

SCHOOL'S OUT

FRAMEWORK FOR THE DEVELOPMENT OF OUT-OF-SCHOOL CARE

Childcare and Activities for School-Age Children and Young People



SCOTTISH EXECUTIVE

Making it work together



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We are grateful to those local authorities and services that agreed to provide information for the good-practice examples and case studies. We thank the staff, children and young people who gave us their views for the case studies. We thank the Scottish Out of School Care Network for co-ordinating this exercise.

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Finally, we thank all members of the working group for their knowledge, views, contributions and sense of humour.

Foreword

Out-of-school care (OSC) services are important. They provide very good social and developmental opportunities for children. Working parents need good-quality out-of-school care, and it can help parents, especially lone parents, into work.

Given the importance of OSC, it is good to know that there have been major changes for the better over the last few years. Clubs are now firmly established across Scotland.

We can, and should, do more. I want to see improvements in the stability of clubs so that they can grow and prosper and look to the future with confidence. More children in need should have places in clubs. Older children and young people should have clubs tailored to their needs. All this should be achieved against the background of wider integrated services. This means that clubs for school-age children and nursery places for younger children can be provided together. Clubs and study support can go together. There can be more clubs in schools, making best use of the integrated approaches to family support, health improvement and children's services in New Community Schools.

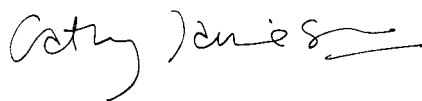
School's Out makes recommendations to:

- local authorities, working through childcare partnerships (which include the voluntary and private childcare sectors and health); and
- local enterprise companies

To help make progress with the recommendations, we are making extra resources available for the childcare strategy. Funding will increase from £16.75 million in 2002-2003 to £40.65 million in 2005-2006. This will allow local authorities and childcare partnerships, working with relevant organisations, to further expand, develop and sustain OSC services. We are also taking steps to deal with important strategic issues that can constrain the development of the best quality OSC. We will monitor and evaluate progress with all the recommendations. This will include a review during 2005-2006.

School's Out also provides guidance, information and examples of good practice. This shows the energy, drive and commitment already in operation at local level, and will help people exchange ideas and information in the future.

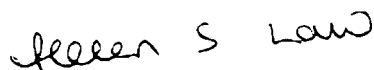
We produced **School's Out** with advice, help and knowledgeable contributions from a working group which included a representative from the Association of Directors of Education in Scotland (ADES), local authorities, voluntary and private childcare providers and a local enterprise company. I am grateful to the working group for their input. We also consulted with children and young people whose views have been important in considering the way forward.



Cathy Jamieson, MSP

Minister for Education and Young People

I am personally delighted to welcome the **School's Out** document. It is vitally important that councils play their part in the provision of out-of-school care and that flexible approaches are encouraged where required. I regard out-of-school care provision as a major factor in encouraging parents into education, training and work and, equally importantly, as providing positive, practical assistance for families in need of additional support. I hope that the publication of **School's Out** will act as a catalyst for all partners involved in the sector to seek to improve provision.



Helen S Law

COSLA Education Spokesperson



Section 1

Executive Summary



Out-of-school care (OSC) lies at the heart of our policy to make sure that every child and young person is healthy, happy, safe and achieving their potential. OSC helps to promote and achieve better services for children and their families, including those who are vulnerable or deprived. At the same time, OSC is an extremely important service for all working families, whatever their economic or social circumstances. OSC is relevant to all sections of the community and in all geographical areas. So OSC ranges from delivery for all to more targeted approaches aimed at reaching children in need, including children from vulnerable families.

We have produced *School's Out* because we value OSC services, they are an essential part of the childcare strategy and yet they need to develop more to fully meet the needs of children, parents and the wider community. So this document sets out the way forward to help improve and promote OSC.

Section 2 (Introduction) sets out the aims of *School's Out* in making known, and reinforcing, the benefits and effect of good-quality OSC; in helping and encouraging the development of good-quality, accessible and sustainable OSC; and in ensuring progress in the delivery of priorities for action. We stress the value

in having all sectors – local authority, voluntary and private – deliver OSC. We define ‘children in need’, ‘children from vulnerable families’ and ‘children with additional support needs’ since these terms are used throughout the document and we need to be clear about what children we mean. This section also refers to our consultation with children. Finally, it guides readers on the format of the document through the use of colour-coded boxes that provide information, guidance, and good-practice examples.

Section 3 (Resources for childcare) sets out the resources for childcare and Sure Start Scotland and shows the significant increase in resources between now and 2006. It also highlights extra funding for childcare from 2004-2005 onwards from social justice sources.

Section 4 (What we mean by OSC) provides essential background on defining OSC, on the use of OSC, and on demand for OSC. OSC is essentially care for school-age children: before school starts in the morning (mostly breakfast clubs); after the end of the school day (after-school clubs); and during school holidays (playschemes or all-day care). We recognise that it is mostly the children of working parents who use OSC. We also recognise that increasing numbers of children in need, including children from vulnerable families, and children with additional support needs also go to OSC. We confirm the continuing demand for OSC.

Section 5 (Consulting children) stresses, in the context of our consideration of children in OSC services, the importance of the UN Convention on the Rights of the Child and welcomes the proposed establishment of a Commissioner for Children and Young People in Scotland. The section (and Appendix 2) summarises our consultation with children and young people, including with children in need or with additional support needs, and older children who no longer go to OSC. Children like to mix with friends in an informal setting at the end of the school day and like a wide range of activities. Most don’t mind staying on in the school if their club is in school premises.

Section 6 (The effect and benefits of OSC) summarises the research that consultants undertook on our behalf to assess the benefits of OSC. We cover both the economic and the social benefits of OSC, drawing on international evidence. There are strong economic benefits of childcare, including OSC. When OSC is available, parents, including lone parents, are being helped into work or training. OSC services contribute both directly and indirectly to the economy: OSC services operate as small businesses, creating local employment and they help unemployed parents to take up paid employment and training. The labour market effect of OSC in helping parents into work far outweighs the direct costs of setting up OSC.

The research highlights the social benefits of OSC in terms of, for example, increasing children’s personal confidence, improving their life skills and diverting them away from negative, anti-social behaviour. Parents benefit too in terms of ‘peace of mind’ and reduced levels of pressure.

Section 7 (Quality) summarises the role of the national care standards in assessing the quality of services for children and young people and the role of quality-assurance schemes. But the main focus of this section is on workforce issues. While the challenges in dealing with workforce issues are real – low pay, low status, recruitment problems, a need for more qualified staff – the action to help deal with the problems, both at national and local level – is making a real difference. We also support efforts to increase the number of men working in childcare. This section contains many good-practice examples that show the commitment, ingenuity and resolve at local level in helping to tackle workforce issues.

Section 8 (Premises and accommodation) deals with an issue that troubles OSC services a lot – the lack of suitable, good-quality premises for OSC. Local authorities and childcare partnerships need to help services deal with the problems since the availability of premises affects whether OSC can be maintained in the longer term.

We set out what we can do. The school-estate strategy and the development of new community schools allows local authorities to take account of OSC in developing and putting into practice plans for the school estate. There is also a way forward, not recognised by all as a potential solution, in that some local authorities are promoting the use of good-quality modular buildings for OSC. These are not 'huts' in the old-fashioned sense of that word, but bright and spacious and well suited to OSC.

We point out that premises other than schools can often be suitable for OSC and that new clubs should not be set up in schools if they are then to compete with existing clubs located in other premises.

We refer to our guidance on accessibility strategies which highlights that the planning groups responsible for producing accessibility strategies must consider how the strategy is addressing access for children with disabilities to services provided in schools by OSC clubs.

Section 9 (Access issues) confirms the good practice across authorities and by clubs in making OSC places available to children in need and with additional support needs. There is a need to do more because children in need and vulnerable families can benefit from OSC being available to them.

Since OSC services cater mainly for primary-school children, there is a need to consider providing suitable services for young people aged 11 to 14. This is the age where peer pressure can encourage negative behaviour, and where interest and achievement in school can decline. Again we provide some good practice examples of local innovation.

There is a section on diversity where we stress that everyone involved in providing OSC should be sensitive to issues of culture, race, sex, disability, religion, age and sexuality.

Section 10 (Links) acknowledges that OSC should connect with other activities, services and programmes, where that is convenient for the children and young people and their parents. So more can be done to make sure of better co-ordination between OSC and Out of School Hours Learning (OSHL), especially as both services develop similar skills in children, albeit from slightly different perspectives. Under a more closely connected service, the worthwhile activities under OSHL would continue as would opportunities for play, relaxation and mixing with friends. We also set out our policies on youth work, cultural activities and PE and sport and show the connections between them and OSC, for example, positive lifestyles, good health and physical activity.

Section 11 (Sustainability) is central to considerations about the future development of OSC. It comes at this point in *School's Out* as sustainability concerns are raised in other sections, for example, section 7 on quality and section 8 on premises and accommodation. We acknowledge that sustainability of OSC services is an ongoing concern. We set out the funding available for OSC and include in Appendix 3 a comprehensive list of funding sources.

On our behalf, consultants carried out a study across Scotland looking at: models for delivering OSC, other than the parent-led management committee model; and good practice in business support for the parent-led management committee model. This section summarises the consultants' work thus providing local authorities and childcare partnerships with full information about sustainable ways to deliver OSC. We acknowledge the considerable work undertaken by parents in managing OSC services. These services can continue to exist with more support from local authorities. **Section 14 (Conclusions, priorities for action and recommendations)** highlights the priority of making sure that vulnerable good-quality clubs stay open and recommends that some of the extra resources available to local authorities for the childcare strategy should be used to make sure that clubs are sustainable.

Section 12 (Employer involvement) refers to work-life balance policies, the employers' potential role in OSC and the role of local enterprise companies in helping childcare partnerships to work with employers. We mention a forthcoming seminar we are planning for employers, Chambers of Commerce and other interested organisations.

Section 13 (Our policies) sets out a number of important policies that are all relevant to developing OSC services. Some of the policies such as the school-estate strategy and Out of School Hours Learning (OSHL) are mentioned in the main body of *School's Out*. There are others such as integrated children's services, the review of breakfast services, the physical activity strategy and community regeneration that set OSC within a wider context. OSC does not operate in isolation and its connections with other areas are vitally important. For example, OSC can contribute well to the integrated services agenda where OSC is provided along with services for younger children with, say, social work and health support.

Section 14 (Conclusions, priorities for action and recommendations)

emphasises the achievements in OSC over the last few years, including the growth in services and concludes that good-quality OSC services are vitally important for children, parents and the wider community. We set out our vision for the future, including an OSC place for all children whose parents want them to go to clubs. In order to achieve the vision, three priority areas are identified for action:

- making sure that vulnerable, good-quality clubs can stay open;
- providing suitable services for older children and young people; and
- making sure that children in need and children with additional support needs have places in OSC.

There are four recommendations aimed at local authorities and local enterprise companies. Essentially, we look to local authorities and others to review the development of OSC in their areas and to take action to improve the delivery of the services. We want local authorities to set their own targets for local OSC expansion by 2006 and for these targets to be agreed with us. We set out our role in making the vision for the future of OSC a reality, including, taking action to deal with those issues which can constrain the development of OSC. We will monitor and evaluate progress, including formally reviewing progress in 2005-2006. We set out the progress we want to see, including tackling sustainability concerns.



Section 2

Introduction

Aims

The **overall aims** of *School's Out* are to:

- **promote the benefits and effects of good-quality out-of-school care);**
- **help and encourage the development of good-quality, accessible and sustainable OSC in response to parental demand; and**
- **deliver the priorities set out in the conclusion at the end of this document.**

We will achieve these aims by:

- **providing information, guidance and examples of good practice;**
- **providing extra resources for the childcare strategy;**
- **focusing on three priorities for action, as set out in the conclusion to this document; and**
- **making recommendations to local authorities and the enterprise bodies and monitoring progress, as set out in the conclusion to this document.**

Who School's Out is for

School's Out will be interesting, and useful for policy makers in a range of organisations including:

- **childcare partnerships;**
- **local authorities;**
- **local enterprise companies; and**
- **childcare umbrella organisations – such as the Scottish Out of School Care Network (SOSCN) and Scottish Independent Nurseries Association (SINA) which offer membership and a range of services to childcare or pre-school providers.**

It will help these organisations to develop OSC at local level.

School's Out also contains information and guidance for:

- **service providers; and**
- **schools.**

Service providers will be especially interested in the examples of good practice and case studies. **They should feel free to find out more about the examples of good practice to help their work.** There are contact details in Appendix 7. We know that clubs, childcare partnerships and others throughout the country are doing a great deal in their own areas. So, the good practice in *School's Out* is just a sample.

Headteachers in primary and secondary schools will be especially interested in section 6 on the effect and benefits of OSC, in section 8 on the use of premises and in section 14 dealing with the conclusions and recommendations.

It is clear that we need the expertise and knowledge of a wide range of interested groups to deliver the childcare strategy, including local authorities, childcare providers, the enterprise networks and employers.

Background

We wrote to a range of organisations in December 2001 asking for their help in improving the delivery of out-of-school care (OSC) services. The idea then was to make progress in a few important areas such as using school premises (some services operate in premises that do not suit the purpose). We have been developing these ideas. This is why *School's Out* deals with many issues and not just those set out in the letter sent in December 2001.

Consulting children

Children's views have been important in shaping *School's Out*. We carried out a focused consultation with over 400 children and young people, some with additional support needs. Their views are summarised in section 5. There is a full analysis of the consultations in Appendix 2. We refer to the views of children, parents and the OSC workforce throughout this document.

Children in need – children from vulnerable families – children with additional support needs

We also refer to policies and practices in relation to:

- **children in need;**
- **children from vulnerable families; and**
- **children with additional support needs.**

This is because all of *School's Out* is relevant to them and to their families.

It is important in this Introduction to define 'children in need', 'children from vulnerable families' and 'children with additional support needs' since we use these terms at the start of the document.

Under section 22 of the Children (Scotland) Act 1995 (the 1995 Act), local authorities have a duty to protect and promote the welfare of **children in need**.

'Children in need' is defined in section 93(4) of the 1995 Act. In 1996, the Scottish Office expanded on this short, statutory definition in the document, *Scotland's Children: A Brief Guide to the Children (Scotland) Act 1995* as follows.

'Any reference to a child being in need in the Act means a child is in need of care and attention because:

- He/she is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development unless services are provided for him/her under or through Part II of the Act;
- His/her health or development is likely significantly to be impaired, or further impaired, unless such services are provided;
- He/she is disabled; or affected adversely by the disability of any other person in his/her family.'

So children in need are children who need support for health or development reasons. Children in need may also include **children from vulnerable families** – they are a subset of children in need. They may need extra support because of their family background or circumstances.

The draft Additional Support for Learning Bill replaces the term, 'special educational needs' with 'additional support needs.' The reason for this change in term is to allow us to identify and address the needs of a much broader range of children. The support will be extra to that which other children normally receive to help a child make the educational progress that is expected of him or her. The legislation should include references to a 'barrier to learning' at any time, and for whatever reason, during the child's time at school. Educational potential could be hindered for social, cognitive and language reasons or by factors relating to disability or to family or care circumstances.

Some children may be 'in need' and have 'additional support needs', so will be covered by both definitions.

Working group

We set up a working group across the sectors to reach conclusions on a number of issues affecting the way OSC is delivered. The members of the working group are listed in Appendix 1. The working group met throughout 2002 and in January 2003.

Guidance

School's Out emphasises what we and others can do to make sure there is more stability in the way OSC is delivered for the benefit of children, parents and the wider community.

The current position, where local authorities have the powers under section 27 of the Children (Scotland) Act 1995 to deliver OSC, will continue. OSC will continue to be provided by the voluntary, private and statutory sectors, and by independent schools. The voluntary and private sectors pioneered the provision of OSC services and they should continue to be actively involved.

Most sections in *School's Out* contain information, guidance and good-practice examples as follows.

- The **information boxes** pick out main points that local authorities, childcare partnerships and others will want to take into account when considering the future development of OSC;
- The **guidance boxes** provide our views on the way forward for the development of OSC. The guidance is also summarised in Appendix 5.
- The **good-practice boxes** highlight the many examples of good-practice and innovative working throughout the country.

To make it easier to read, the main information, guidance and good-practice examples are in text boxes. We also use quotes throughout the document to illustrate certain points. These quotes are mostly from case studies produced for us by the Scottish Out of School Care Network.



Section **3**

Resources for Childcare



In 2002-2003 the resources for the childcare strategy are £16.75 million. This forms part of the overall Grant Aided Expenditure (GAE) given to local authorities. An extra £3.6 million is used to develop the workforce through a central Executive grant. We give this to local authorities when we receive proposals for developing the workforce.

The First Minister's latest budget decisions have made extra resources available for the childcare strategy and Sure Start Scotland. The table below sets out the funding position for the childcare strategy and for Sure Start Scotland.

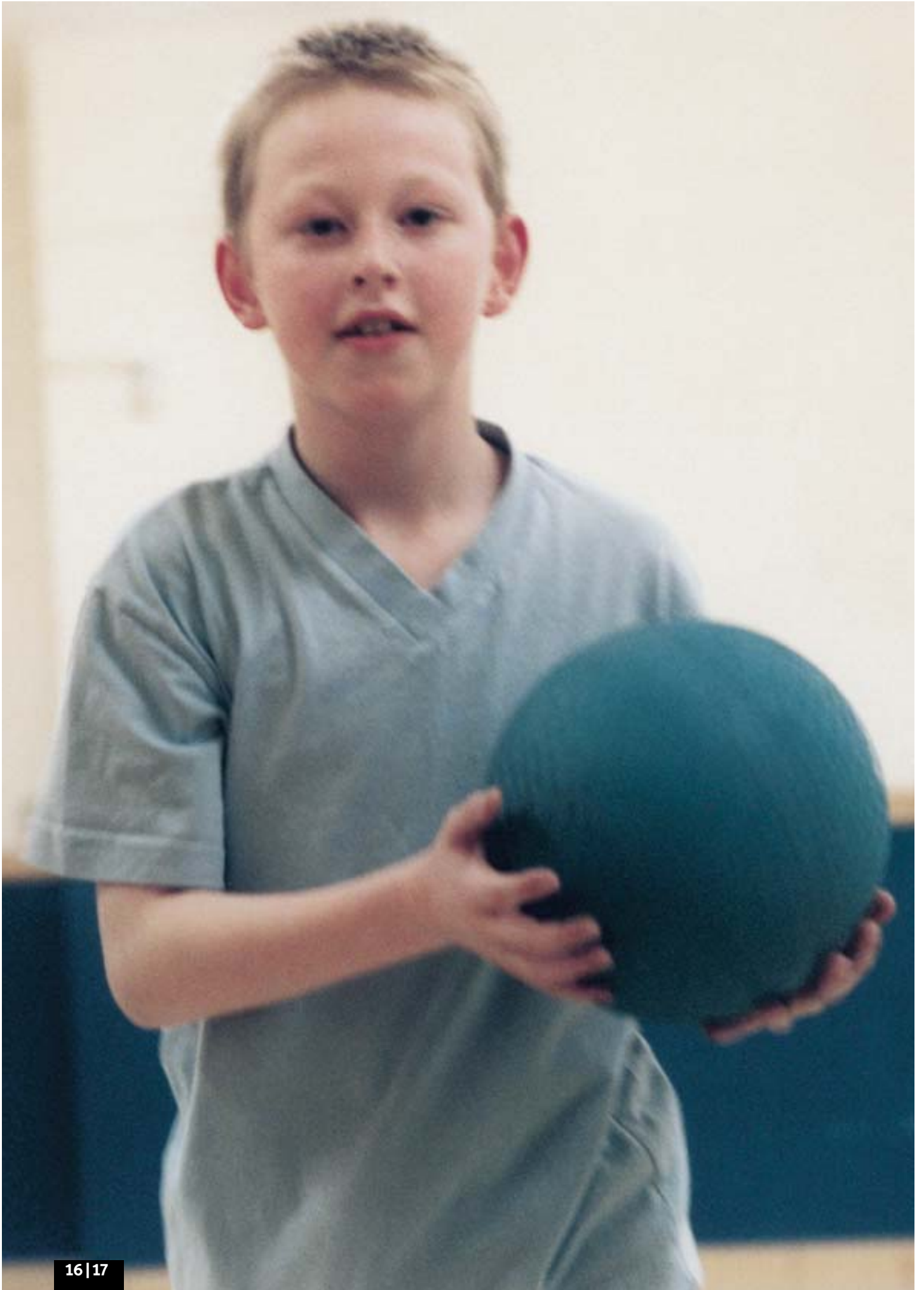
	2003-2004	2004-2005	2005-2006
childcare strategy	£19.25 million	£29.75 million	£40.65 million
workforce development	£3.6 million	£6 million	£6 million
Sure Start Scotland	£23.1 million	£35 million	£50 million

The childcare strategy aims to make affordable, accessible, good-quality childcare available in every neighbourhood. The Sure Start Scotland programme targets support for families with very young children. Support is mainly focused on vulnerable and deprived children and families by providing a range of joined-up services.

