p>Local OSC Forum</p>	<p>A Plan of action!</p> <p>People helping;</p> <p>A survey of need;</p> <p>Identify Premises;</p> <p>Training and Support;</p> <p>Set up a steering group</p>
<b>Market Research</b>	<p>Who wants to go to a club?</p> <p>Do a survey of young people, you can decide on the age range.</p> <p>Consider equal opportunities: make sure all young people, including those with additional support needs, can access the service, and are included in the survey. (Local authorities sometimes give help to pay or support staff to ensure inclusion of young people with additional needs into services.)</p> <p>What else is provided locally through the school or other clubs?</p>	<p>Schools;</p> <p>Local Authority can help with surveys sent out through school bags.</p>	<p>Market information on numbers and ages of who would attend</p> <p>Including everyone</p> <p>Knowing what else is going on so there is no clash of demand</p>
<b>Benefits</b>	<p>Use evidence from this report and "Schools Out"</p>	<p>SOSCN</p>	<p>Show what a service will achieve</p>

<p><b>Premises</b></p>	<p>Are there suitable premises locally? Can the service be set up in the school?<sup>24</sup> Remember recommendation on furnishings. Space for active physical games and sports may be needed as well as cooking or catering facilities. Ideally, outdoor space too!</p>	<p>Local Childcare Partnership  Local Head Teacher  Local councillor</p>	<p>Obtain suitable premises</p>
<p><b>Funding</b></p>	<p>Services have setting up costs (capital) and everyday running costs, including rent, wages for staff, money to pay for outings and consumables (revenue). So, a sum of money is needed to set up and to pay running costs, this could be a grant from a funding body, the local authority or other source.</p>	<p>Local Childcare Partnership; SOSCN; SCVO; Small Business Gateway if a private business</p>	<p>Obtain funding to set up and run the service</p>
<p><b>Charges</b></p>	<p>Young people in this report suggested fairly low charges of £2–£3. This would not be enough to cover costs. Parents can get help with costs through childcare tax credits, if the service is registered with the Care Commission.<sup>25</sup> So some services may be able to charge more than £2–£3.</p>	<p>SOSCN  Care Commission  Inland Revenue</p>	<p>Charging policy based on what people will pay  Registration with the Care Commission</p>
<p><b>Policies and procedures</b></p>	<p>Every service needs a set of policies, and plans on how to deal with things like recruitment, rules of behaviour, equal opportunities, health and safety etc.</p>	<p>SOSCN  Local Childcare Partnership  Existing clubs</p>	<p>A set of policies and operational procedures</p>

Providing a service which can be registered with the Care Commission can be the solution to parents' concerns with quality, and can also help with costs for those on low pay. Tax Credits are only paid to parents whose children attend services registered with the Care Commission (see page 10 for more information about Tax Credits).

**The Scottish Out of School Care Network strongly recommends that services are registered with the Care Commission: this provides a sound basis of core standards and regulation which ensures that the children, young people, staff, volunteers and management comply with all relevant legislation in place for health, safety, development and policies such as equal opportunities.**

To register with the Care Commission, a service must provide care and this needs to be stated in the aims and objectives for the service: the Care Commission cannot register services unless care is provided. The legislation (Regulation of Care Act 2001) only has one category of registration for such services i.e. "Day Care of Children".

Therefore the aims of your service might be:

***"to provide activities, learning opportunities and care for children and young people".***

This research suggests that at present the costs of provision cannot be recovered from charges. However, given the wide variety of family circumstances, the possibility of access to tax credits for those in low paid work and the widely varied expectations of young people, the amount which can be charged at present may be less important to consider than gaining acceptance in principle that charges have to be made. Holiday programmes need separate consideration but are of particular importance for this age group.

To summarise some of the views of the interest group:

**To make services for this age group work, it is important to remember that**

- **many young people need something to be involved in, and are potential users of such services,**
- **there is a need to specifically target the older age group to encourage participation, and**
- **services will benefit from planning and working in partnership with other agencies.**

**We may have to conclude that services for the older age group need comparatively more investment. The benefits to the individual young people and to society may justify this. As one of the interest group puts it:**

***"Support for services for the older age group pays back."***<sup>26</sup>

## Appendix 1

### Policy background

The UK Government, the Scottish Executive and local authorities all have policies which help to support the development of services for children and young people.

“Choice for parents, the best start for children: a ten year strategy for childcare” HM Treasury, 2004<sup>27</sup>, outlines an overall strategy for childcare in the UK and provides a welcome commitment to supporting families through the provision of good quality childcare. However, as Scotland has a devolved parliament<sup>28</sup>, many of our policies will be decided on by the Scottish Parliament and delivered by the Scottish Executive. Taxation and benefits are among the powers “reserved” by the UK Parliament, and what is most relevant to this report is the policy on Tax Credits.

#### Tax Credits

Parents who are in receipt of working tax credit may be eligible for the Childcare Element of Working Tax Credit to help with the cost of registered childcare.

The childcare element can help with up to 70% of childcare costs up to a maximum cost of £175 a week for one child and £300 a week for two or more children. This means that the childcare element is worth up to an extra £122.50 a week (£175 x 70%) for families with one child, and £210 a week (£300 x 70%) for families with two or more children.

The amount parents receive depends on income and will be paid directly to the main carer.<sup>29</sup>

#### Scottish Executive Vision for Children

*“Confident individuals, effective contributors, successful learners, responsible citizens ...*

*Safe, Nurtured, Healthy, Achieving, Active, Respected and responsible, Included”<sup>30</sup>*

#### The Scottish Childcare Strategy

In May 1998 the Government published “Meeting the Childcare Challenge: A Childcare Strategy for Scotland”.<sup>31</sup>

This is one of a number of measures aimed at supporting families and in particular raising children out of poverty. The Strategy recognises that good quality childcare has benefits for children by promoting their development and learning, and benefits for parents, by enabling them to work. Although there was already a diverse range of childcare provision in Scotland, action was needed to fill gaps in the formal childcare sector, which enables parents to take up employment or training. The overall aim of the Childcare Strategy is therefore to make high quality, accessible and affordable childcare available in every neighbourhood.

Childcare Partnerships have been set up in every local authority area and have an aim to expand childcare in line with parental demand.

## Role and Status of Childcare Partnerships<sup>32</sup>

“The local authority is responsible for convening the Partnership and provides a strategic lead. This makes sense as the local authority has knowledge of and responsibility for the wider context of services to children and families within which Childcare Partnerships operate. They are also accountable to the Scottish Executive for the allocation of funding for the Childcare Strategy.

“However, local authorities are expected to listen hard to the views of Childcare Partnership members and ensure that they have a formative influence on decision-making particularly about the strategic planning of early education and childcare and the allocation of Childcare Strategy funding.”

## School's Out

“School's Out”, the Scottish Executive's Framework for the Development of Out of School Care, was published in February 2003<sup>33</sup> and contains guidance, information and examples of good practice:

“OSC means services that provide care for school-age children:

- before school starts in the morning (breakfast clubs);
- after the end of the school day (after-school clubs); and
- during school holidays (playschemes or all-day care).

“Some services are available at other times, for example, during in-service teaching days and at weekends. Some services are for older children or young people only and may not be called 'care'. But the definition is flexible, and rightly so, given the emphasis on integrated services.”

School's Out identifies the provision of services for children in the older age group as one of the Priorities for Action.

## Vision for the future<sup>34</sup>

“For children

- An OSC place for all children whose parents want them to go to clubs.
- Clubs that provide a full range of activities (including healthy living initiatives and help with homework) meeting the needs of all the children in the club, whatever their age and interests.
- All clubs making effective provision for children in need and children with additional support needs.
- All clubs to have sufficient qualified and well-trained staff, also using the skills and experience of volunteers.
- Suitable OSC provision to meet the needs of children in early secondary school.”

## Links to Schools and Out of School Hours Learning

School's Out encourages links between Out of School Care and other activities, services and programmes such as Out of School Hours Learning, as well as youth work, sport and physical and cultural activities.



## **Ambitious Excellent Schools, Scottish Executive 2004**

Published in 2004, this document sets out the Scottish Executive's agenda for action:

"to heighten expectations, to give more freedom for teachers and schools, greater choice and opportunity for pupils and better support for learning and to create tougher, intelligent accountabilities."