Colin MacLean, Head of the Children and Young People's Group in the Scottish Executive, wrote to local authority Chief Executives on 17 January 2003. Copies were sent to childcare partnerships and others. This letter was headed 'Distribution of funding for children's services: outcome of the Scottish budget, 2003-2006.' It tells local authorities about Ministers' decisions on allocations for children's services. Under the heading of 'childcare strategy' in Annex B, **the development of good-quality, sustainable and accessible OSC is a main priority. The extra resources available to local authorities for the childcare strategy should allow them to make considerable progress in achieving this aim. The resources should also help progress two other main areas listed in the priorities for action (in the conclusion to this document). These areas are services for older children and young people and access by children in need or with additional support needs.**

The Minister for Social Justice is also making available £10 million each year from 2004-2005 onwards. This will add to our mainstream childcare strategy by supporting childcare that breaks down some of the barriers that prevent people in the most disadvantaged areas and groups from taking up or keeping employment or training.

We will plan the use of this social justice funding jointly with childcare partnerships. We will monitor outcomes, including the effect of childcare services on key social justice indicators.



Section 4

What we mean by OSC

Definition of OSC

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.

Information

There will continue to be a need for stand-alone OSC for school-age children. This is now being delivered alongside services combining pre-school education and childcare for younger children with OSC for school-age children. Nurseries and family centres deliver OSC too. Some OSC is closely linked to Out of School Hours Learning (OSHL).

The following is an example of providing childcare for all ages of children and activities for older children.

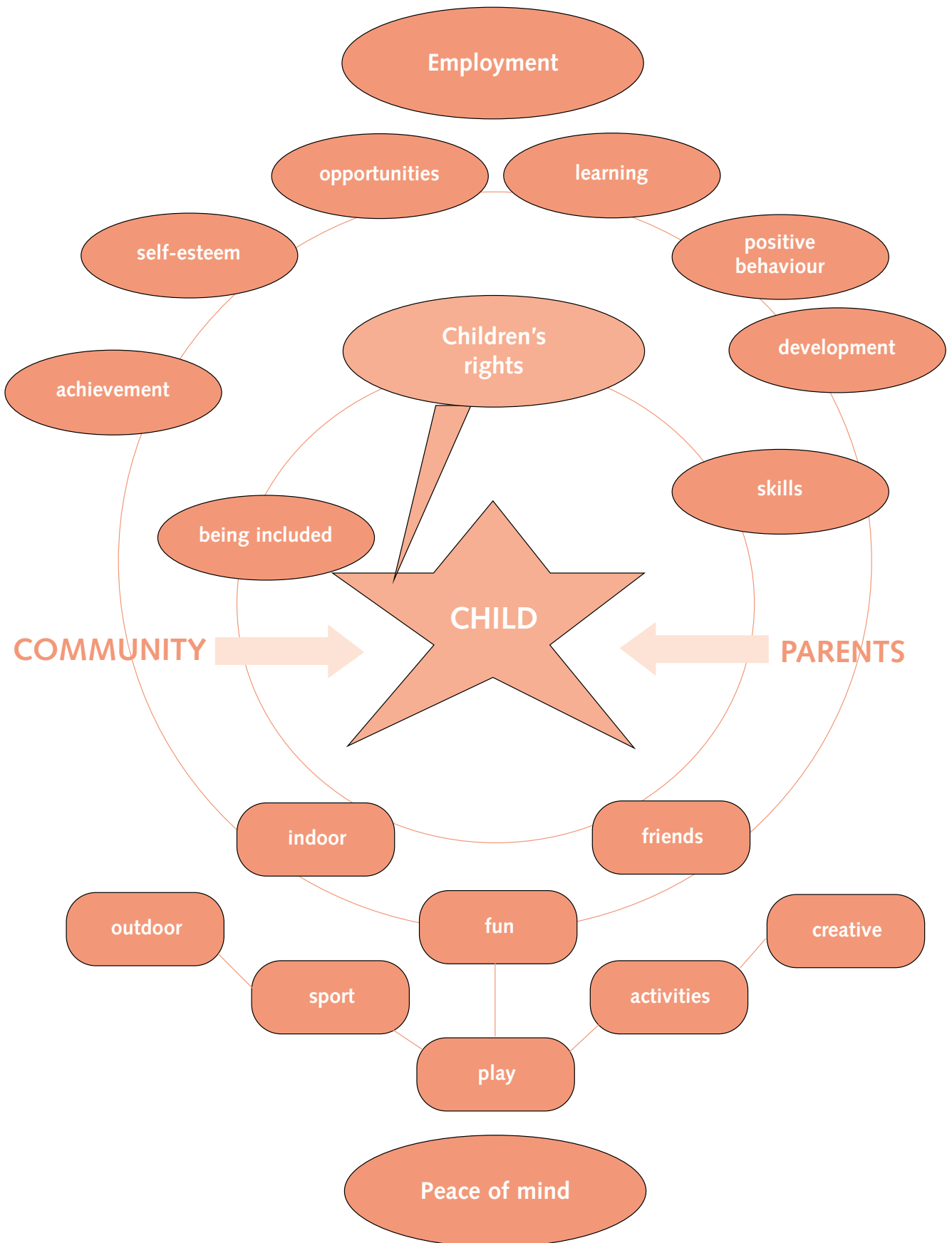
Good practice

In the South Machars area of Dumfries and Galloway, voluntary and public-sector organisations combined resources to produce a fully co-ordinated package of summer activities for children up to and including age 16. Parents had one point of contact for bookings and information, and there was one pricing structure. The main programme of activities for children between 5 and 12 years of age was organised by Southern Machars Playcare, a voluntary childcare group based in Whithorn. The manager of Southern Machars Playcare said: 'By working together, we have been able to make the most of our resources and offer a much more comprehensive line-up than would otherwise have been possible. The partnership approach has allowed us to provide opportunities not normally available in such a rural, isolated community.'

The range of activities provided in OSC services varies from club to club. The activities also vary depending on whether it is a breakfast club, an after-school club, a holiday playscheme or all-day care. Many breakfast clubs provide a nutritious start to the day and opportunities for play and mixing with friends. Holiday playschemes and all-day care normally include outings and visits. A general description of after-school clubs is:

'a safe environment for children with play and stimulating and developmental activities within a high-quality care setting that parents pay a fee for'.

This diagram shows the experience of children in good-quality OSC services, the effect this has on children and the benefits to parents.



Many childminders also provide out-of-school care. This is very useful for parents, and an extremely important service. The New Opportunities Fund has awarded the Scottish Childminding Association grants to develop childminding places throughout the Highlands and Western Isles. These places are for pre-school children and for school-age children.

There are also a few Sitter Services in Scotland that provide flexible, registered childcare for families in the child's own home. We are exploring options for extending the eligibility for the Childcare Tax Credit to approved childcare in the parents' home. Sitter services may provide a model for developing this.

Good practice

One Parent Families and Dundee City Council set up the Dundee Sitter Service. This service provides sitters for low-income families (lone parents and two parents) who need childcare, sometimes at unsociable hours, such as shift workers. It also helps some student parents.

Terminology

OSC services are often called clubs – breakfast clubs and after-school clubs. Some providers prefer to use the term 'service' as 'club' may make parents think that it is a 'drop-in' centre that does not provide many developmental opportunities. Others prefer the term 'club' because it emphasises informality and gives a sense of belonging. Clearly, clubs must decide what they call themselves. In this document, we use the general term 'service' or the specific term 'club', as appropriate.

Who uses OSC?

It is mostly the children of working parents who use OSC, but this is not always the case.

Information

A survey of local authorities carried out on behalf of the working group shows that:

- 56% of local authorities offer fully or partly-funded OSC places for children from vulnerable families who have been referred by, for example, the Social Work services; and
- 52% have a system for offering places to children 'in need', as set out in the Children (Scotland) Act 1995.

In total, 26 local authorities replied to the survey. We need to treat the information collected from the survey with caution because some of the questionnaires could not be filled in.

We discuss the use of OSC by the children of parents who do not work, including children in need or children who have additional support needs, in section 9.

Statistics

There are about 1,140 services in Scotland. Some of these are after-school clubs and others provide OSC with another service such as a nursery for younger children. These clubs provide 33,600 places during term time and during school holidays, for 45,700 children. Since we carried out the Pre-school and Daycare Census in January 2002, from which these statistics are taken, the New Opportunities Fund has created another 10,000 places.

Demand for OSC

We estimate 1 in 9 children have such an OSC place.

Clearly, OSC is an important part of the childcare strategy. The research carried out in Scotland in 1999 on parents' demand for childcare showed that more lone parents with full-time jobs use childcare than was the case before 1999.¹ A child's age is the most significant predictor of childcare use, followed by household and employment structure, the number of children in the household and the household's income. Unmet demand for childcare was more common among lone parents than couples. The cost of childcare also affects demand.

Some clubs are full or nearly full with waiting lists. Others have vacancies. The general impression is that there continues to be a demand for OSC taking account of the various factors that influence demand, including the economic profile of local areas. Meeting demand for OSC will also depend on a range of factors including the outcome of funding applications, the availability of suitable premises and the ability to provide and sustain OSC services in rural areas.

Information

We are planning to repeat the survey on parents' demand for childcare to get up-to-date information about the demand and supply of childcare. This research will take account of the universal nature of childcare and of issues for particular groups (for example, student parents and lone parents) who use, or want to use, childcare.

¹ 'Parents' Demand for Childcare in Scotland,' National Centre for Social Research – January 1999



Section 5

Consulting children



UN Convention on the Rights of the Child

The UN Convention on the Rights of the Child is relevant in the context of this OSC development framework.

Revised guidance on planning for children's services, issued to local authorities and their partners in October 2001, sets out the main outcomes for children's services. These outcomes are closely linked to the UN Convention on the Rights of the Child.

- Children and their parents and families should be involved and consulted about important decisions and children should be respected.
- Children should receive good-quality care and, wherever possible, grow up in a positive family setting. If the family setting is not positive, support should be given to tackle this. If it is impossible to achieve a positive family setting, the child's experience outside such a setting should be as near as possible to a family upbringing.
- Children should receive good opportunities for recreation, leisure and play.

- Children should enjoy the highest standard of health possible.
- Children should be protected from all forms of abuse and exploitation.
- Children should benefit from a positive learning environment and be supported to explore, enjoy and develop their personality, talents, and mental and physical abilities to their fullest potential.

There are many good examples of childcare partnerships and local authorities consulting children.

Good practice

A Children's Network has been set up in North East Fife as a pilot project to see how children who use OSC services can be encouraged to help shape the services they use in the future. The children, who are at several clubs, take part in meetings when the playleaders and management committee members come together to discuss issues.

The children have a small budget of £100 that they must manage. With this, they are organising visits to other clubs, including some in other parts of Scotland. This is helping the children to develop financial, negotiating and decision-making skills.

This pilot project is supported and funded by Fife Childcare Partnership.

Voluntary sector providers of OSC have said the following.

'Children and parents have been issued with information on children's rights. Staff have had input on children's rights including the ladder of participation. However, we feel this needs further progression and we are currently developing a staff training programme on children's participation.'

'Staff attend training courses which involve the rights of a child and UN Convention.'

(The Scottish Out of School Care Network: The Benefits of Out of School Care – 25 case studies – A report produced on behalf of the Scottish Executive, May 2002.)

Commissioner for Children and Young People

Ministers welcome the proposed establishment of a Commissioner for Children and Young People in Scotland. If established, a Commissioner could:

- provide a voice for the most vulnerable and deprived children in Scotland;
- raise awareness of children's rights among children and young people, and the wider public; and
- play an important role in closing the opportunity gap for Scotland's children and young people.

Consulting children

The working group carried out a focused consultation with children and young people. Their views are important in developing OSC and associated services. We issued a questionnaire to 325 children. We also consulted 56 children with additional support needs and 57 older children who no longer use OSC.

Many clubs, local authorities and childcare partnerships regularly consult children. This focused consultation complements these local consultations.

The socio-economic context for the clubs taking part in our consultation is as follows.

- About 40 children go to one club in Greater Govan, Glasgow. The club is based in a former community centre. The club collects children from five local schools. Most parents who use the service are in low-paid jobs, often combining shift work with studying. The club has provided an interpreter for children who do not speak English. From time to time, the local authority social work services place children in the club.
- About 60 children go to the Bishopbriggs Childcare Centre for breakfast and after-school care. The private provider also runs OSC in six primary schools in mixed-catchment areas.
- Over 220 children go to 10 clubs in West Scotland serving 38 schools. The services are run by Peace of Mind for Parents (POMP) and Cumbernauld YMCA and YWCA. 14% of the children who go to the clubs have additional support needs. About 40% of the children live in lone-parent households.
- Kids Clubs Direct is a private provider that runs five clubs, two of which are in deprived areas. 3% of the children are from minority ethnic backgrounds and 48% live in lone-parent households.
- The children with additional support needs go to three special schools. They come from very different backgrounds.
- The previous users of OSC went to clubs in Glasgow (Social Inclusion Partnership (SIP) and non-SIP areas), Ayrshire, North Lanarkshire and East Dunbartonshire.

The full analysis of the consultation is in Appendix 2. The summary of the consultation is as follows.

Information

Children who currently go to clubs

- Favourite indoor activities are arts and crafts, board games, gym and football.
- Favourite outdoor activities are football, other sports and games, and visiting the park.
- Children like to socialise with friends, take part in sport, games and role playing, and make or eat snacks.
- 33% of children do their homework at the club or get help with their homework.
- Of the children who do not do their homework at the club, 23% would like to do it there.
- One child who did not like to do his homework at home said: 'I would prefer to do it up on the moon!'
- Most children do activities at the club which they also do during the normal school day. These include sport, art, drama, music and play. Half the children said they received education about relationships and respect for others at both the school and the club.
- About half of children who go to the clubs (but more girls than boys and more younger than older children) would like a range of activities they don't currently get. These include sport, music, drama, art, green issues, healthy eating, and advice about drink, drugs and smoking.
- 23% of children who go to the clubs also go to Out of School Hours Learning (OSHL) or study support. In OSHL, they do sport, art, reading, writing, computing and music.
- The children had very different experiences in terms of the quality of the club environment. Some liked the space and freedom. Others thought the building was very poor.
- 74% of children who go to school-based OSC said they like being in school after the school day ends.
- 80% of children said their playleader or other staff member asked them for their views on their club.

Information

Children with additional support needs who go to OSC

- The average age of children who go to OSC is 14.
- Favourite indoor activities are listening to, or playing, music, physical games, for example, rounders, computing, TV, arts and crafts, board games, swimming and relaxing in the multi-sensory room.
- Children like having fun with the staff, being with different people, spending time with friends and helping younger children on the computer.
- Some children don't like activities if they are not included, if there is loud noise or if there are too many people. Some don't like watching other children do what they can't do. Some don't like going over uneven ground while in their power chairs.
- The favourite outdoor activities are going for walks, playing or watching sport, gardening, shopping, horse riding, and going on outings to the zoo, cinema and butterfly farm.
- 60% of the children get homework and half of these do their homework at the club.
- At both the school and the club, 83% of the children do sport, 73% do music, 35% do art and 20% do drama. 25% are taught about relationships and respect for others in both settings.
- 10% of the children also go to out-of-school-hours learning (OSHL) or study support.
- 89% of the children like the room the club is in.
- 85% of the children like being in school after the school day ends but one child said: 'As I live in the school, it would be good to go somewhere else'.
- 81% of the children are asked by staff for their views on their club.

Information

Older children who no longer go to OSC

- 38% of the children are of primary-school age and 62% are at secondary school.
- 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.
- 84% of the older children went to clubs because their parents were at work. Some liked the sport. One said: 'My mum is boss, so I went and it was fun!'
- Most said they left the club because they are old enough to look after themselves.
- Older children would like to go to a different sort of club that provides activities suitable to their age – sport, music, drama, arts, computer games and surfing the web.

The purpose of our focused consultation was to collect the views and comments of children and young people from a number of settings, and take account of these in *School's Out*. So, the views and comments are highlighted throughout, either in the form of a direct quote or by summarising the response on a particular issue.



Section 6

The effect and benefits of OSC



Research – economic and social benefits

OSC is a fairly new form of childcare, with the first few clubs being set up in the 1970s. These clubs were funded under the Urban Programme. The voluntary sector developed a few clubs without any funding support. It is only over the last few years, with the launch of our childcare strategy and the greater availability of funding, mainly through the New Opportunities Fund, that OSC has established itself on the childcare scene. As a result, there is no Scottish or UK-wide research on the long-term social benefits of OSC to children, tracking children over a number of years.

But there is a lot of evidence of the economic benefits of childcare, including OSC, to parents in the UK and overseas. This is not surprising given the emphasis on providing childcare to help parents go back to work. Research has highlighted a significant effect on employment that in turn will help reduce poverty and disadvantage.

The relationship between non-parental care, including OSC, and outcomes for children will always vary depending on the features of children, their homes and their communities. And, actual social benefits will depend on the quality of the service.

Research that included an international literature review on the benefits of OSC was carried out on our behalf.² It will be available soon at www.scotland.gov.uk/insight. The benefits from the International Literature Review are summarised below.

Information

Economic benefits of OSC (Scotland, England and international reviews)

- The effect on the labour market is strong. Parents, especially lone parents, can take up employment opportunities or increase working hours. Parents benefit from childcare that is available when their child starts school.
- OSC breaks the cycle of deprivation in some areas, not only in allowing parents to go back to work but also in reaching out to children. OSC services are employing and training unemployed people from economically disadvantaged areas.
- OSC services are, in effect, small businesses operating in communities.
- Women's earnings are important in reducing a family's vulnerability to poverty.
- There has been a reduction in recruitment costs, better retention rates, reduced staff absenteeism and a wider pool of potential recruits for jobs (childcare generally).

² 'An Assessment of the Benefits and Costs of Out of School Care', Blake Stevenson Limited – February 2003.

Information

Social benefits of OSC (Scotland and England research)

- Fun and happiness for children.
- Opportunities for social interaction and development.
- Play where children learn to negotiate, take risks and make compromises.
- Increasing personal confidence and improving life skills.
- Healthy habits through opportunities for physical activity, sports and games.
- Developing healthy eating, especially in breakfast clubs.
- Peace of mind for parents.
- Reducing the number of 'latchkey' kids (children who go home to an empty house).
- Reducing the likelihood of negative behaviour in later life and changing social attitudes for the better.
- More positive school environment.

International research has also highlighted many of the social benefits which Scottish and UK-wide research identified. And, for example, studies in Canada show that children have improved attitudes to school; in the USA, there is a reduced level of potentially disruptive behaviour and safer neighbourhoods and in Sweden and Denmark, the children's social and educational skills are well developed.

These conclusions are reinforced in the England-only Inter-departmental Childcare Review: Delivering for Children and Families.³
(See: www.strategy.gov.uk/2002/childcare/report/index.htm).

The review states that:

- **there is evidence that out-of-school care and study support have positive effects, particularly for disadvantaged children; and**
- **it is clear that childcare contributes to the tackling of child poverty by enabling parents to go out to work and lift their families out of poverty.**

Good citizenship

There is one important benefit. The research carried out on our behalf confirms the contribution of OSC to improving citizenship. 'Citizenship' is about respect for ourselves and one another, and about our relationships with other members of the neighbourhood and society. We and others need to work with parents to improve citizenship.

³ 'Inter-departmental Childcare Review', Strategy Unit – November 2002.

Scotland's school curriculum provides a rich source of education for citizenship. Launched in June 2002, a report produced by Learning and Teaching Scotland (LTS)⁴ recommended that we encourage thoughtful and responsible involvement in political, economic, social and cultural life. We need to provide pupils with the skills to make personal and social decisions that will affect their own and others' lives. (See www.ltscotland.com).

In OSC, children and young people can also develop good citizenship through personal and social development. They learn to respect themselves and one another. This is especially important where older and younger children from different backgrounds meet together. It is also relevant where OSC is in school premises, and there needs to be a mutual respect and understanding between children enjoying themselves at the end of the school day, and teaching staff who may still be in the building.

Some clubs are better than others at organising activities to improve citizenship. It will often depend on the commitment, enthusiasm and skills of individual service managers. All activities also need to be planned to protect essential leisure and relaxation time, and to acknowledge that children want their own space.

A workplace nursery and OSC provider said:

'We have purchased books and videos on developing citizenship and community skills.'

A private childcare provider said:

'Children have formed their own "golden rules" for OSC.'

Voluntary sector providers said:

'We encourage older children to help out often with the younger ones. Often, giving them a duty gives them a sense of responsibility and self-worth.'

'Children encouraged "buddying" new children while they settle in.'

'We have introduced the children to a girl from Cambodia we have adopted through the World Vision charity.'

(SOSCN case studies)

Good practice

Bishopbriggs Childcare Centre uses a programme based on education in human values, aimed at children aged between 2 and 12. The programme encourages a sense of good citizenship and looks at how the individual child can have a positive effect on others in their neighbourhood.

⁴ 'Education for Citizenship in Scotland,' Learning and Teaching Scotland – June 2002.

Positive behaviour

The research also shows how OSC can promote positive behaviour. Both early education and childcare, including OSC, play an important role in developing positive attitudes and raising the aspirations of the children.

Voluntary sector providers said the following:

'Attending our projects keeps the children off the streets. We encourage them to stay active and meet their needs as their interests change and mature.'

'Obviously, our existence assists in the prevention of latchkey kids. However, we have recently opened a base specifically for the 11 to 14 year olds in response to parents' requests.'

(SOSCN case studies)



Section **7**

Quality

What we mean by quality

Quality is a complex issue. Quality means different things to different people and to various stakeholders. Quality themes include:

- the aims of the provider (for example, providing a wide range of activities and including children in need and children with additional support needs and raising awareness of cultural diversity);
- the range of facilities (for example, equipment, open space, health and safety standards);
- staffing (for example, experience, skills, training and qualifications and understanding children);
- environment (for example, child-centred services and relationships with other children);
- accessibility (for example, facilities for children with disabilities);
- good communication with parents; and
- parental needs (for example, opening times, flexibility and reliability).

These themes are discussed briefly in a report produced by consultants on management models and business planning.⁵

The **focused consultation with children** reinforced these aspects of quality and how they relate directly to the child's experience. The children certainly appreciated a wide range of indoor and outdoor activities and opportunities to socialise with friends and caring staff. Some children did not like lack of space or too much noise (which may reflect the lack of appropriate space).

The Scottish Commission for the Regulation of Care

The Scottish Commission for the Regulation of Care (the Care Commission) was set up under the Regulation of Care (Scotland) Act 2001 to regulate care services. The Act provides the Care Commission with powers relating to the core elements of regulation – registration, inspection, complaints and enforcement. Anyone wishing to provide a care service has to meet the statutory requirements listed in the legislation to make sure the care service is of a high standard and quality before it opens for business. The Care Commission will issue a Certificate of Registration if the proposed care service meets the requirements.

Every year, Care Commission must inspect all care services covered by the Act to monitor the quality of care provided to people who use the care service.

The national care standards for childcare are intended to assess the quality of services for children and young people up to the age of 16 years which are regulated under the Act. The range of services covered includes after-school clubs. (See: www.scotland.gov.uk/library3/health/ncseec-00.asp)

The standards have been developed from the point of view of the users of the services – children and parents. They focus on the quality-of-life that everyone using the service actually experiences. The standards reflect the rights of children and young people, as set out in the UN Convention on the Rights of the Child. The main principles are **dignity, choice, safety, realising potential and equality and diversity**.

Quality-assurance schemes

Quality assurance is a way of measuring the service provided. In childcare, it is a way of looking at all aspects of the service from management practices to the range of activities provided for children. The Scottish Out of School Care Network promotes a quality-assurance scheme called 'Aiming High Scotland'. This scheme looks at all aspects of the service from managing the club to the daily activities. Clubs are assessed against standards at three levels – good, very good and excellent. Sixteen quality areas are assessed including commitment to quality, staffing, equal opportunities, premises and management. There are other similar schemes too.

⁵ 'Provision of Out of School Care: Management Models and Business Planning', Blake Stevenson Limited – January 2003.

OSC workforce – the challenges

DTZ PIEDA Consulting produced an Economic Scoping Study of Children's Services Labour Markets in Scotland on our behalf. This research will be available soon on: www.scotland.gov.uk/insight. The study highlighted the lack of detailed data on the children's services workforce, especially for those people who are lowest paid and qualified. This study recognises the opportunities in, and challenges of, OSC. The main conclusions in relation to OSC are as follows.

Information

The clubs had a greater percentage of male staff (8%) than was found in pre-school centres.

The percentage of OSC employees holding a qualification is around half the percentage of pre-school centre staff.

Recruitment problems, especially in rural areas.

Skills gap – lack of experience and qualifications of the people applying.

Lack of employer support for in-work training.

The larger OSC services that are run as businesses offer more career opportunities.

The findings from the Scoping Study (which reinforce our and the sector's previous knowledge) will influence our actions for developing the childcare workforce.

Workforce – action

We believe that increasing the skills of the early-years and childcare workforce (including in OSC) will benefit children by improving the quality of care they receive. It will help to improve the overall status of the workforce because people will no longer think of childcare as being unskilled or easy.

In 2005-2006 the early-years and childcare workforce will have to register with the Scottish Social Services Council. The details of this still have to be decided. However, we expect that to register, workers will need to either have an appropriate qualification or be working towards one.

Information

The Scottish Social Services Council will consult the early-years and childcare sector (probably in summer 2003) about which qualifications people need to register with them.

We want to increase the training opportunities for early-years and childcare workers, to do what we can to free up routes in the early-years and childcare sector, and improve the status of early education and childcare as a career.

Information

What we have done and what we will do

Published an action plan called *Childcare: The Training Challenge* in 2000.

Published *Working with Children* in 2000.

Provided extra funding to local authorities to expand and develop the workforce. From 2003 – 2006 an extra £15.6 million is being made available to local authorities for expanding and developing the workforce.

Commissioned research into the content of childcare qualifications, which will analyse gaps and overlaps in existing qualifications with the aim of simplifying the structure.

Carry out the pre-school education and day-care census every year, building on the information provided in 2002.

Career progression is a matter for employers but it is closely linked to the structure of the early-years and childcare qualifications. The Scottish Qualifications Authority (SQA) is committed to reviewing its range of qualifications as part of a continuous programme.

Local Enterprise Companies (LECs) throughout Scotland (the enterprise bodies) have a role to play in delivering the childcare strategy, including developing the workforce. We are now working with Scottish Enterprise (SEn) and Highlands and Islands Enterprise (HIE) to develop the workforce.

Along with SQA, local authorities, childcare partnerships, LECs and employers, we need to take action. Providers also need to charge realistic fees and make realistic assessments about parents' ability to pay if they are to increase investment in the workforce. We must help spread messages to parents about the value of good-quality childcare because of its benefits to children and reinforce messages about being prepared to pay realistic fees. Increased investment in this way should help develop the workforce even more and help our childcare provision become sustainable.

Workforce – local innovation

There are some very good examples of innovative approaches to workforce recruitment, development and training.

Good practice

Recruitment, induction and staff development

Peace of Mind for Parents (POMP) offers job profiles before interviews. When Lisa was appointed, she took part in an eight-week induction and training programme when she worked with a manager at base before taking charge of a POMP service in Lenzie.

Katrina has worked at POMP for eight years. She manages the OSC service at Condorrat Primary School. Katrina feels that the staff get a lot of support. She especially values the opportunities for sharing skills and for discussing activities and issues that have arisen – both the successes, and the things that have not gone so well. These discussions are often part of formal monthly management meetings, followed by monthly team meetings for each service.

The Deputy Executive Director of POMP is the line manager for all the supervisors. She goes to the meetings and is available to support staff. She says: 'We recognise the value of developing and maintaining quality standards and to this end have been actively involved in developing YMCA National Quality Standards ... and we currently hold this award. The SQMS award is relevant to our needs and incorporates staff development as an integral part of its process. Comprehensive policies and procedures must be in place and these must be owned and understood by the workforce.'

Some children who took part in the focused consultation with children made positive comments about the staff in their clubs as follows:

'The leaders are good to talk to.'

'The leaders are nice and friendly.'

'I like talking to the staff and playing with my friends.'

Parents whose children go to Hyndland after-school club in Glasgow have commented favourably about the staff in the club as follows:

'As a parent, it is a great comfort to know that Jan never has a problem approaching any of the staff about any matter. In fact, quite often he comes home singing their praises.'

'I myself find Annie very easy to talk to. She is very approachable, always welcoming, polite and interested in the children's welfare which she is always happy to discuss.'

'Thank you for the excellent service all of you at the after-school club provide. The children are always active and have a great time there.'

'Thank you so much for providing Robbie with a real learning experience for the first three years of school life. You have given him "home-from-home", care, support, and most of all, kindness.'

Good practice

Working with children in need

Stirling Council, in partnership with Play Plus, provide training for staff in OSC in the necessary skills to work confidently with children in need.

Lauder College, on behalf of Fife Council, provides training to OSC staff to work with children in need in the PALS and CSNIPS projects.

PALS provides a 'play friend' for children in need in OSC. The play friend provides one-to-one support for the child when necessary, works with the parent or carer and offers support, training and advice to OSC staff. The aim of the play friend is to eventually withdraw the support when the child is fully involved in the project.

CSNIPS provides a play friend for the under-5s in playgroups or nurseries.

Fife childcare partnership supports both the PALS and CSNIPS projects. It funds a special-needs resource base where projects get access to specialist equipment, toys and books to support children.

Fife Council has had a very good response to its initiative of putting leaflets in children's school bags to recruit OSC staff to work with children in need or with additional support needs. Unqualified staff are now working towards SVQs. Fife Council decided to try this approach to recruiting staff because there was a poor response to adverts in local papers and job centres.

Sometimes, workers are needed at short notice to cover for sickness, absence or staff training. It is not always easy to get staff in OSC because, unlike the pre-school sector, there are no agencies with a supply of staff. There are a few local initiatives to help deal with this issue.

Good practice

The East Lothian Out of School Care Network (ELOSCN) is setting up a supply bank of staff with community-development crèche workers, playgroup staff and after-school care staff. These workers will all need to complete an introductory training course. ELOSCN will employ staff and monitor progress and hopes the supply bank will be available in April 2003.

Sometimes, staff working in OSC combine the role of playworker with other work, for example, as a classroom assistant or in youth work. This 'portfolio working' can add extra hours to a part-time job as well as combine common interest areas and offer greater opportunities for career development. There are some examples of good portfolio working.

Good practice

Richard works as a playleader at Bellyeoman out-of-school club in Dunfermline. At the club, Richard is involved in both the breakfast club and the after-school club. He also works part time as a special-needs auxiliary at the nearby Townhill Primary School. Richard says: 'Learning from one job makes the other easier. It works both ways.' Richard is also studying for an HNC in Childcare and Education at Lauder College.

Louise is a playleader at Pitcorthie out-of-school club and is also a classroom assistant at Pitreavie Primary School. Fortunately, her two workplaces are near to each other. Louise enjoys the variety in her work and finds the two jobs convenient for her.

Barbara is a 'play friend' employed by ENABLE. (ENABLE is an organisation that helps children, young people and adults with learning disabilities to become self-advocates and to have an influence over matters that affect their lives). Barbara accompanies a young person with additional support needs to Pitcorthie out-of-school club school three days a week. During the day, Barbara is a special educational needs auxiliary.

Portfolio working will not necessarily provide a solution in all cases. And it is important for staff working in OSC, when they arrive at the club, to give themselves enough time for team briefings and for planning the day or week.

Men in childcare

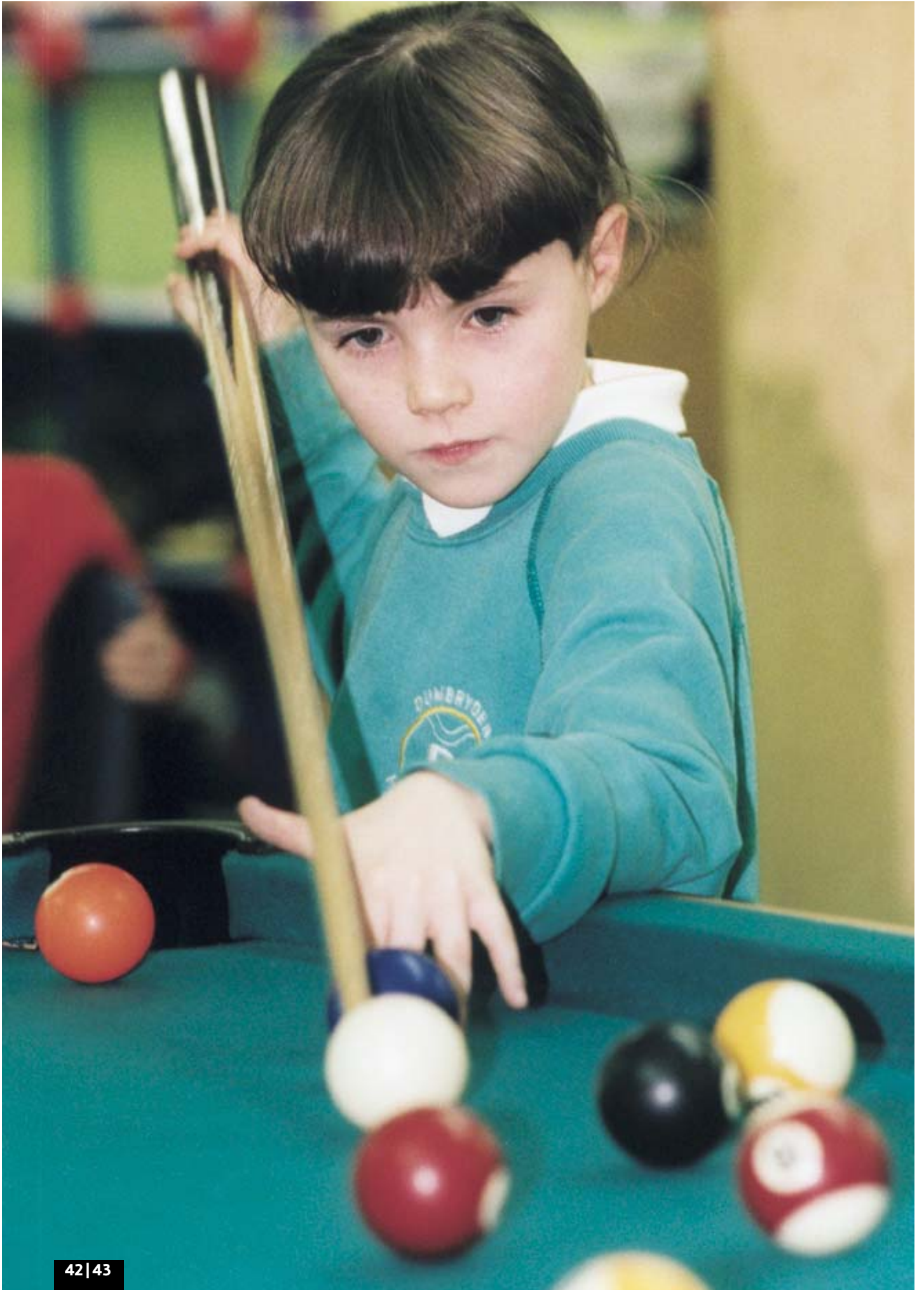
We support efforts to increase the number of men working in childcare. It is good for men to work in childcare because of the benefits for children. Children should have a variety of role models when they are growing up. If childcare, pre-school education and primary education remain mainly female occupations, this will not happen.

We wrote to local authorities in January 2003 giving examples of areas that the extra workforce funding can be used in. One area is increasing the diversity of the early-years and childcare workforce.

Good practice

Simon completed a sports qualification but as there were very few opportunities in sports, he had to look for another job. He has now been working for Childcare Connections in Edinburgh for three years. Simon is a playcare leader. He says that all staff, male and female, are treated equally. Parents are pleasantly surprised to see him working at the club.