Through *Ambitious Excellent Schools*, the commitment to support for out of school hours learning is maintained, as is the commitment to

"ensure shared good practice and innovation through the Scottish Study Support Network<sup>35</sup> and programme"

*Ambitious Excellent Schools* restates the Executive's Commitment to the National Priorities in Education. The Standards in Scotland's Schools Act 2000 established the National Priorities which ensure that improvement is not merely about academic attainment, but encompasses the whole need of the young person and the whole life of the school. The National Priorities which set a broad vision for Scottish education are defined under the following headings:

- **Achievement and Attainment**
- **Framework for Learning**
- **Inclusion and Equality**
- **Values and Citizenship**
- **Learning for Life<sup>36</sup>**

Out of School Care provides opportunities for learning, which can contribute to all the National Priorities. Schools and Local Authorities identify staff with specific responsibility for developing Study Support and Out of School Hours Learning who can develop links with local OSC providers.

## **The Care Commission**

The Care Commission was established by the Regulation of Care Act 2001. Daycare services for children and young people up to the age of 16 are registered by the Care Commission

### **The Care Commission:**

#### **What We Do**

We regulate the quality of care services in Scotland. Our main activities are –

#### **Registration**

New care services must be registered before they can begin delivering services.

#### **Inspection**

We inspect all registered care services at least once a year to monitor the quality of care given to people who use the services. Inspection reports are produced for each inspection.

### **Complaints (investigating)**

Anyone can make a complaint about a care service which is regulated by the Care Commission or about the Care Commission itself.

### **Enforcement**

The Care Commission can take formal legal enforcement action to ensure improvements in services and to protect people using services. Formal legal enforcement action is not taken lightly and would be used where other, more collaborative approaches did not work or would be inappropriate.<sup>37</sup>

To help to ensure quality, and to give eligible parents access to the Childcare Element of the Working Tax Credit, services need to be registered with the Care Commission.

## Appendix 2

# List of questions used to interview young people (DVDS)

### Questions for peer research

#### All about you

- 1 What's your name and your age?

#### Where do you stay?

- 2 What made you start coming to (the club)?

#### Activities (at your club?)

- 3 What activities do you most enjoy?  
What other activities do you think that your friends enjoy?
- 4 Where else could you go after school?  
What activities would you be doing there?
- 5 Where do your friends go that don't come to the club?
- 6 How could activities at the club be developed?

#### Behaviour issues

- 7 What do you think about the behaviour of the members in this club?
- 8 What do you think the staff ought to do when young people act up or mess about?

#### Providing food

- 9 How important do you think it is for clubs to provide snacks or tea after school?

#### Costs

- 10 Do you pay to attend the club out of your own pocket money? If so, how much do you pay?  
If a club like this was to be set up somewhere else, how much should they charge for a session?

Thanks very much for your views. Is there anything else that you'd like to say?

## Contacts

**Advice Service Capability Scotland**, 11 Ellersly Road, Edinburgh EH12 6HY.

Tel: 0131 313 5510 Fax: 0131 346 1681 Textphone: 0131 346 2529

e-mail: [ascsc@capability-scotland.org.uk](mailto:ascsc@capability-scotland.org.uk)

**Coldstream After School Care**, Coldstream Community Centre, High Street,

Coldstream, TD12 4AP. Tel: 01890 883332

**Crazy Club** c/o Bambury Centre, 67 Yate Street, Glasgow G31 4AE.

Tel: 0141 550 3954

**Craigmillar Childcare Services**, Top Floor, The Community Centre, 63 Niddrie Mains

Terrace, Edinburgh EH16 4NX, Tel: 0131 656 8050 Fax: 0131 656 8051

e-mail: [info@ccsltd.org.uk](mailto:info@ccsltd.org.uk)

**Fife 11–14 Network Co-ordinator**, Martin Tyrrell c/o **Fife Childcare and Early Years Strategy** Tel: 01592 776423

**Oban Project**, c/o Dolina Twigg, Community Support, Boswell house, Argyll Square,

Oban. Tel: 01631 571098 e-mail: [dolina.twigg@argyll-bute.gov.uk](mailto:dolina.twigg@argyll-bute.gov.uk)