Tom originally trained as a welder and worked in industry for many years before being made redundant. He then started work in Childcare Connections. A typical day for Tom is varied. Duties include crèche, driving and sessional playwork. Tom goes to college two hours a week and is hoping to finish SVQ level 2 in Playwork in spring 2003. Tom enjoys his work and feels that his life is enriched through working with children.



Section

Premises and accommodation

Using premises

Clubs need good premises. The availability of premises is one of a range of factors that affect OSC. About half of the clubs are in primary schools. The survey of local authorities carried out on behalf of the working group shows how local authority premises are used.

Information

Type of premises	Number of clubs and services
Primary schools	307
Secondary schools	19
Community education	97
Other school accommodation such as huts	43
Other council premises	30
New buildings and purpose-built buildings	19
Buildings on council land or leased to OSC	20
Other (see note below)	75
Total	610

Note: other premises include community halls, private-sector nurseries that also provide OSC, churches, leisure and sport centres, scout halls, village halls, voluntary organisations (such as YMCA and YWCA), and hotel premises.

Schools – at the heart of the community

In many cases, schools can provide the ideal premises for clubs. They are convenient and a natural centre of the community.

Clubs in schools make good use of the existing resources. They can encourage a better link between care and education. Clubs in schools avoid the need for taking children to other premises. There are many clubs operating successfully in school premises, with the support of the school. In many cases, the club has worked with the school to present a powerful and persuasive case for having the club at the school. Often, the school then sees the benefits of having a club in the school. It can encourage local parents to use the school and improves the school's image in the community.

A headteacher said:

'I was approached by the co-ordinator of the after-school club about having the club operate in the school.' The headteacher admitted to having reservations to begin with and there were problems with accommodation but he sees benefits in OSC to the wider community, and he sees the club as very much part of the community.

A voluntary sector provider said:

'A carefully nurtured relationship between the school and the club has reaped rich rewards ...'

A private sector provider said:

'We work closely with the school and work together on occasional joint projects. The headteacher is certainly of the opinion that the club's existence next door is of added benefit to the school and makes an added bonus to what is already a highly regarded institution. Such close liaison also ensures close co-operation regarding behaviour management, children's absence, etc.'

(SOSCN case studies)

Guidance

Local authorities should communicate the importance of OSC to headteachers and to School Boards so that headteachers and School Boards are fully aware of OSC and understand what it is and how it works. Our response to the National Debate on Education seeks better out-of-school care within the school environment.

New Community Schools

Since 1999, some 430 schools have adopted the new community schools approach. Education authorities and their partners are rolling-out the approach across their areas. We are providing nearly £78 million from 2002-2003 for four years to support them in this task. The aim is for all schools to be new community schools by the end of 2007.

The new community school approach aims to promote social inclusion and raise educational standards by addressing all the needs of children. This calls for a joined-up approach to the delivery of a range of services, including, family support, family learning and health improvement. New community schools must also involve parents and the wider communities they serve.

Guidance

Education authorities and schools need to decide how to deliver the services in new community schools in a joined-up way. They will do this with social work, health and other agencies and organisations. Local authorities should examine the scope for new community schools (and associated pre-school centres) to have OSC on their premises.

Good practice

A private childcare organisation, Primary Play Care, provides out-of-school care and study support in Thornliebank Community Primary School in East Renfrewshire. The new community school gave a small grant to Primary Playcare to help them get up and running. About 40 children go to the breakfast club and/or the after-school club. There is a good working relationship between all staff working in the after-school club, study support and in cultural and sporting activities. The school is now aiming to co-ordinate all out-of-school activities in response to an assessment of needs carried out with parents and children.

School estate strategy

We published *Building our Future: Scotland's School Estate* in February 2003. The aim is to have a school estate that supports the delivery of better services to children, young people and communities. The needs of the individual child are central to this, and the growing number of activities that children may experience in schools, such as OSC, need to be taken into account.

Each local authority will develop its own school-estate management plan that takes account of local circumstances and sets out how the overall strategy and aims for the school estate will be delivered locally. The estate management plan will provide each local authority with a tool for managing its own school estate. The plan will be put into practice through joint working and, where local authorities are extending the range of services delivered in schools, will need to be considered across the authority and with community planning partners.

There will be a shared vision among stakeholders, and the strategy underlines the need for local authorities to work with stakeholders to develop and put into practice their plans for the school estate.

Guidance

Childcare partnerships, clubs and other childcare interests should maintain a positive relationship with local authorities to make sure that their needs are fully understood before the school-estate management plan (through PPP or other procurement routes) is developed and put into practice.

The survey of local authorities carried out on behalf of the working group reveals that 18% of primary schools have an OSC service. Given the expected further expansion of OSC, there will be pressure to have more clubs in schools.

Often, the concerns that the school has about a club being on their premises (for example, noise, janitorial or caretaker cover, security, tidying-up and cleaning) can be sorted out. Concerns about the appropriateness of school as a venue for childcare can usually be sorted out by making sure that the rooms are child-friendly. Staff working in OSC have an important role to play in making clear the difference between the school and the club for the benefit of the child at the end of the school day.

Good practice

West Lothian Council has drawn up a good practice guide for OSC services, which includes a priority list for using primary schools. OSC features in category 1. OSC has priority for using premises over a youth club (category 2), which has priority over a PTA social event (category 3). There are procedures to be followed when two applicants have equal priority.

The consultation with local authorities resulted in the following responses in relation to local authority procedures and school practices.

Information

Do you have any of the following procedures in place for OSC services operating in schools or other council premises?

	School Yes	Other council premises Yes
Code of practice, (for example, storage and shared use of equipment)	36%	24%
Complaints and concerns	60%	44%
Emergency procedures (for example, if the school closes)	32%	56%
Contingency planning (for example, if the heating fails)	44%	32%
Health and safety	72%	44%

Information

Is the availability of OSC services reflected in any of the following school policy documents?

	Yes	No
School handbook	48%	52%
Development plan	28%	72%
School Board guidance	8%	92%
School letting policy	36%	64%

Guidance

The results above should be treated with some caution as schools may have agreed policies and procedures with clubs that the local authority does not know about. However, more local authorities could consider putting procedures in place to make sure the OSC and the school are clear about their responsibilities. Local authorities should also encourage schools to reflect the availability of OSC in the relevant school publications when information is provided for parents.

Indeed, it would be helpful for school handbooks to contain the full contact details for the local childcare information service, which will have information on local OSC services.

Public Private Partnerships (PPPs)

Many improvements to the school-estate, are being taken forward through Public Private Partnerships (PPPs). There is some concern by private and voluntary sector childcare providers that they might be squeezed out of school premises with the further development of PPPs. This should not be the case – at an early stage in considering the use of the school-estate, through PPPs or other procurement routes, there is a need for open and constructive dialogue between local authorities and childcare providers. It is also important for local authorities to build in flexibility to their plans to cater for any changing provision in OSC on school premises. Local authorities, schools and OSC providers need a joined-up approach to make sure that the needs of the local community are met efficiently and effectively.

School sports facilities

Depending on local needs and priorities, school sports facilities should be made available for local community use, including OSC.

Modular buildings

A number of local authorities, clubs and others choose to use good-quality modular buildings in school grounds for OSC, and with some considerable success. The modular buildings can be new or second-hand. They need planning permission and it can take some time to put them up. Clubs also need to be aware of all the steps involved in the preparation stages. Clubs may be required to pay for the work.

Clearly, the views of the parents, the school and the School Board are important when considering using modular buildings. Also, local authorities will need to make decisions on the right accommodation across the whole school to provide better public services to children and local communities.

Modular buildings can be bright, spacious and very well suited to OSC. Some clubs who use them decide to share them with other groups such as playgroups.

Good practice

South Lanarkshire supported a club based in East Kilbride in putting a modular building in the school grounds and arranging the supply of essential services.

In Stirling, clubs are run in modular buildings that the school no longer uses. One club carried out alterations including putting in office space, kitchen units and extra sinks. Another club was able to use a modular building that the school no longer needs. This club can still use the school's gym hall if it wants.

Stirling Council is investigating the costs and practicalities of new clubs buying second-hand units and putting them in the grounds of schools, thus making OSC permanent.

The new community premises at Ormlie near Thurso are modular buildings. This new centre was built in a matter of weeks for nursery children. The premises were built on permanent foundations with a roof to blend in with surrounding buildings. Last summer, school-age children used the premises for activities. This was so successful that the community would like to raise funds to extend the centre as a year-round base for school-age children.

Other premises for OSC

Schools (and modular buildings in school-grounds) are not always suitable for clubs and appropriate space in schools is not always available. Sometimes, other premises are more suitable, for example, a community hall in a central location offering places for children from two, three or more schools. Many clubs in all parts of Scotland operate successfully in community halls and elsewhere. Indeed, some of the issues that do arise in relation to schools (for example, lack of access to the kitchen and lack of a dedicated room) are not issues in other premises.

Guidance

Local authorities and childcare partnerships have a role in looking at supply and assessing demand for out-of-school care in their areas. In the context of this analysis of supply and demand, it would not be appropriate for local authorities and others to set up clubs in schools where these affect the sustainability of existing good-quality clubs based in other premises. In some circumstances, children from more than one school need to attend an OSC service to make sure that it continues to exist in the long term.

The following good-practice example shows new community schools' support for OSC in premises other than schools in a rural area.

Good practice

Under the new community schools' initiative, two OSC clubs have been set up in the Lhanbryde and Mosstodloch areas of Moray. One club uses the village hall and the other uses the local scout hall. Both clubs are managed by local people with support from the local authority.

As well as new community schools' funding, the projects have also received financial help from the New Opportunities Fund. Rural Challenge Funding supports a co-ordinator post in the Lhanbryde project.

Some of the volunteers who helped to set up and run Lhanbryde club have become paid staff, after taking part in a training programme. About 20 children a day go to Lhanbryde and 27 go to Mosstodloch. This is better than expected.

Fitness of premises

We know that there are issues about the fitness of premises for out-of-school care. When assessing the fitness of premises for registration, the Scottish Commission for the Regulation of Care (the Care Commission) must assure itself that the standards set by other regulatory bodies such as building control, environmental health, and fire safety are complied with.

There are issues too about the fitness of premises for OSC clubs and for schools operating in the same building; and about the cost implications of upgrading work to be undertaken by clubs operating in council premises to meet registration standards.

Information

The main interests need to discuss issues to do with fitness of premises and responsibility for upgrading work with a view to reaching a satisfactory outcome. We will arrange a meeting with local authorities and the Care Commission and will let all interests know the outcome.

Using school kitchens

Clubs are not always allowed to use school kitchens for preparing snacks or for cooking and baking. This is because health and safety guidelines need to be followed. The local authorities that provide catering in schools will be concerned that they will be held to account if a problem arises, for example, if the cleaning of the kitchen is not done to the required standard or if food hygiene regulations are not followed.

We understand these concerns. We also appreciate that clubs cannot, for example, put in place healthy eating practices if they do not have access to school kitchens.

Information

We will pursue this issue further, consulting with all relevant organisations, including the Convention of Scottish Local Authorities (CoSLA), the Scottish Out of School Care Network and others.

Accessibility

Under the Education (Disability Strategies and Pupils' Educational Records) Act 2002, education authorities and grant-aided, self-governing and independent schools must prepare plans to improve access to education for pupils with disabilities. The legislation will make sure that positive steps are taken to improve access to school premises, to the curriculum or to school information.

The funding for accessibility strategies to local authorities is:

£9 million in 2003-2004
£17 million in 2004-2005
£17 million in 2005-2006

Education authorities can also use other funding sources such as the National Priorities Action Fund Inclusion Programme of:

£20 million in 2003-2004
£25 million in 2004-2005
£25 million in 2005-2006

Capital resources for school buildings' refurbishment and improvement, along with Public and Private Partnerships (PPPs) projects, can be used too.

We issued guidance in September 2002 on how accessibility strategies should be prepared, what they should contain, who should be consulted in their preparation and how often they should be reviewed.⁶ The guidance is on our website at: www.scotland.gov.uk/library5/education/gpas-00.asp

⁶ Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002 – Planning to Improve Access to Education for Pupils with Disabilities' – September 2002.

Guidance

Paragraph 88 of chapter 3 of the guidance says: ‘Planning groups will want to consider how the accessibility strategy is addressing access for children with disabilities to services provided in schools by other groups, such as parents’ groups providing OSC on a voluntary basis.’

Information

Paragraph 108 of chapter 3 of the guidance says: ‘Planning groups should involve or consult, either formally or informally, local childcare partnerships and out-of-school care and others who use school premises.’

Guidance

Where the OSC service is not managed by the education authority, the OSC provider will be responsible for making sure that they comply with their duties under the Disability Discrimination Act 1995 (as amended by the Special Educational Needs and Disability Act 2001). OSC providers will need to get legal advice about their duties and responsibilities under the 1995 Act (as amended). There are two guidance documents on the 1995 Act that are relevant in this context: Rights of Access to Goods, Facilities Services and Premises, DDA Act 1995, Part 3 and Code of Practice for Schools, DDA Act 1995, Part 4. Both are produced by the Disability Rights Commission.

Lets

Different local authorities have different charging policies for letting school and other council premises – at full cost, reduced rate, or for no fee. The survey of local authorities carried out on behalf of the working group shows that 60% of local authorities charge OSC services for using school premises and 72% charge for using other council premises.

Local authorities have a different approach to charging policies for voluntary, private and council-run OSC. For example, some local authorities charge all OSC services a reduced rate. Others charge private providers the full rate and voluntary providers a reduced rate.

Guidance

Local authorities must decide their own charging policies. They will wish to take account of the wider benefits of OSC in considering their charging policies in relation to OSC. We also encourage local authorities to be clear about the charging policy, for example if the OSC service has to pay extra for using school equipment or if the apparent free let is being subsidised by childcare strategy resources.



Section 9

Access issues



Children in need and children with additional support needs

Children in need and children with additional support needs often benefit from going to OSC.

Section 4 of *School's Out* refers to the fact that just over half of local authorities offer OSC places to children in need, including children from vulnerable families and to children with additional support needs. At the time of the survey of local authorities carried out on behalf of the working group, local authorities had placed 445 children in OSC.

The New Opportunities Fund has funded over 2,300 places in OSC for children in need or with additional support needs.

Good practice

The New Opportunities Fund awarded £22,450 to the East Lothian Special Needs Playscheme. The project has created holiday places for children with moderate or severe disabilities. Some of the children go to inclusion units in mainstream schools in East Lothian, while others go to specialist schools in the wider area. Young volunteers work in the project along with the qualified staff. This project benefits children, parents and siblings.

The New Opportunities Fund awarded £10,800 to RASCALS (Redburn After-School Care and Leisure Scheme) Children's Committee for places for children with complex needs and a smaller number of children from a specialist unit in a mainstream school. North Lanarkshire Carers' Strategy Group, Lloyds TSB Foundation and others also supported this project.

Local authorities and clubs have a range of practices in relation to making places available to children in need or with additional support needs.

Despite the extra resource requirements often associated with funding places for children in need or with additional support needs, there is a wide range of good practice across local authorities. These authorities recognise the benefits of funding these places (for example, the social learning and development of friendships for children and the support for vulnerable families) and are prepared to accept the ongoing resource commitments. Children educated in special schools may gain a lot from being able to attend integrated or mixed-ability OSC where they can mix with other children. Some local authorities support clubs in a number of different ways to make places available to children in need or with additional support needs.

Good practice

North Lanarkshire is committed to including children with disabilities and children with additional support needs in existing and new OSC services. 'Partners in Play' provides training for providers and manages six inclusive holiday playschemes across North Lanarkshire.

The Aberdeen Childcare Partnership works closely with Voluntary Services Aberdeen to run the 'linkworker scheme'. The aim is to create more childcare services for working parents of children in need or with additional support needs.

Playplus in Stirling, mainly funded by Children's Services in Stirling Council, helps provide access to inclusive play, leisure and social opportunities for children and young people in need or with additional support needs.

There are also a number of funds set up by local authorities that help children in need and with additional support needs to be included in OSC.

Good practice

In South Ayrshire, grants from the childcare strategy can be awarded to any registered childcare service looking after a child in need or with additional support needs. Extra financial support can be provided to OSC services that need extra staff to meet the needs of the child.

Moray Childcare Partnership has developed a 'Supported Places Initiative'. Grants will be given to clubs to include children or young people in need or with particular needs. The average grant offered is £3,000 and children who have additional support needs, including disabilities or social, emotional or behavioural challenges, will be a priority under the scheme. The money can be used for extra staff, or equipment to support the child's needs.

Perth and Kinross Council has a special fund. The fund helps to meet the extra costs of extended hours of care and learning for children who would benefit in this way. This fund is being used more and more by children going to OSC. Support through the fund is agreed by a multidisciplinary group using the conditions based on the Children (Scotland) Act to make its assessment.

A number of clubs also work hard to include children in need or with additional support needs.

Good practice

Greenburn and Maxwellton New Community School in East Kilbride has a 50:50 split between those with additional support needs and those without. Some of the parents of those children with additional support needs do not work. They use the service to have a break and, at the same time, the children have an opportunity to develop important social skills.

A voluntary sector provider said:

'Because of our integration aim, practice and achievements, we have been selected by the childcare partnership to receive additional funding, training and support. This will allow us to upgrade one of our facilities, train specialist staff and further enhance our integration capacity. We have also received funding to install ramps and multi-user toilets. Two long-term attendees with additional support needs have been successfully involved in the disabled Olympics and Children's Award-winning advocacy groups.'

A private childcare provider said:

'10% of children attending have special needs ranging from Asperger's Syndrome and dyslexia to a chromosome disorder. We manage to accommodate all of them within our club. We try to provide extra members of staff but this is not always possible financially. We feel that our policy of integration has had a beneficial

effect for all the children in terms of learning to tolerate, understand and respect one another as human beings no matter what our abilities.'

(SOSCN case studies)

Guidance

We encourage local authorities to support clubs to make places available to children in need or with additional support needs. We would like to see progress in this area.

Although there is a lot of good practice, we need to make sure that we deal with any restrictions. For example, holiday playscheme activities for children in need or with additional support needs should be organised before opening so that the placements are available without a last-minute rush.

Older children and young people

OSC services mainly cater for primary-school children. The average age of children going to OSC is 8. Clearly, clubs cater very well for younger children. But older children, and their parents too, are keen to have appropriate services for older children that are not called 'childcare'.

Some older (and younger) children or young people will attend Out of School Hours Learning (OSHL), or take part in extra-curricular activities. But these services were never intended to tie in with the working pattern of parents. The need for childcare does not end when a child moves to secondary school.

Some childcare partnerships have told us that there are not many services available for children aged 11 to 14, five days a week, that cater for working parents too. Recent research studies carried out by MORI and BMRB with teenagers and parents in England show that teenagers and parents do not believe that current services are meeting their needs.⁷ For many years this has been a neglected age group (too old for childcare and too young for other structured activities) but this is the age where peer pressure can encourage negative behaviour, and where interest and achievement in school can decline.

Young people aged 11 to 14 need a service that has 'street cred' and which is tailored specifically to their needs. Depending on local needs, a new generation of modern clubs providing appropriate activities may be needed.

The focused consultation with older children who no longer go to OSC shows that 67% thought they were old enough to look after themselves and 12% didn't like the after-school club. One of the children taking part in the focused consultation said:

'I think there should be more to do for the senior primary children.'

⁷ For the 'Make Space' initiative, led by Kids' Clubs Network.

A childcare provider who was interviewed by the National Care Standards Committee with children, parents, other carers and the general public said:

'Older ones value being able to do homework together. It is useful for subjects like social studies when they have to do interviews with older children.'

There are some good examples of either collecting the views of young people on OSC or setting up age-specific services. There are also indications that the needs of older children and young people are beginning to be tackled.

Good practice

Fife Council has used the Changing Children's Services Fund to get young people involved in helping to make decisions about the services they would like. This is supported by Fife Childcare Partnership.

Good practice

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 for young people aged 10-25 years. These include computers and internet; arts and craft; recreational activities; outdoor sports; and music and drama. The project runs an after-school club funded through the New Opportunities Fund. It provides places for about 50 young people.

The House at the Meadowbank Sports Centre in Edinburgh is a new out-of-school centre for young people aged between 11 and 14. It is open every day after school until 6 pm and during the school holidays. Young people can take part in a wide range of activities including art and design, dance, music, sports and have access to the pulse centre and to the internet. There is also a Youth Club running from 6 pm to 8 pm. The House welcomes young people with disabilities. The House was funded by Edinburgh Leisure, the Edinburgh Childcare Partnership and the New Opportunities Fund.

We also want to encourage closer links between schools and local sports clubs including schools using club facilities and coaching. This is important for making the best use of available facilities and also for encouraging young people to stay active and involved in sport after they leave school. Active Primary School Co-ordinators and School Sport Development Officers in secondary schools will have an important part to play in developing and maintaining links between schools and sports clubs.

Guidance

We encourage local authorities and childcare partnerships to set up services for older children and young people if there is a local need.

Equality strategies

We are committed to promoting equal opportunities for everyone, whatever their race, sex, disability, religion, age or sexuality.

Everyone involved in providing OSC needs to be sensitive to issues of culture, race, disability, age and sexuality. They should be sensitive in such areas as:

- recruiting staff;
- training staff in awareness of equality and diversity as part of their ongoing professional development;
- involving parents from all communities in providing services; and
- identifying and respecting the needs of all children.

Children and families of minority ethnic backgrounds

We are raising public awareness of racist attitudes and behaviour and the negative effect this has on individuals and society more generally. An anti-racism campaign was launched in September 2002 with the theme of 'One Scotland, Many Cultures'.

The Race Relations (Amendment) Act 2000 aims to make equality part of all public services, including education. By law, public authorities must:

- prevent unlawful racial discrimination;
- promote equal opportunities; and
- promote good race relations.

As far as out-of-school care is concerned (which is not covered by the Act unless it is managed directly by local authorities and schools), clubs should follow the general principle of equal opportunities in a multi-cultural society.

We, and others, accept that there is a need to look at how to increase participation in early-years and childcare services by under-represented ethnic and socio-linguistic minority groups.

Examples of childcare provision for children and families of minority ethnic backgrounds are as follows.

Good practice

The Taleem Trust's Network House in Govanhill, Glasgow is a brand-new centre that is home to a number of different projects. The one-stop-shop approach allows community members to use a range of support services. The Convenor for Taleem Trust Childcare, says: 'Culturally sensitive childcare will help to prevent the alienation of young people and the loss of their identity. We understand the needs of diverse cultures and religions and the impact that this has on a young child's life. The crèche is available for women accessing the centre. Primarily, it caters for pre-school children, but in response to demand it is now open on Saturdays for children up to the age of 14. This helps those who are attending courses run by projects such as Muslim Women's Resource Centre and Reach Community Health. Parents have to feel comfortable so they can undertake training.'

Good practice

East Pollokshields out-of-school care club serves an area of Glasgow with a relatively high percentage of families of minority ethnic backgrounds. The co-ordinator of the club and two members of staff have minority ethnic backgrounds. They can speak Urdu or Punjabi. The children who go to the club can get support, if needed, to learn English.

East Pollokshields club respects different traditions. All snacks provided are halal. There is a dual-language library for the children.

Good practice

Angela works for Glasgow YWCA as childcare co-ordinator for four OSC clubs. She is based in a family centre that supports families from a wide range of minority ethnic backgrounds, including refugees and asylum seekers. Angela says: 'We have a number of staff, as well as children, from different minority ethnic backgrounds. We encourage all staff to share their cultural experiences, for example, festivals, dance or food, to give all children a better understanding of different cultures.'

The equal opportunities policy for Kelvinside ASK club (one of the Glasgow YWCA clubs) states: 'Staff will demonstrate awareness that from a very early age, children learn about the values of different races and culture. Staff and volunteers will work with the children to ensure that all children develop a positive self-identity and will encourage children to respect others of different cultures, religious or linguistic backgrounds, gender or ability.'

Gaelic

Our policy on supporting the Gaelic language and culture, and strengthening and maintaining the Gaelic community, is set out in *Building a Better Scotland*.⁸ Our support for Gaelic covers three main areas: education, cultural organisations, and broadcasting. Gaelic now features at all levels of education: pre-school, primary, secondary, further and higher education, and in teacher training. We also provide grants to Gaelic cultural organisations and we support Comataidh Craolaidh Gàidhlig (CCG), the Gaelic broadcasting committee. We have recently set up Bòrd Gàidhlig na h-Alba, the Gaelic development agency, to take forward Gaelic development in Scotland.

The New Opportunities Fund will consider applications from Gaelic groups if the application meets the conditions for the programme.

⁸ 'Building a Better Scotland', Scottish Executive – September 2002.



Section 10

Links



Links

We are keen for OSC to connect with other activities, services and programmes, where that is convenient for the children and young people and their parents.

Out of School Hours Learning (OSHL) or study support

Every Scottish local authority receives study support funding under the Social Justice programme of the National Priorities Action Fund (formerly the Excellence Fund). Since 1999, we have provided some £27 million and we have committed a further £44 million between 2002 and 2006. Over 375,000 pupils took part in study support activity during 2001-2002. In addition, the New Opportunities Fund has made awards under its Out of School Hours Learning Programme amounting to just under £22 million to 134 projects, involving 2,635 schools. The New Opportunities Fund is now making available a further £21.75 million for out-of-school-hours learning under its Round 3 programme.

The range of activities eligible for support from both sources of funding is wide and varied. It includes homework and study clubs, sport and adventurous outdoor activities, creative ventures in the arts field, help with key skills such as literacy, numeracy and information computer technology, and support for coursework in a range of subjects. Activities may take place on school premises or further afield, in the community or at summer camps.

A recent report covering schools in England and Scotland shows that students who take part in study support do better than would have been expected in academic attainment, attitude to school and attendance at school.⁹

www.dfes.gov.uk/research/data/uploadfiles/RR273.PDF

Good practice in OSHL

The LIFE (Learning is for Everyone) project in Dundee provides homework clubs in the city's libraries and out-of-school learning clubs in 15 primary schools in Social Inclusion Partnerships areas of Dundee. The homework clubs, available to all pupils in primary 5, 6, and 7, are run three nights a week. In an evaluation, 93% of pupils felt that the clubs had helped improve their schoolwork. The pupils welcomed the access to IT and the social aspect of meeting other pupils. The out-of-school learning clubs are available to pupils in primary 7. The activities include arts and crafts, baking, designing and making board games, writing plays and film scripts, learning drama techniques and making animated videos.

Clyde Valley High School in North Lanarkshire runs a 'peer-mentoring' programme to raise the confidence, self-esteem and motivation of students in S1 and S6. The peer-support includes paired reading, mentoring and after-school arts and sports clubs. Younger students respond well to the involvement of senior pupils.

Out of School Hours Learning (OSHL) helps children to build on their learning in the classroom. It also builds confidence and self-esteem by helping them to develop skills in areas that cannot be included in the school curriculum. Good-quality OSC does the same, but with a slightly different emphasis. Both services motivate children and young people.

There is an issue of balance. It would not be appropriate for all clubs in the OSC sector to focus heavily on homework or on support for literacy and numeracy. There are no definite distinctions between 'care' and 'learning' as this area needs to be more flexible.

This is why we gave the New Opportunities Fund the priority in its 'New Opportunities for Quality Childcare Programme' of projects combining childcare and OSHL. This programme will begin in 2003. The New Opportunities Fund will award all grants by December 2005. The New Opportunities Fund will be able to support projects linking OSC and OSHL. The emphasis is on the joint planning, development and location of OSC and OSHL in one place. We need to improve co-ordination and to stop the direct clash that happens occasionally. A closer relationship between OSC and OSHL could benefit children, young people and parents. Importantly, under a more closely connected service, the very worthwhile and beneficial activities under OSHL would continue as would the opportunities for play, relaxation and mixing with friends.

⁹ 'The Impact of Study Support – A Report of longitudinal study into the impact of participation in OSHL on the academic attainment, attitudes and school attendance of secondary school students, Department of Education and Skills – June 2001.

The New Opportunities Fund will expect schools and OSC service managers to work together to plan and develop the new activities. Schools (or sports instructors, arts development workers and others, where appropriate) would provide the OSHL part. Having OSC and OSHL together on school premises is the ideal situation but it is not always possible either because of physical limitations or the nature of OSHL (for example, sports facilities might be separate from the OSC location). Local authorities and childcare partnerships need to think creatively about how to combine OSC and OSHL, taking account of the fact that OSC is charged to parents and OSHL is free.

In order to achieve better co-ordination, the following points might be taken into account.

- Having the right partners on side from the start, for example, school, parents, children and young people, the childcare partnership and the Scottish Study Support Network.
- Identifying need, reflecting the needs of children and parents in the local community.
- Sharing a vision for the service, with support from school and OSC staff.
- Getting the management right – the education authority can even run the childcare. Education authorities may delegate their powers to school heads or staff, but authorities keep responsibility. Or the childcare can be run by community, voluntary or private groups.
- Providing opportunities for sharing school resources, such as sports equipment, computers and art materials.
- Having a wide range of activities and programmes.
- Planning access and charging so that services are in or around one site. Children may go to free OSHL sessions and then go to the childcare that is usually charged for.

One possible solution is set out below.

- Using two rooms in a school, with students being able to move freely between them. A study-support room with a programme of structured activities running for an hour or so and a 'chill-out' room in which to socialise, relax and play, open for longer. Staff have playwork and teaching support skills. Outcomes could include improved attainment levels, structured and informal learning opportunities, and play opportunities appropriate to the children's age.

The examples below are of existing co-operation between school and club.

Good practice

Lochee after-school club is based at St Mary's Primary School in Dundee. Children in the club (who come from a number of nearby schools) are supported to do their homework by teachers from St Mary's. The co-ordinator of the club says: 'Having asked the parents their views, I can say that our parents really benefit from having the homework club twice a week. It allows the children to have their homework supervised by a teacher, at a time in the day when they are not too tired. Also, as the children work in small groups with the homework teacher, it allows them to support each other. Parents can still keep in touch with their children's work by checking their homework later on.' One child at Lochee said: 'It is good to do your homework with the homework teacher because she helps you with some of the answers. If I do my homework with the homework teacher I can go home and go out to play with toys.'

Children who attend the Bishopbriggs childcare centre at their Woodhill primary school-base in East Dunbartonshire can go from the OSC service into several teacher-led activities under the out-of-school-hours learning (OSHL) programme. The OSHL activities include a homework club and Scripture Union. This is a flexible arrangement so that the children can take part in activities such as drama, sport, art and music lessons in the OSC service and also go to the OSHL activities. Parents are pleased that their children have the opportunity to take part in both the OSC and OSHL.

Each club decides its policy in relation to homework being done by children at the club. The views of children, parents and OSC-staff need to be taken into account. The focused consultation with children showed that 33% of children do their homework at the club. One in five of the older children said they would like to do homework at a club for older children.

Good practice

Children at Barnhill after-school club in Dundee can choose to do their homework at the club. Barnhill's co-ordinator has a long-standing arrangement to use the school's dining room as a quiet area for homework. Barnhill's Primary School's head teacher supports the good relationship between the school and the after-school club. The club's co-ordinator says: 'Parents have to be involved. They have to agree as they are expected to look at the homework. Then children can choose to do their homework when they are at the club. They sometimes like to do this if they have other activities later on like the Cubs or the Brownies. The children often have projects to work on. They like to do this at the club because they can use the resources of the school including the library to help with their project.' One child at Barnhill said: 'It's good because it saves time as family at home yap in my ear which makes me take longer to finish.'

Youth work

Youth work is a learning activity that specialises in social and emotional competence, and has the potential to contribute greatly to the development of young people's skills. It addresses a range of issues from citizenship to environmental education, and community safety to health education. Youth work is particularly successful in making contact with those young people who are excluded and disadvantaged, engaging them in informal learning activities.

Local authorities and the voluntary sector are the main providers of youth work in Scotland. These include local authority community education services, the uniformed youth organisations and voluntary organisations dealing with specific interests, for example, Community Service Volunteers, British Trust for Conservation Volunteers (Scotland), PHAB Scotland (Physically Handicapped Able Bodied).

We have identified the following priorities for community education's work with young people.

- Involvement with young people (school age or over) to help them develop in a positive way. This applies particularly to those who are, or who are at risk of becoming, alienated from society, or whose educational experience has left them dissatisfied or whose lifestyle makes them vulnerable.
- Promoting lifelong learning and healthier, more positive lifestyles within the context of community and voluntary activities.

This includes important contributions to policies such as New Community Schools, OSC and OSHL.

Our support to local authorities in 2002-2003 for the provision of community education is £105.7 million, about half of which will go towards providing youth work. We have given an extra £5 million to local authorities for youth-work provision from 2004. We also award funding to the headquarters of national voluntary youth organisations. This stands at £1.01 million in 2002-2003.

Those working in youth work and related areas support the effectiveness of learning within informal settings. We have sponsored a piece of developmental work to produce clear outputs and outcomes for youth work and to measure progress. The project is due to report in 2003.

On our behalf, YouthLink Scotland is carrying out a mapping exercise of youth-work provision in Scotland, covering both the voluntary and statutory sectors. This will highlight any gaps between supply and demand; record examples of good practice; and show any duplication. It will provide an important basis for future work by both central and local government, and influence our future consultation on youth policy.

PE and sport

Physical education and sport have a secure place in the school curriculum. A Ministerial Review Group is looking at PE and sport. The group is considering the wider opportunities available to school-aged children in the school and community. It is important that the PE curriculum actively involves young people and connects with the health, activity and sport initiatives being pursued in schools.

OSC has a central role to play in contributing to the physical education and physical activity levels of young people through its ability to links with schools, community and the home.

The New Opportunities Fund's programme on PE and sport in schools (NOPES) will help to achieve our aim of opening up school-based sports facilities for community use, and so build closer links between schools and local sports clubs.

Of the £87 million committed to the NOPES programme, £52 million will be spent on building new, and refurbishing existing sporting and outdoor adventure facilities. Four awards have been made using the New Opportunities Fund's fast – track process as follows.

- £764,000 to South Lanarkshire Council for part of a major upgrading of school and community sports facilities at Trinity High School.
- £537,000 to North Lanarkshire Council to build an extension to the Kilbowie Residential Outdoor Education Centre in Oban.
- £454,000 to Renfrewshire Council to develop and improve outdoor sporting facilities at The King George V sports ground project.
- £1,154,536 to Glasgow City Council to develop a new community sports facility to be based at Haghill Primary School.

The other £35 million will be committed to two revenue programmes – projects designed to offer out-of-school-hours activities and projects using sport as an alternative to anti-social or criminal behaviour.

Cultural activities

Cultural activities are fun and can develop self-confidence and creativity. OSC (and Out of School Hours Learning) can have a part to play in delivering these activities. OSC providers (and childcare partnerships) can contact arts development officers and people involved in the national cultural strategy's cultural co-ordinators in schools programme. This programme encourages local authorities to consider the role of individual cultural co-ordinators and to set up local projects.



Section **11**

Sustainability

Sustainability concerns

We have discussed sustainability issues in most sections of *School's Out*, for example, in relation to workforce development and the availability of premises. As sustainability is an ongoing concern reflected in many different aspects of OSC delivery, it is right that we should now discuss sustainability issues in greater depth.

Clubs have to work hard to deliver good-quality care at affordable prices and stay open. A sustainable club will stay open with hard work but without the need, for example, to fundraise or to always be applying for sources of funding. Some clubs are only sustainable because they receive ongoing financial help, for example, from Social Inclusion Partnerships (SIPs).

Sustainability of OSC can be affected by one or more of the following factors.

- The club is full but in a disadvantaged area, and there are real doubts about parents' ability to pay. So fees are set low, which means a lack of income for the club.
- The club is in a rural area with few children attending and with few opportunities to get more income from parents' fees.

- The club is only part full (due to parental employment patterns, the employment profile of the area and availability of spaces on days that do not match parental demand).
- Payment of full letting charges.
- Low take-up of the Childcare Tax Credit by parents of school-age children.
- Inability to attract funding (other than start-up) to allow the club to support itself.
- The parent-led management committee model is very fragile.
- Problems relating to recruiting and keeping staff.

The New Opportunities Fund is conducting a full evaluation of its out-of-school hours childcare programme. The findings in its interim evaluation¹⁰ about the challenges of developing OSC support the above.

Research commissioned on our behalf on the benefits and costs of OSC analyses the costs of setting up and providing OSC services in a range of circumstances: funded by a Social Inclusion Partnership (SIP) in a deprived area; a parent-managed voluntary service in a rural area; and private provision in an urban area. The research also analysed the range of capital costs (for example, the upgrading of premises) and revenue costs (for example, rent) involved in setting up OSC provision. The researchers looked at the range of variables too (for example, the location of the premises, the hours the service is running for, and extra staff for children in need). They discussed hidden costs, for example, the cost of volunteers. The research will be available soon on www.scotland.gov.uk/insight. We will send the Executive Summary to local authorities and to childcare partnerships.

Sustainability is not always a concern. We should balance the picture with views about services that are sustainable. Some clubs can only stay open because they continued to receive long-term investment from the Urban Programme and now from Social Inclusion Partnerships (SIPs). Others can stay open because they are in wealthy areas where the parental fees cover costs. And some, no matter where they are, have very good business sense and business practices. They are also full, or nearly full, rather than having low occupancy levels.

Funding

The New Opportunities Fund is the main source of funding for setting up new clubs or for adding new places to existing clubs. In Scotland, £25.3 million is available for the New Opportunities Fund's out-of-school-hours childcare programme. The programme closes in summer 2003. Funding for OSC may also be available under the New Opportunities Fund's new childcare programme, the New Opportunities for Quality Childcare (NOQC).