**School's Out Club**, Lumsden Place, Stevenston. Tel: 01294 601209

Catherine McGregor, Manager. e-mail: [Cathymac2@hotmail.com](mailto:Cathymac2@hotmail.com)

**TK2 Club** c/o Peace of Mind for Parents (POMP), Cumbernauld YMCA/YWCA

Kildrum Farm, Afton Road, Cumbernauld, G67 2DN.

e-mail: [pomp@cumbernauld-ymca-ywca.org.uk](mailto:pomp@cumbernauld-ymca-ywca.org.uk)

**Y:Gen** c/o Kids Clubs Direct, 1 Langlands Gate, East Kilbride, G75 0ZY

**Yipworld.com**: Barrhill Road, Cumnock, East Ayrshire KA18 1PG, Tel: 01290 422 364

e-mail: [info@yipworld.com](mailto:info@yipworld.com)

**Care Commission contact details:** [www.carecommission.com](http://www.carecommission.com)

North Region, Johnstone House, Rose Street, Aberdeen, AB10 1UD.

Tel: 01224 793870 Lo-call: 0845 600 8332

Central East Region, Compass House, 11 Riverside Drive, Dundee, DD1 4NY.

Tel: 01382 207200, Lo-call: 0845 600 8331

Central West Region, 4th Floor, 1 Smithhills Street, Paisley, PA1 1EB.

Tel: 0141 843 4230, Lo-call: 0845 600 8334

South East Region, Stuart House, Eskmill, Musselburgh, EH21 7PB.

Tel: 0131 653 4100, Lo-call 0845 600 8335

South West Region, Princes Gate, Castle Street, Hamilton, ML3 6BU.

Tel: 01698 208150, Lo-call 0845 600 8336

## Selected bibliography/references

Meeting the Childcare Challenge; Scottish Executive, 1998

School's Out: Framework for Out of School Care; Scottish Executive, 2003

School's Out Review, West Lothian; SOSCN, Audain and Shoolbread, 2004

School's Out Review, Scottish Borders; SOSCN, Audain and Shoolbread, 2004

Childcare Review; Dumfries and Galloway; SOSCN, Audain and Shoolbread, 2004

DIY guide to improving your community: getting children and young people involved. Save the Children, Haymarket House, 8 Clifton Terrace, Edinburgh, H12 5DR. Tel 0131 527 8200 [j.sperber@savethechildren.org.uk](mailto:j.sperber@savethechildren.org.uk)

Being Young In Scotland, YouthLink Scotland, 2003,  
<http://www.youthlink.co.uk/research>

## Other useful websites/links

[www.soscn.org](http://www.soscn.org): The Scottish Out of School Care Network

<http://www.scotland.gov.uk/Home>: The Scottish Executive

<http://www.cypcommissioner.org/content/about-us/index.php>:

Scotland's Commissioner for children and young people

<http://www.oscr.org.uk/>: Office of the Scottish Charity Register

<http://www.youthlink.co.uk/>: YouthLink Scotland

<http://www.scottishyouthparliament.org.uk/index.asp> Scottish Youth Parliament

ChildcareLink Information on childcare services in your area

<http://www.childline.co.uk/>

ChildLine is the free 24-hour helpline for children and young people in the UK. Call them on 0800 1111 any time – day or night

<http://www.sclc.org.uk/>

Scottish Child Law Centre offers free legal advice for children and young people.

<http://www.therightssite.org.uk/> – for information on the UN Convention on the Rights of the Child.