The New Opportunities Fund has made changes to its OSC programme to help deal with sustainability concerns. Any project applying for the programme's final two

¹⁰ 'Achievements and challenges in developing out-of-school hours childcare: year 2 evaluation findings. Summary by Alison O'Grady, 2002.

application deadlines of 15 April 2003 and 15 June 2003 for new childcare places can now seek three-year funding. The Fund will also consider applications for one or two year continuation funding from a wider range of existing projects where they can show need and meet the criteria for assistance. The Fund also supports the Scottish Out of School Care Network's Funding Facilitator Programme.

Local authorities and childcare partnerships can, and do, fund OSC services using our childcare strategy resources. We also made available to local authorities an extra £8 million up to 2004, specifically to support and maintain good quality but fragile clubs in disadvantaged areas. This funding could be used when the start-up funding from the New Opportunities Fund runs out to make sure the clubs stay open. There may also be clubs in difficulty which have not received a New Opportunities Fund start-up grant and they are also eligible for ongoing support. £3 million of the £8 million is permanently within the local authority financial settlement. **This means that £3 million will be available to local authorities to allow them to continue to support clubs after March 2004, if they want to.**

Information

There are other sources of grant and loan funding for OSC. Some of these sources are not widely known. Appendix 3 is a guide to funding sources with eligibility conditions and contact details.

Study on OSC

We want to make OSC more sustainable, in the short and longer term. We believe there is a lot to be gained in having different models to deliver OSC services and in providing guidance on business support to the parent-led management model of OSC. On our behalf, consultants carried out a study across Scotland. They looked at:

- **models for delivering OSC, other than the parent-led management committee model; and**
- **good-practice in business support for the parent-led management committee model.**

A full copy of the report is on our website at www.scotland.gov.uk/library5/education/posc-00.asp

We recommend that you read the whole report to get the full picture. Here is a brief summary.

Models for delivering OSC

The consultants looked at the following models of OSC, assessing benefits, costs and ability to transfer the models to other parts of Scotland.

- Managed by a large voluntary organisation.
- Managed by the local authority.

- Privately run.
- Outsourcing (allocating) all the management and business functions to a voluntary umbrella organisation.
- Workers' co-operative or employee-ownership organisation.
- Managed as a social enterprise – a not-for-profit organisation, using the Intermediate Labour Market (ILM). ILM is explained later in the relevant section.

We take each of these in turn. (The contact details for each model are in Appendix 6.)

Managed by a large voluntary organisation

The consultants looked in-depth at two OSC services run by large voluntary organisations. The first is an international voluntary organisation with local branches operating independently. The second is a locally-based organisation running a range of childcare services, including five OSC clubs. Three of the clubs are in a Social Inclusion Partnership (SIP) area.

The first example has the following **benefits**.

- Economies of scale in running 10 clubs, for example, in administering and managing costs, in using information technology and using office equipment.
- Largely able to be self-sustaining across the 10 clubs as a whole, although the local authority gives a small grant.
- Opportunities for playwork staff to develop their careers.
- Playwork staff concentrating on delivering the service.
- Low staff turnover.
- Includes children in need and children with additional support needs.
- Few problems with the security of tenure and the quality of the premises.

The second example has the following **benefits**.

- Administration functions, such as collecting fees and dealing with the payroll are carried out centrally.
- Staff can be shared across the five clubs although the service wants to maintain continuity in each club as far as possible.
- A training and development officer who is responsible for staff development in all clubs.
- Opportunities for playwork staff to develop their careers.
- Includes children in need and children with additional support needs. Two members of staff are trained in sign language.

Two clubs in the second example said they were never likely to be self-sustaining and would need ongoing funding. But they are part of a larger group of clubs in the area.

These models could work in other parts of Scotland.

Managed by the local authority

The consultants looked in-depth at one local authority example. The local authority aims to set up four OSC services or groups of clubs. The local authority employs an economic advisor who deals with financial issues. The local authority believed that there might be a better way of providing good-quality, sustainable OSC than by the parent-led model. Their model has the following **benefits**.

- Management and development functions are the responsibility of the local authority.
- Each group of clubs has a co-ordinator responsible for managing existing clubs and developing new clubs.
- Each group is to have a parent advisory group, so keeping parental involvement but in a more focused way.
- A training officer is to be employed to identify and deal with training needs.
- Includes children in need and children with additional support needs.
- There will be extra nursing and playwork staff to support children in need and children with additional support needs.
- Staff can be shared across the clubs. There is a pool of relief staff.
- Opportunities for staff to develop their careers.
- The OSC staff are council employees who benefit from the same terms and conditions as other council employees.

The aim is for each group of clubs to be sustainable by income from parental fees. The services are not yet fully set-up, and so it will take time to assess the success of this plan. But there is a comprehensive funding strategy that the economic advisor will be monitoring.

This model could work in other parts of Scotland.

Privately-run OSC

The consultants looked in-depth at one privately run OSC service. It also provides care for children below school age. The nursery and OSC service is in purpose-built accommodation in the grounds of a local primary school. The local enterprise company helped with financial support in setting up the service. (LECs can also support other models of OSC). This model has the following **benefits**.

- Staff in OSC can work with younger children in the nursery.
- Staff can have full-time hours.
- Includes children in need and children with additional support needs.
- Commitment to staff development and training.

- The management are working on a formal recruitment procedure.
- Management information systems in place to make sure of good forward-planning

Income is solely from parental fees. OSC covers its costs by being part of a wider childcare service.

This model could work in other parts of Scotland. But if it was set-up in a disadvantaged area, for example, in a Social Inclusion Partnership, it may not get funding from some organisations because these organisations do not fund private enterprises.

Outsourcing management and business function

The consultants looked in-depth at one voluntary organisation that provides different childcare services and the business and management function to three clubs in different areas, including a SIP. This model has the following **benefits**.

- The voluntary organisation has the skills, experience, knowledge and contacts so that it is aware of all the funding opportunities and it can prepare strong funding applications.
- Regular cash-flow projections are prepared for each club by the voluntary organisation. This allows staff and parents on the management committee to focus on the childcare rather than day-to-day financial management.
- The OSC manager works full time which means there is always someone available to deal with issues. The OSC manager oversees the planning of the programme activity in the individual clubs.
- Includes children in need and children with additional support needs.
- The clubs can be more sustainable because of the funding between services (cross-subsidy).

This model could work in other parts of Scotland. To make it cost-effective, there needs to be a 'critical mass' of childcare services, either OSC or a mix of OSC and nursery provision that outsource business and management functions to the voluntary organisation.

Workers' co-operative or employee-ownership organisation

The consultants looked in-depth at one employee-ownership organisation. Through a mapping exercise, the consultants found only three employee-ownership organisations. The one the consultants looked at is owned by four 'workers'. They employ playworkers. The founding members decided to set up and manage their own club to avoid some of the difficulties they had experienced working under the parent-led model. This model has the following **benefits**.

- There is a full-time co-ordinator. The four members are responsible for management, planning, administration and financial issues.
- Staff turnover is low.
- Commitment to staff development.

The employee-ownership organisation is self-sustaining, but only just. Also, apart from the co-ordinator, the members who work in the club when needed do not have an income. Parental fees are set at a level to make sure that costs are covered.

This model could work in other parts of Scotland but there would need to be financial help to give all 'workers' a wage and to make it more sustainable.

Social enterprise

The consultants looked in-depth at one social enterprise model of OSC. It provides childcare using an Intermediate Labour Market (ILM) programme to develop the childcare workforce. There are three OSC clubs. This model has the following **benefits**.

- There is a co-ordinator who manages the services, develops policies and procedures, buys equipment, makes sure of the quality of services and provides support to the team leaders at each club.
- ILM staff, who were previously unemployed in the local area, are employed for one year at the OSC service and have the opportunity to gain a relevant qualification while training in the job.
- Commitment to staff development and training.
- Relatively good career opportunities.
- Places available for children referred from social work.

The clubs are sustainable because the chief executive of the social enterprise organisation and the staff in the central office apply for funding from a variety of sources.

This model could work in other parts of Scotland.

Conclusions about different models

The consultants conclude that all the models have a positive effect on sustainability, quality, ability to meet demand, staff development and access to the services. Some of the models offer better solutions to sustainability concerns than others.

Guidance

All local authorities, working with childcare partnerships, should tackle sustainability concerns, taking into account the information about models for delivering OSC presented in this section and in the consultants' report. The recommendations in section 14 are also relevant.

Parent-led management committee model

Over half of clubs are managed by parent-led committees. Parents who give up their time in this way deserve full credit and recognition. Indeed, OSC would not be here today if it was not for parents seizing the initiative and opening up clubs to meet childcare needs in local communities.

While there are strengths in the parent-led management committee model, there are also weaknesses, which many parents acknowledge. Hard-pressed working parents often find it difficult to give up enough time to manage the club. It can be difficult for parent-led management committees to make sure they have the range of skills, knowledge and experience to cover all the management and staffing issues that arise. These include financial management; employment legislation; staff recruitment and development; budgeting; preparing funding applications; and dealing with the Working Families' Tax Credit (WFTC). There can be a lack of continuity as parents only tend to be involved while their children go to the club. Issues can also arise in setting and raising fees, and collecting bad debts.

These problems can have a negative effect on the sustainability and quality of the service. The consultants' report looks in greater depth at the issues affecting the sustainability of the parent-led model. They then reviewed types of business support to clubs. This is discussed in the next section.

Review of business support

The consultants looked at the following types of support to the parent-led model of OSC, and other models.

- The Kids Club Direct or 'club-in-a-box' package
- Business consultancy support
- Sharing skills among clubs within an OSC network
- OSC development worker.

The contact details for all are in Appendix 6.

Club-in-a-box

A private company developed club-in-a-box. It is an IT package to provide the systems, policies, procedures and software to develop and run an OSC club. It also provides guidance on preparing applications for funding and on price-setting and fee structures. There is a section in club-in-a-box on staff training and induction.

The consultants found out that club-in-a-box is used in most clubs in 12 local authority areas. There is support at national level (by the Scottish Out of School Care Network) and at local level for the product.

Business consultancy support

In some areas, consultants or other agencies (for example, the Small Business Gateway) provide business advice to OSC services. One local authority reviewed by the consultants wanted to find out the current circumstances of all clubs and identify their individual business management needs. The local authority contracted with the Small Business Gateway and a community enterprise support organisation to do the work. This type of support is tailored to the individual needs of clubs. It has encouraged clubs to examine their own sustainability through parental-fee income and has helped clubs to improve their financial management systems.

Sharing skills within an OSC network

There is an OSC network in all local authority areas. The example reviewed by the consultants is in a semi-rural area. The local authority and the OSC clubs developed the network. The network supports OSC, provides a forum for the sharing of ideas, and helps with training.

There is no real effect on sustainability. But a network could have a positive influence if it helps clubs with financial management systems.

OSC development worker

Some local authority areas have an OSC development worker to support OSC. Where there is such a person, there is also likely to be other forms of support, for example, an OSC network or business-skills training. In the area reviewed by the consultants, the development worker provides all sorts of support including advice on starting up clubs, supporting the expansion of existing services and help if there is a crisis. The development worker also aims to raise the profile of OSC in the area.

The consultants found clear evidence that having a development worker improves the quality of OSC services. For example, the development worker organises training to improve services.

The consultants found that a development worker can help clubs become sustainable. The development worker knows about costs, fee-income, pricing structures and so on.

Conclusions about business support

The consultants concluded that all types of business support are useful (especially the OSC development worker who can provide solid support). In some cases the effect is limited or short-term. For example, members of parent-led management committees change over time and the new skills that are developed could be lost as members leave. Clearly, the sustainability of clubs will depend on a range of factors and the parent-led model can work well if the circumstances are right.

Guidance

Local authorities, working with childcare partnerships, should consider appropriate forms of business support to clubs. The recommendations in section 14 are also relevant.

Childcare Tax Credit

The Childcare Tax Credit helps working parents with the cost of childcare. It should also help providers become more stable if a lot of parents take up the Childcare Tax Credit and if providers take account of the extra resources available to parents when setting fees. But there is concern that not many people know about the Childcare Tax Credit. There is information about the credit, and changes from April 2003, in Appendix 4.



Section 12

Employer involvement



Work-life balance toolkit

While we are responsible for childcare, the Department for Trade and Industry (DTI) is responsible for the balance between people's work life and home life (work-life balance).

The DTI's work-life balance campaign, launched in 2000, aims to persuade employers of the economic benefits of work-life balance and to convince them of the need for change. The campaign focuses on tackling the long hours people work; targeting sectors that have serious work-life balance problems; and providing support and guidance.

In July 2002, DTI, with our support and the support of the Scotland Office, published a work-life balance toolkit for childcare partnerships in Scotland (see www.dti.gov.uk/work-lifebalance). The toolkit is designed to help childcare partnerships in Scotland involve local employers in the childcare debate. It also suggests practical ways in which partnerships can tackle this, and gives examples of good practice of what other partnerships have done.

Good practice

South Lanarkshire Council has produced a guide for employers on family-friendly options that has been circulated to local employers. It contains useful information on the business case for work-life balance, flexible working practices, family-leave policies and legal issues.

Good practice

James Watt college in Greenock operates a childcare voucher scheme. Staff members can have part of their salary paid each month in the form of childcare vouchers which are issued in the name of the carer. Vouchers are exempt from National Insurance. This results in a saving to the member of staff of about 9% on the value of the voucher. For example, if a member of staff takes £500 of his or her salary in childcare vouchers, that member of staff will save about £45 in NI contributions so long as the total salary is under a threshold.

Those people earning a higher salary might not make a saving.

Employers' role in OSC

We are not aware of many employers providing OSC or paying for places in OSC for their employees. However, the toolkit suggests that an employer could pay for a certain number of OSC places each year, and in return, the childcare partnership can call the local paper and organise press coverage. This would help employers to keep staff and to reduce the need for recruiting staff. It would also raise the profile of the company in the community and contribute to their image as an employer of choice.

A few years ago, the electrical manufacturer, Norfrost, helped a club in Castletown with its set-up costs. Since then, the company has continued to pay fees for any of their workers' children who go to the club. The workforce is the same now, so the children are older and do not need the OSC service.

Local Enterprise Companies (LECs) also have a role in working with employers to promote employer involvement in childcare. Some LECs are in the early stages of working with employers.

Employer conference

Information

In November 2002, we held a successful seminar for childcare partnerships and local enterprise companies in Perth. In 2003 we plan to hold a similar event for employers, Chambers of Commerce and other interested organisations.



Section 13

Our policies



Summary

We have a number of important policies that are all relevant to developing OSC services. We have mentioned some of these within this document, where they are an important part of the sections dealing with certain issues. These include the school-estate strategy, out-of-school-hours learning (OSHL) or study support, New Community Schools, PE and sport in school, accessibility strategies, youth work and diversity and equality.

We have other important policies and initiatives that are discussed below.

Early-years and childcare strategy

We are working on proposals to set up an early-years and childcare strategy that will draw together the current childcare strategy and Sure Start Scotland, and reflect recent developments in wider children's services, including those delivered by health services. The aim is to reflect the move towards a more integrated

(joined-up) service delivery, especially in closer links with health, education and social work, but also reflecting wider initiatives such as welfare-to-work.

We plan to develop a set of outcomes that this strategy will deliver. We want it to be easier to judge the difference being made by the funds to deliver the strategy. It will allow us to better monitor developments, for example, through the Children's Services Plans. We aim to issue the draft strategy document in 2003 for wide consultation to organisations such as health boards, local authorities, voluntary organisations and others.

Closing the opportunity gap

Good-quality affordable childcare can make a vital contribution to closing the opportunity gap by supporting parents into work or training and making sure that Scotland's children get the best start in life. A key to creating a truly inclusive society is not just providing support to children in relation, for example, to educational attainment. We need to help their social and emotional development in less formal ways, and OSC has much to offer. The 'For Scotland's Children' report highlighted the role that less formal, often voluntary, provision can have and the way in which it can often seem more inviting and less stigmatising to parents and children.¹¹

Integrated children's services

Precisely because of its informal nature, OSC can have much to offer in the wider context of integrated (joined-up) children's services. Services should support the 'whole' child, who will need, and have rights to, play and enjoyment just as much as to education and attainment. Children may often be more relaxed and willing to 'open out' in such a setting.

Where a child is having difficulties of some kind that come to light in the OSC setting, it will often be appropriate for staff there to involve social workers or other professional staff who are best placed to deal with them. Developments in a more integrated approach to children's services, such as New Community Schools, and the range of work being funded through the Changing Children's Services Fund, should help with this.

¹¹ 'For Scotland's Children, Better Integrated Children's Services', Scottish Executive – 2001.

Good practice

In North Lanarkshire, OSC services and New Community Schools can co-operate to support children. At Muir Street Primary School in Motherwell, the OSC club, run by Lanarkshire Childcare Services, is represented on the local authority Joint Support Agency Group, led by the head teacher. Psychological services, social work, the home-school partnership officer and a representative from the OSC team meet every six weeks to discuss the needs of individual children. At these meetings the group puts strategies in place to tackle a range of needs. OSC contributes by offering care sessions to support children and families. Importantly, since parents collect their children from the club, the club can provide opportunities to support the parents. The children are helped in the club to develop better interpersonal, social and behavioural skills. And the children's parents have opportunities to rest and relax. The progress of each vulnerable child is discussed at the joint meeting.

New Deal for Lone Parents

The New Deal for Lone Parents (NDLP) is a voluntary programme aimed at lone parents on Income Support. Jobcentre Plus Personal Advisers provide advice and support on job-search, training opportunities, childcare, and in-work benefit calculations. Childcare costs for those involved in NDLP will be paid if the childcare is registered.

The role of local enterprise companies (enterprise bodies)

We have referred to the role of the enterprise bodies in the section on the workforce. Both Scottish Enterprise (SEn) and Highlands and Islands Enterprise (HIE) have agreed to involve the enterprise networks in supporting the childcare sector.

Childcare is part of the strategic direction for the enterprise bodies set out in *A Smart, Successful Scotland – Ambitions for the Enterprise Networks* (see www.scotland.gov.uk/library3/enterprise/smart-successful-scotland.pdf). It links social and economic policies by opening doors to employment or education for parents across Scotland. LECs and childcare partnerships need to work well together to make sure every child gets the best possible start in life in an economically successful Scotland. We have encouraged childcare partnerships to take a more active role in involving LECs in their planning, while LECs are encouraged to recognise the ways in which they can contribute to the childcare strategy and meet their own aims under *A Smart, Successful Scotland*.

The Scottish Out of School Care Network (SOSCN) has produced *Childcare Staff and Business Development – a guide to the support provided by local enterprise companies in Scotland*. This guide helps childcare services find out the support available from the LECs. The guide is on: www.soscn.org/LECGuide.pdf.

Community regeneration and Social Inclusion Partnerships (SIPs)

Social Inclusion Partnerships (SIPs) were set up in 1999 to deliver a multi-agency approach to the problems of deprivation. There are 34 area-based partnerships focusing on a set geographical area and 14 concentrating on a specific theme, for example, young people and young carers.

After-school clubs, playschemes, nurseries and crèches have all received SIP funding. There are also a number of local projects to train local people in childcare or to become registered childminders.