## Endnotes

- 1 "School's Out, a framework for the development of out of school care", Scottish Executive, 2003
- 2 <http://www.scottishexecutive.gov.uk/News/Releases/2005/07/28102748>
- 3 <http://www.scottishexecutive.gov.uk/stats/bulletins/00346-00.asp>"Pre-School and Childcare Statistics 2004" July 21, 200A Scottish Executive National Statistics Publication
- 4 Ibid
- 5 The Development of Out of School Care in East Ayrshire, Audain I, Williamson P, 1999
- 6 The East Ayrshire research report was a confidential consultancy project for East Ayrshire Council, so we cannot make it available to others, but we can say here that local council staff, from the most senior to head teachers and specialist "on the ground" workers, and local out of school services, staff, parents and children, as well as local politicians all supported and participated in taking forward the recommendations we set out, and this included listening to the young people who got in touch with us.
- 7 "School's Out, a framework for the development of out of school care", Scottish Executive, 2003. (Appendix 2). <http://www.scotland.gov.uk/library5/education/sofd-18.asp>
- 8 Ibid
- 9 Ibid, All of the data in this section (3.2) is derived from "School's Out". This document is also covered in the appendix in terms of policy for out of school care.
- 10 Ibid
- 11 Scottish Borders School's Out Review: Audain and Shoolbread, 2004
- 12 All the material in this section is derived from the Scottish Borders School's Out Review; Audain and Shoolbread, 2004
- 13 Dumfries and Galloway Childcare Review (including School's Out Review), Audain and Shoolbread, 2004
- 14 Ibid
- 15 The source for this section is SOSCN, survey of young people in Dumfries and Galloway, 2005, unpublished data, Christine Leadbeater, SOSCN Development Officer, (analysis, Shona Hodgins, SOSCN, charts and commentary, Irene Audain, SOSCN). The report will be completed by early 2006.
- 16 Summary of grant purpose on LYP website
- 17 "Coming of age" DVD/video, Children and young people's views, SOSCN, 2004

- 18 Presentation to conference, "Coming of Age", SOSCN, 2004, Kathleen A Marshall
- 19 <http://www.youthlink.co.uk/research> "Being Young In Scotland", 2003, Youthlink Scotland
- 20 Eleanor Campbell, Brendan, Lewis and Paul from the TK" club, presentation at SOSCN conference, "Coming of Age", 2004.
- 21 "Every pupil from P1 through to S6 must have an entitlement to enterprise activities on an annual basis and, in addition, pupils in S5 and S6 should have an entitlement to case studies based on local or Scottish businesses." Scottish Executive Response to 'Determined to Succeed', 2004
- 22 DIY guide to improving your community: getting children and young people involved. Save the Children, Haymarket House, 8 Clifton Terrace, Edinburgh, H12 5DR. Tel 0131 527 8200 [j.sperber@savethechildren.org.uk](mailto:j.sperber@savethechildren.org.uk)
- 23 School's Out (Scottish Executive, 2003) recommended that local authorities carry out: "a demand assessment to highlight gaps in provision (including for older children and young people and children in need" Contact details for your local Childcare Partnership are available on the Scottish Executive website [www.scotland.gov.uk](http://www.scotland.gov.uk) or through your local Council.
- 24 One of the major recommendations in School's Out encourages the use of schools for OSC and by now, Childcare Partnerships are likely to be aware of where there may be opportunities to use school premises ... local authorities working with childcare partnerships, should examine the scope for using local authority premises, taking account of the main messages in the school-estate strategy, 'Building Our Future: Scotland's School Estate' (School's Out, Scottish Executive, 2003)
- 25 Information on child care tax credits and registering with the Care Commission are in appendix 1
- 26 Jean Farrell, CASC Childcare, Castlemilk
- 27 [www.hm-treasury.gov.uk](http://www.hm-treasury.gov.uk)
- 28 <http://www.scottish.parliament.uk/corporate/index.htm>
- 29 <http://www.hmrc.gov.uk/individuals/tmatax-credits.shtml>
- 30 Scottish Executive, "Partnership for a Better Scotland, A Partnership Agreement"
- 31 (Scottish Executive) <http://www.scotland.gov.uk/Topics/People/Young-People/Early-Education-Child-Care/15135/1085>
- 32 Ibid
- 33 <http://www.scotland.gov.uk/library5/education/sofd-12.asp>
- 34 Ibid, School's Out, Section 14, extracts reproduced
- 35 Ambitious Excellent Schools, Scottish Executive 2004
- 36 <http://www.nationalpriorities.org.uk/>
- 37 <http://www.carecommission.com>



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