Good practice

The North Edinburgh SIP helped to fund the Greater Pilton Childcare Centre which was set up by the local childcare action group. The centre provides 'wraparound' childcare for children aged between 0 and 16. There are also mobile and onsite crèches, after-school clubs in local primary schools and playscheme provision.

In June 2002 Margaret Curran, Social Justice Minister set out our future regeneration policy in 'Better Communities in Scotland – closing the gap'. We are committed to building a better Scotland, where a child's potential, not their background or postcode, will decide their future. The statement recognises that while much has been achieved in regeneration terms, more needs to be done. Community planning is highlighted as the way forward in terms of making sure that all agencies work with deprived communities – and with each other – to deliver better and more responsive services.

To that end, management of SIPs will move over to community planning partnerships from 2004 onwards. Services and outcomes in deprived areas need to be improved and resources should not be taken away from the vulnerable communities that depend on them. Resources will be available to:

- fund work at the neighbourhood level;
- support local networks that plan and deliver services;
- develop local skills and confidence; and
- provide improved or extra local services.

Review of breakfast services

We have completed a review of breakfast services. This review will help to influence decisions about the best way to use a grant we have. The grant will be targeted on vulnerable children from low-income communities. These are the children who are most in need of the wide-ranging benefits of a breakfast service – reducing inequalities in health, providing play opportunities, and helping parents into work. We will be announcing soon how this funding will be awarded.

A good breakfast service is particularly important to disadvantaged and vulnerable children because it:

- increases concentration and improves learning at school;
- promotes their physical wellbeing;
- provides emotional and social support;
- makes sure the children at least have a breakfast; and
- promotes health initiatives.

Health

Child health is a priority for us as a good start in the early years will improve health in later life. We have many initiatives on the go to make sure of the best possible start in life for children. These include the breakfast service review. After-school clubs can also promote healthy eating initiatives. Two examples are as follows.

Good practice

The First Nursery in Peebles, which provides OSC, has a healthy eating policy. The health board gave the service a £50 voucher to buy fruit and vegetables. The service offers a wide range of healthy snacks and the children are involved in decisions about snacks. The healthy eating policy was put in place at the suggestion of a parent who is a dietician. The parent encouraged the owner of the nursery to contact the British Heart Foundation (BHF) for information. This year, BHF have provided 'exercise passports' where children keep a record to see if they are doing the recommended 15 minutes daily exercise.

The Dalmuir OSC Group teaches children the importance of a healthy diet and lifestyle in a fun and educational way. Events have included a 'make your own chef's hat' and a 'fruitfantastic' tour arranged by the local Sainsbury supermarket. The group had a large food pyramid to show the correct amount of food types that should be eaten every day. There are regular visits from a local chef in charge of a healthy eating café. John has prepared dishes and given the group recipes to try, a favourite being fruit smoothies. The group arranges visits to the local youth information service that runs courses and workshops on a wide range of health-related issues.

We are also encouraging all schools to be Health Promoting Schools. The HPS approach is to be part of the overall ethos of the school. The emphasis will be on personal and social qualities to help children make balanced choices about how best to lead their lives. Existing new community schools already embrace the health promotion concept. Breakfast clubs and after-school clubs may well form part of the HPS approach.

Physical activity strategy

It is clear from the focused consultation with children that many children like sport and physical activity. Being able to let off steam after school is important to them, whether this is through organised games and sport or by playing unsupervised by adults.

The importance of physical activity for children and young people is recognised in our physical activity strategy. We are particularly concerned with high levels of inactivity among teenage girls and the need to include children in need or with additional support needs in physical activity.

Active primary school co-ordinators and school sport development officers are promoting physical activity for young people. They will have a key role in promoting and co-ordinating physical activities in OSHL and OSC. They will tackle the needs of children who are currently inactive or less active than they could be.

Information

We will make sure that childcare partnerships and active primary school co-ordinators and school sport development officers know about each other's responsibilities so that OSC services can benefit from this programme.

Play

The importance of play opportunities is mentioned throughout *School's Out*. Play is an essential part of OSC. Active play has clear health benefits and it also helps with physical and emotional development.

Within OSC, the role of the play leader or play worker is vital to the quality of the play experience. They can provide appropriate support and guidance where the child needs it. They can let the child pursue their own play activity too, without any support from the adult.

The Right Honourable Frank Dobson, MP, is chairing a review to develop a UK-wide strategy for improved children's play facilities. The New Opportunities Fund might take forward the programme resulting from this review with £200 million that will be used for new and improved children's play facilities. The review will cover play services for children up to the age of 16. Highest priority will be given to those neighbourhoods and communities with most need and least facilities. Special attention will be paid to children with disabilities and to ethnic groups who may feel excluded at the moment.

Cathy Jamieson, the Minister for Education and Young People, welcomes the review.

National Cultural Strategy

The purpose of the national cultural strategy is to create a climate in which arts and culture can thrive and are accessible to all. It promotes the social benefits of culture and the important strengths of creativity as a resource in education and lifelong-learning. The Cultural Co-ordinators programme in schools is a vital part of the strategy, ensuring that children and young people in Scotland are aware of and given the chance to participate actively in a wide and exciting range of arts and cultural activities.

Cultural Co-ordinators in primary and secondary schools will have a key role in developing links with the arts communities and these connections could be tapped into by OSC providers.

Local authority and voluntary sector relationships

We will be issuing guidance in 2003 on partnership funding arrangements between the statutory sector (mainly local authorities and the National Health Service) and the voluntary sector. (We issued the draft guidance to a few organisations on 21 January 2003 asking for their comments). The guidance may be helpful when local authorities and others are considering funding to voluntary OSC provision. Among other things, the guidance will set out the range of options available for long-term, stable financial relationships between the statutory and voluntary sectors.

The social economy

The 'social economy' means not-for-profit organisations that are independent of the State. They provide services to people that complement or meet gaps in public service provision. Such organisations can take many forms. They include co-operative housing associations, charities and small local community groups.

We believe that a well-developed social economy can make an important contribution to extending service delivery options in important areas such as childcare. A strong social economy also plays an important role in creating new jobs and growing social capital. We are working with other interests, including the voluntary sector, to develop a strong and healthy social economy in Scotland. Our Social Economy Review, published in January 2003, provides the basis for action.

Additional support needs

In January 2003, after consultation and a review of arrangements for assessment and recording of children with special educational needs (SEN), we published a draft Bill on additional support for learning. At the same time, we, with the Special Educational Needs Forum (a forum of professionals, officials and parents) published a framework for meeting the needs of children who require additional support for learning. These documents complement each other and give more detail on the policies for making better the provision for additional support needs.

The national debate on education

The Minister for Education and Young People recently published our response to the key themes that emerged from the national debate on education in: 'Educating in Excellence – Choice and Opportunity'. In the context of OSC, the response said the following under 'the vision for the future'.

'Improved life chances through better out-of-school care within the school environment.'

Some issues raised during the debate, and acknowledged in our response, are relevant in the context of OSC. Many people wanted the education system to emphasise life skills; to focus on skills and attitudes as well as knowledge; to recognise the importance of pupils learning outside schools and classes; and to have multi-agency working in schools. OSC services help schools deal with these concerns and will have an important part to play in delivering the future of education.



Section 14

Conclusions, priorities for action and recommendations



Conclusions

There has been a considerable increase in the number of OSC places available in recent years, and in the overall quality of provision. Since 1997, the number of OSC services has doubled to 1,140. There are places in OSC for around 1 in 9 primary-school children. The New Opportunities Fund has funded over 2,300 places in OSC for children in need, including for children with disabilities. OSC has been transformed so that clubs provide better quality childcare for children and are no longer 'babysitting' services.

The increase in provision has generated more employment opportunities for people wishing to work directly with children, including those living in disadvantaged areas.

However, there remain some challenges. Some clubs face real issues about sustainability and are struggling with the risk of closure. There is limited provision for children in early secondary school. Many clubs do not cater well for children in need or for children with additional support needs. It is clear, however, that children and parents value OSC, and that good-quality OSC services are important for children, parents and for the wider community.

Children

It is too early to assess the long-term benefits to children of being in OSC. However, research suggests that children benefit from going to OSC in the following ways.

- The risks to young children are reduced when they are in a safe and structured environment.
- OSC provides a variety of activities including free-play, organised games and sport, arts and crafts and supervised homework to complement the educational focus of the school day. This helps to counter under-achievement which is especially valuable in deprived areas.
- Children's life and social skills improve – these include their self-confidence, self-esteem, ability to negotiate and make compromises, and capacity to get along with other children.
- OSC enhances the range of opportunities for children with disabilities and other needs to mix with other children outside the formal school setting.

Parents

Research confirms that:

- Parents need OSC services to help them take up jobs or training. This is important when children go to school and the school day does not tie in with the working pattern of parents.
- In particular, it is easier for lone parents to take up jobs, and remain in employment when OSC is available.
- Parents have greater peace of mind because their children enjoy themselves and take part in a range of activities in a safe and secure environment.
- OSC helps families who are vulnerable or deprived. It can give parents (and siblings) opportunities for a welcome break.

Communities

Children and parents are important parts of the wider community. Research suggests that communities can benefit as follows.

- The availability of OSC can help to tackle disadvantage, provide employment and promote regeneration.
- Children take part in OSC in constructive, supervised activities, reducing the number of young children who are unsupervised outside school hours.
- Employers are more likely to keep employees and staff-turnover will be lower, leading to reduced recruitment costs.

Vision for the future

In the light of these conclusions, our vision for the future is:

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.

For parents

- Parents having greater access to employment and training opportunities because more flexible OSC is available, for example, during teacher in-service days and school holidays and to meet the needs of shift-workers.

For services

- Sustainable OSC services that are financially secure.
- All services in good premises.
- More OSC services to be located in schools and pre-school centres, making the best use of the integrated approaches to family support, health improvement and children's services in New Community Schools.

For communities

- OSC available in all areas, to tackle disadvantage and increase community well-being.
- Greater opportunities in disadvantaged areas for people in local communities to work in OSC services.

Priorities for Action

In order to achieve this vision, policy makers, service planners and service providers will need to focus on 3 priority areas identified in this report as follows.

- sustainability;
- services for older children and young people; and

We must strengthen fragile provision by developing quality and financial sustainability. We need to ensure that the right types of service are available for the parents whose children need them, in the right numbers, of the right quality, and at the times they are needed. Subject to local demand, this may include setting up suitable clubs for older children and young people, including services linked to study support. It will also involve providing OSC places for children in need, including children from vulnerable families and children with additional support needs.

This will require an increase in provision, and, in some areas, a more active role for local authorities and others in the planning, delivery and support of OSC. We have provided extra resources for the childcare strategy to local authorities, as set out in the table in Section 3. We expect some of this to be used to promote the development of OSC, as proposed in this document. The New Opportunities Fund also has funding available (set out in section 11 and in Appendix 3). Appendix 3 provides a summary of other sources of funding, including the Rural Challenge Fund.

The funding can be used to make progress with the three priorities for action we have identified. These priorities are all discussed in separate sections in *School's Out*. They are also closely connected with the future challenges and underpin our recommendations. In taking forward these priorities, we will be helping to make our vision a reality.

Objectives

Local Authorities and childcare partnerships will need to work together to expand provision. We are setting two challenging objectives for them to achieve by 2006:

- to make a significant increase in high quality, sustainable OSC provision; and
- to ensure that there is provision throughout each childcare partnership area, ideally within every club, for children with disabilities and other needs.

We will monitor progress towards achieving these objectives.

Recommendations

We recommend the following actions. There is also a list of more detailed 'issues for consideration' in the consultants' report on OSC Management Models and Business Planning, which local authorities and childcare partnerships will wish to consider.

We will work with local authorities and childcare partnerships to agree the way forward for recommendations 1 - 3. We will work with Scottish Enterprise, Highlands and Islands Enterprise and local enterprise companies in taking forward recommendation 4.

Local authorities and childcare partnerships can only assess progress if they have robust data in place to see what the 'baseline' position is – what exists now in local areas. We will work with local authorities and childcare partnerships to ensure this information is available, locally and nationally.

Recommendation 1

Local authorities should review OSC provision in their areas during 2003-2004, with the childcare partnerships, to set targets for growth, and to establish what local action is needed to address issues of availability, sustainability and quality.

As a first step in deciding the way forward at local level, local authorities with childcare partnerships need to assess the nature of the OSC provision that exists. They then need to examine to what extent it is meeting need in terms of its availability to children and parents, sustainability and quality.

The review will take account of the priorities for action, and should provide detailed baseline data to identify what further service development may be required locally. Each local authority and childcare partnership should then establish a target, to be agreed with the Scottish Executive, intended to meet identified shortfalls in local OSC provision by 2006.

Each local authority will need to decide with its planning partners the format of their review, but in general we expect these will include:

- a demand assessment to highlight gaps in provision (including for older children and young people and children in need);
- an assessment of the sustainability of different models for delivering OSC;
- an assessment of the sustainability of each existing club.
- a consideration of workforce training to ensure staff can work confidently and effectively with children with special needs or with additional support needs.
- an examination of the quality of provision, taking into account, for example, the range of activities provided, the range and type of facilities such as equipment and open space, the experience and skills of staff, and flexibility and reliability of the service. The overriding principles, set out in the national care standards, are dignity, choice, safety, realising potential and equality and diversity.

Progress by spring 2004

The reviews should be completed by the spring of 2004. Where the reviews show a need for further services suitable for older children and young people in their areas, we would like to see clear action to set these services up. We would also like to see progress with making more OSC places available to children in need or with additional support needs. We want local authorities to set their own targets

for local OSC expansion by 2006 with childcare partnerships, in the light of the findings of their own review. These targets should be agreed with the Scottish Executive and reflected in Children's Services Plans for 2005-2008.

Recommendation 2

During 2003-2004, 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'.

This will support the delivery of better joined-up services, and ensure that OSC services are given due consideration. As part of the roll-out of the New Community Schools agenda, local authorities will wish to examine the scope for New Community Schools (and associated pre-school centres) to have clubs on their premises. Over the period to 2006, this will result in giving active consideration to having a club in every school, taking account of existing and emerging information about local provision and demand.

In this document we encourage local authorities to communicate the importance of OSC to head teachers and to School Boards.

Having clubs in schools minimises the need for children to travel after school, and helps to develop the schools' wider role. However, where there are existing, good-quality clubs in other premises, it may well be best to retain the existing arrangements.

Progress by spring 2004

We would like all local authorities through head teachers to have examined the scope for having OSC in school premises, taking into account the benefits and any problems. We also want local authorities and childcare partnerships to have examined the scope for using local authority premises, including schools and community halls, for OSC services. If there is scope to make more use of local authority premises, we suggest that local authorities help clubs use the premises.

Recommendation 3

Local authorities should work with childcare partnerships to develop, by March 2004, a local action plan of short-term and longer-term help and support to clubs, and to improve sustainability.

Many people who spoke to us in the course of preparing this document identified real concerns about the sustainability of some OSC provision, often because of financial problems, or because of pressures on management committees. All local

authorities should offer practical support to local OSC providers. This might include:

- the development of local strategies to spread good-practice;
- help for clubs with funding applications;
- financial support to clubs for training initiatives; and
- financial support to local OSC networks which provide essential practical support to clubs.

Some sustainability issues may require longer-term action by local authorities and others. Section 11 of this document and the 2 reports we commissioned from consultants, 'Management Models and Business Planning' and 'Assessment of the Benefits and Costs of Out-of-School Care' provide valuable information on possible ways to tackle sustainability issues in OSC. The consultants' reports will both be on our website. Executive summaries of both are also being made available to local authorities and childcare partnerships.

In tackling sustainability concerns, local authorities and childcare partnerships should do all or some of the following.

- Assess whether individual services are meeting current needs.
- Use different models for delivering OSC, where the parent-led management committee model is not sustainable.
- Bring together a group or cluster of clubs, as do some local authorities, to achieve economies of scale in the management, as well as ability to cross-subsidise so that the better-off club helps the club that is not so well-off.
- Provide improved business support to the parent-led management committee model or outsource certain functions including the payroll and recruiting staff.
- Provide, or consider subsidising, suitable premises for OSC services.
- Encourage clubs to charge realistic fees and promote benefits such as the childcare tax credit.

We recognise that there are costs associated with some of the long term measures. For example, it may cost more to set up different models for OSC services, (as set out in general terms in the consultants' report) or to provide good business support to the parent-led model. The extra resources for the childcare strategy will help with the costs.

Progress by spring 2006

By the spring of 2006 we want all local authorities and childcare partnerships to provide a range of practical support to clubs in difficult circumstances, so that they do not feel isolated. We also want all local authorities and childcare partnerships

to have tackled longer-term sustainability concerns by providing or helping to get stable models of OSC in their areas.

Recommendation 4

In support of these recommendations, the enterprise networks (Scottish Enterprise and Highlands & Islands Enterprise) should, between now and 2006:

- work with childcare partnerships to exchange information on relevant aims and objectives;
- advise local authorities and childcare partnerships about any future demand for childcare (including OSC) as a result of new businesses setting up and/or the expansion of existing businesses in local areas;
- support the further development of OSC by applying its range of business support and advice in relation to, for example, workforce development and business set-up.

We make clear in this document that there is a role for LECs in delivering the childcare strategy, including developing the workforce.

Progress by spring 2006

Active engagement between the enterprise networks and childcare partnerships on the childcare strategy. Commitment by the enterprise networks to taking forward the recommendation to further economic development, social inclusion and regeneration aims. We will be asking for interim report from Scottish Enterprise and Highlands and Islands Enterprise in spring 2004.

Scottish Executive's role

Our recommendations are addressed to service providers and those charged with a role in local delivery: the local authorities and childcare partnerships in respect of their planning and service provision roles, and the enterprise networks in relation to their role in supporting businesses. However, we also have a role to play in making our vision for the future of OSC a reality.

We will take action to deal with those issues, sometimes involving other agencies, which are highlighted in *School's Out* and need to be tackled at a strategic level. These include:

- Working with NOF and other funding agencies to secure the provision of resources to support OSC;
- Continuing to work with the Commission for the Regulation of Care (the Care Commission), Her Majesty's Inspectorate of Education (HMIE), local authorities, the Scottish Out of School Care Network (SOSCN) and others to ensure that high-quality services are provided;

- Working with local authorities, childcare partnerships and other agencies to ensure OSC services can benefit from national initiatives aimed at improving children's health, and physical activity;
- Working with local authorities, the Care Commission and others to ensure that the provision is actively monitored and evaluated.

This will involve:

- monitoring information in Children's Services Plans;
- meeting with local authorities, childcare partnerships and other relevant interests on an ongoing basis;
- meeting with Scottish Enterprise and Highlands and Islands Enterprise about recommendation 4;
- considering how best to evaluate and report on the quality of out-of-school care;
- formally reviewing progress in two years' time, during 2005-2006 and deciding what further action may be required. As part of that review we will seek a progress report from each local authority, providing information about implementation of the recommendations. We will announce further details later.

Appendices





Appendix 1

Members of the working group on OSC

David Anderson	Head of Social Inclusion and Community Development, East Dunbartonshire Council Representative from the Association of Directors of Education in Scotland (ADES)
Irene Audain	Chief Executive, Scottish Out of School Care Network (SOSCN)
Sam Brogan	Childcare Partnership Officer, Highland Council
Mark Bevan	Development Officer, Capability Scotland
Eleanor Campbell	Depute Executive Director, Peace of Mind for Parents (POMP), YMCA, YWCA Cumbernauld
Diane Gladstone	Previously worked for Scottish Enterprise Borders. Now a volunteer support worker for the local out-of-school network.
Janet Law	National Policy Officer, SOSCN
Jacqueline Hughes	Director, Kids Clubs Direct
Patricia McGinty	Director, Bishopbriggs Childcare Centre
Moira Oliphant	Policy Officer, Early Education and Childcare Division, Scottish Executive.
Jackie Welsh	Previously a parental committee member on Kinning Park School club, Greater Govan. Now working with Glasgow City Council, Social Work Services
Muriel Young	Until recently, OSC Development Officer, Stirling Council. Now working with Volunteer Development Scotland.

Note: All working group papers were sent to CoSLA.

Appendix 2

Consulting children

Part 1: Survey of children who currently go to four clubs

About you

Table 1.1 Ages of the children

5 and 6	7	8	9	10	11	12 and over	Number of children
24%	19%	16%	11%	15%	12%	3%	325

Table 1.2 Pattern of attendance

Attend for one day	Attend for two days	Attend for three days	Attend for four days	Attend for five days	Attend for six days
8%	15%	21%	15%	37%	4%

Table 1.3 Attendance during holidays

February holiday	Easter holiday	Summer holiday	October holiday	Christmas holiday	Other holiday
37%	62%	82%	40%	31%	19%

Table 1.4 Attendance during holidays

Attends for one holiday period	Attends for two holiday periods	Attends for three holiday periods	Attends for four holiday periods	Attends for five holiday periods	Attends for six holiday periods
35%	20%	12%	11%	14%	8%

Activities

The following tables give activities as a percentage of the number of boys or girls who named at least one activity. In other words, the percentages do not include children who listed no activities.

Table 1.5 Favourite indoor activities

	Percentage of boys – 175 boys listed at least one activity	Percentage of girls – 140 listed at least one activity	Percentage of the 315 boys and girls listing at least one activity
Arts and crafts	15%	52%	31%
Games (for example, board games, Lego and jigsaws)	30%	32%	31%
Gym	26%	26%	26%
Football	37%	6%	23%
Physical games (for example, Dodgy ball and rollerblading)	22%	25%	23%

Other favourite indoor activities include Playstation, making and eating a snack, watching TV and videos, and playing (for example, role play).

The percentages in the table columns in table 1.5 do not add up to 100% because each child can list several activities.

Table 1.6 Favourite outdoor activities

	Percentage of boys – 168 boys listed at least one activity	Percentage of girls – 137 listed at least one activity	Percentage of the 305 boys and girls listing at least one activity
Physical games (for example, tig and skipping)	35%	62%	47%
Football	60%	21%	43%
Going to the play park	21%	31%	26%
Play (for example, role play)	4%	15%	9%
Sport (except football)	8%	9%	9%

Table 1.7 Favourite aspects 'What do you like best about your club?'

Number of children who listed at least one favourite aspect	273
Socialising	23%
Football	15%
Play (for example, role play)	14%
Arts and crafts	12%
Making and eating snacks	12%

Other favourite aspects included gym, Playstation, board games and going to the play park.

A lot of children responded that 'it's fun'.

Homework

Table 1.8

	Yes	No
Do you do your homework at your after-school club, or get help to do your homework at the club?	33%	67%
If you do your homework at the club, do you like doing it there?	51%	49%
If you do not do your homework at the club, would you like to do it at the club?	23%	77%

Note: The results from the three questions in table 1.8 cannot be compared with each other as some of the answers were inconsistent.

Table 1.9 Homework by age group

	Percentage of age group who like doing homework at the club	Percentage of age group who dislike doing homework at the club
5 to 8 year-olds	45%	55%
9 to 16 year olds	60%	40%
Total	51%	49%

Links with school

(Percentages of the 313 children who get at least one subject at the club, who study the given subject at the club and at school.)

Table 1.10 At your club, do you get activities that you also get at school during the normal school day?

Same subject at after-school club and at school	Green issues	Sport	Music	Drama	Art	Drink, drugs, smoking advice	Relations with, and respect for, others	Healthy eating and living	Discuss important issues
Number of responses	98	287	175	120	279	40	163	157	135
Percentage	31%	92%	56%	38%	89%	13%	52%	50%	43%

Table 1.11 Out of School Hours Learning (OSHL) – activities and subjects at OSHL

	Percentage of the 41 boys going to OSHL	Percentage of the 28 girls going to OSHL	Percentage of the 69 boys and girls going to OSHL
Sport	83%	68%	77%
Art	37%	43%	39%
Reading	27%	36%	30%
Writing	27%	32%	29%
ICT (computing)	29%	29%	29%
Music	22%	39%	29%
Drama	17%	39%	26%
Maths	17%	32%	23%
Language	10%	14%	12%

Note: The percentages do not add to 100% because most of the children list more than one subject.

Table 1.12 Location of after-school club

	Percentage of the 289 children who responded who answered 'Yes'
Is your club in your own school?	32%
Is your club in another school?	16%
Is your club not in a school?	52%

Part 2: Survey of children with additional support needs who go to three clubs

Table 2.1 Ages of children

5 to 11	12 to 15	16 to 19	Number of children with additional support needs
20%	45%	36%	56

Table 2.2 If you attend after-school activities, which days do you attend?

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
26%	29%	21%	68%	9%	0

92% of the children consulted attend after-school activities.

Table 2.3 Holiday playschemes

The most popular holiday periods for children going to holiday playschemes are as follows.

Total number of children who responded	35
Summer holidays	94%
Easter holidays	77%
October week	54%

The percentages are of the number of children who gave at least one response. Some children go to clubs in more than one holiday period.

Table 2.4 At your after-school club, do you get activities that you also get at school?

Green issues	Sport	Music	Drama	Art	Drink, drugs, smoking advice	Relations with, and respect for, others	Healthy eating and living	Discuss important issues
0	83%	73%	20%	35%	5%	25%	5%	3%

The percentages are of the 40 children who gave at least one response to this question.

Table 2.5 If you could go to a different after-school club now, which activities would you like to do?

Music	Drama	Arts	Computer games	Internet access	Cyber café	Workshops on health and relationships	Workshops on confidence	Careers advice	Homework and exam revision
77%	46%	54%	62%	65%	58%	12%	12%	15%	23%

Table 2.6 Favourite indoor activities

Listen to or play music	Physical games	Computing	TV	Art and crafts	Board games	Swimming	Socialising	Playstation	Read book	Wheelchair dancing
31%	29%	26%	19%	19%	16%	14%	9%	7%	5%	2%

Note: The percentages are of the 56 children who named at least one activity. Other favourite activities include using a multi-sensory room and cooking.

Table 2.7 Favourite outdoor activities (or outings)

Go for a walk	Play or watch sport (not including football)	Gardening	Shopping	Going on outings	Horse-riding	Play or watch football	Swimming	Cinema	Cycle	Picnic
37%	28%	21%	19%	16%	12%	12%	9%	9%	7%	2%

Note: The percentages are of the 43 children who named at least one activity.

Part 3: Survey of older children and young people

Table 3.1 Ages of the older children and young people

10 and 11	12 and 13	14 to 16	Number of children
30%	53%	17%	47

Table 3.2 Have you gone to study support or after-school hours learning before (perhaps you still go)?

Number of children and young people responding	47
Yes	34%
No	62%
Don't know	4%

Table 3.3 Why did you leave the after-school club?

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%

Table 3.4 If you would like to go to a different sort of club now (for example, because your mum or dad works) what sort of activities would you like?

Music	Drama	Arts	Computer games	Internet access	Cyber café	Workshops on health and relationships	Workshops on confidence	Careers advice	Homework and exam revision	Other activities
43%	48%	45%	50%	53%	28%	5%	8%	13%	20%	10%

Note: The percentages do not add up to 100% as the children list more than one activity.

Appendix 3

Sources of funding

Source	Criteria	Funding	Contact details
Childcare strategy (including OSC) Scottish Executive to local authorities	Determined by each childcare partnership	£16.75 million in 2002–2003 £19.25 million in 2003–2004 £29.75 million in 2004–2005 £40.65 million in 2005–2006	Local childcare partnership
Changing Children's Services Fund.	To deliver better outcomes for children who are vulnerable or deprived. CCSF is a catalyst for change. The emphasis is on improving the effectiveness of mainstream service delivery, rather than on setting up discrete projects. OSC could be eligible for support if it joins up with other services.	£60.5 million in 2004–2005 £65.5 million in 2005–2006	Local authorities, the voluntary sector, and the NHS draw up proposals. This has been done for 2002–2004. Contact local childcare partnership or local authority.
Rural Challenge Fund	Innovative services that tackle specific rural problems, or create opportunities in rural areas (may include childcare). Fund operates on a competitive basis.	Maximum of £50,000 each year for up to three years	Scottish Rural Partnership Fund Room 133 Pentland House 47 Robb's Loan EDINBURGH EH14 1TY Tel: 0131 244 4069 Fax: 0131 244 3131 Email: sheena.lindsay@scotland.gsi.gov.uk
Social Justice, Scottish Executive to local authorities	To help people in disadvantaged areas take up or keep employment. Detailed criteria to be decided.	£10 million each year from 2004–2005 onwards.	To be decided
New Opportunities Fund OSC programme	New childcare places	£25.3 million to summer 2003	New Opportunities Fund 1st Floor 33 Bothwell Street GLASGOW G2 6 NL Tel: 0141 242 7800 Email: Denise.Burns@nof.org.uk
New Opportunities Fund Quality Childcare Programme (includes OSC)	Indicative allocations to local authorities/childcare partnerships. To submit to the Fund portfolio of bids.	£14.5 million to 2006	Local childcare partnership
The National Lottery Community Fund	Voluntary organisations with disadvantaged communities. Can include capacity building associated with new childcare places; projects to develop existing OSC activities; and capital costs of new childcare places.	Annual amount depends on lottery sales. £25 million in 2002–2003	Community Fund Scotland Office 2nd Floor Highlander House 58 Waterloo Street GLASGOW G2 7DB Tel: 0141 223 8600 www.community-fund.org.uk

Source	Criteria	Funding	Contact details
The National Lottery Awards for All	Small grants programme to help small groups, including childcare bodies.	Awards between £500 and £5,000	Awards for All Highlander House 58 Waterloo Street GLASGOW G2 7DB Tel: 0141 242 1200
Social Investment Scotland (Public-private partnership of Scottish banks, Scottish Executive, Scottish Enterprise, Highlands and Islands Enterprise and Communities Scotland.)	Loan fund for 'not-for-profit' organisations.	£5 million in loans Includes capacity building	Social Investment Scotland Level 3 Orchard Brae House 30 Queensferry Road EDINBURGH EH4 2UZ Tel: 0131 315 8100 Info@socialinvestmentscotland.com
European Social Fund (ESF)	Objective 3 – dealing with exclusion (groups and areas with disadvantaged unemployed people. capacity building for delivering support to excluded groups. training the workforce–raising skill levels, management training, developing enterprise culture.	£130 million for 2003–2006	Objective 3 Partnership (Scotland) Ltd 2nd floor Caithness House 125–127 St Vincent Street GLASGOW G2 5 JF Tel: 0141 582 0401/0402 www.objective3.org
ESF in the Highlands and Islands	human resource development co-operation between training providers and local agencies. (up to 50% of eligible costs may be available)	29 million euros	Programme Management Executive Castle Wynd Inverness IV2 3EB Tel: 01463 228 900 Website: www.hipp.org.uk
(Administered by SCVO) ESF with Communities Scotland and Scottish Enterprise Network Direct Grant	Dealing with exclusion or promoting employability, for small organisations unable to access mainstream grant funding. Awards of up to £10,000 for new activities.	£3.2 million in 2002-2003	Scottish Council for Voluntary Organisations 3rd floor 38 Queen Street GLASGOW G1 3DX Tel: 0141 221 0030
BBC Children in Need	Voluntary organisations working with disadvantaged children	One – year grants for capital projects, holidays and outings, equipment and welfare funds.	BBC Children in Need Appeal BBC Scotland Holyrood Road EDINBURGH EH8 8JF Tel: 0131 248 4225

Source	Criteria	Funding	Contact details
Lloyds TSB Foundation for Scotland	Capital and revenue funding, especially to projects in deprived areas and disadvantaged groups	an application	Lloyds TSB Foundation for School Riverside House 502 Gorgie Road EDINBURGH EH11 3AF Tel: 0870 902 1202
Family Fund Trust	Depends on family income. Currently an income of maximum £21,000 and savings of £8,000 or less.	Grants direct to families. Average grant is £560 for each family. Practical support to families who have babies, children and young people up to the age of 16.	The Family Fund Trust PO Box 50 YORK YO1 9ZX Tel: 01904 621115 Fax: 01904 652625 Website: www.familyfundtrust.org.uk Family Fund Trust in Scotland 97 Kinghorn Road Burntisland FIFE Tel: 01592 874541 Email: jup@familyfundtrust.org.uk

Other contacts:

Scottish Council for Voluntary Organisations (SCVO)
The Mansfield Traquair Centre
15 Mansfield Place
EDINBURGH
EH3 6BB
Tel: 0131 556 3882

SCVO is a national source of information. SCVO also publishes information. The Websites and directories below are recommended by SCVO. SCVO is also the national contact for the network of Councils of Voluntary Service (CVS) across Scotland. CVS can provide local access to information about funding. Information about local CVS is available from SCVO.

Websites for voluntary organisations:

www.workingwithus.org
www.fundraising.co.uk
www.access-funds.co.uk
www.fundinginformation.org

Directories:

Guide to funding from UK National Lottery and Grant Making Trusts
www.ngflsscotland.com/communities/res/fundopp.asp

How to raise funds – A guide for Scottish voluntary organisations
SCVO publication

The directory of Scottish grant-making trusts
www.scvo.org.uk/publications/pdf-files/grantmakingtrusts.pdf

A guide to Scottish trusts 2002–2003
Directory of social change

- Notes:**
1. Funding from Social Inclusion Partnership (SIPs) has been made available for a range of children’s services, including OSC. This funding is committed to 2004 when the management of SIPs moves over to community planning partnerships. As stated in section 13, resources should not be taken away from deprived areas after 2004.
 2. The European Regional Development Fund (ERDF) has limited funding for infrastructure, for example, the capital costs of childcare premises associated with training provision. Requests about the availability of funds should be made to:

Regional Partnerships:

East of Scotland – Tel: 01383 622537 South of Scotland – Tel: 01387 251360
North of Scotland – Tel: 01463 228 900 Western Scotland – Tel: 0141 572 4400

Appendix 4

Tax credits

Working parents who receive Working Families' Tax Credit (WFTC) or Disabled Person's Tax Credit (DPTC) can claim support with the cost of childcare through the Childcare Tax Credit.

The 2002 budget announced changes to tax credits from April 2003. From April 2003, the Working Tax Credit and Child Tax Credit will combine and improve existing child and in-work support. The new tax credits aim to:

- support families;
- tackle poverty; and
- make work pay.

The Working Tax Credit is designed to help tackle poor work incentives and persistent poverty among working people. It will combine the adult elements of the WFTC and DPTC and extend in-work support to workers without children or disabilities. It will also replace the New Deal 50+ Employment Credit by including a return-to-work element for people aged 50 or over who have been receiving certain out-of-work benefits for at least six months.

This is a tax credit for people who are in paid work. You may be eligible if you are:

- a single person;
- a married couple living together;
- a man and woman living together as if you are married; and
- in paid work (including working as a self-employed person) for the required number of hours (16 hours a week).

The amount you receive will depend on your yearly income, and you must be 16 years of age or over to be able to apply for the tax credits.

The Working Tax Credit is made up of:

- a basic adult element which is paid to you if you meet the conditions above;
- an extra element which is paid to lone parents and couples;
- an extra element which is paid if you and your partner, if you have one, work a total of 30 hours or more a week;
- an extra element which is paid if you (or your partner) are working and have a disability;
- an extra element which is paid if you (or your partner) are working and have a severe disability; and
- a childcare element which is paid to help households who are working and have to spend money on childcare.

As part of Working Tax Credit you may qualify for extra help towards the costs of childcare. If you do qualify, the total amount of help you receive will always be paid direct to the person who is mainly responsible for caring for the child or children, alongside payments of Child Tax Credit.

The amount of Childcare Tax Credit will depend on income. It can be up to a maximum of 70p for every £1 you pay out in childcare costs. There is a limit of £135 a week for one child and £200 for two or more. This means the most you can get in your childcare element is £94.50 (£135 at 70p in the £1) if you have one child, or £140 (£200 at 70p in the £1) if you have two or more children.

To apply for the childcare element, lone parents must work 16 hours or more. Couples can apply if:

- both work 16 hours or more; or
- one of you works 16 hours or more a week **and** the other receives a disability benefit or has an invalid carriage because he or she has a disability.

Qualifying age for a child

The child or children you are claiming for must be under the qualifying age. For the childcare element, that age is from birth up to the first September following the child's 15th birthday if:

- the child is registered blind;
- the child has been taken off the blind register within the last 28 weeks;
- you receive Disability Living Allowance on behalf of that child; or
- the qualifying age is from birth up to the first September that follows the child's 16th birthday.

As at May 2002, £32 million of Childcare Tax Credit has been paid out in Scotland.

The **Child Tax Credit** will provide a single system of income-related support for families with children, bringing together the help for children currently provided through the child elements of the WFTC, the DPTC, and Income Support or Jobseeker's Allowance, as well as that provided by the current Children's Tax Credit. Building on the foundation of universal Child Benefit, the Child Tax Credit will deliver the following:

- a secure income for families with children that does not depend on the employment status of the parents, creating a stable income when families move into work;
- a system in which all support for children is paid direct to the main carer in the family – usually the mother – in line with Child Benefit;

- a common framework for assessment, so that all families are part of the same system and poorer families do not feel any stigma associated with current forms of support;
- a less intrusive system, under which families whose circumstances remain the same will only need to contact the Inland Revenue once a year about tax credits;
- a modern income test that does not penalise saving and instead takes account of the income from capital rather than the capital itself; and
- a more responsive system in which a family's tax credit award can be adjusted to reflect changes in their income and circumstances. The new tax credits only respond to rises in income in the current year of more than £2,500 so that people will not see their tax credits reduced as soon as their income rises.

Paid on top of Child Benefit, the Child Tax Credit will provide the following:

- a family element of £545 a year, or £1,090 for families with one or more children under the age of one, for all families with incomes of less than £50,000, gradually withdrawn for those with incomes above this amount; and
- a child element of £1,445 a year for each child or young person in families with incomes of up to around £13,000 a year, gradually withdrawn for families with higher incomes. Families caring for disabled or severely disabled children will receive increased child elements to reflect their greater needs. From April 2004, the child element will be increased at least in line with earnings rather than prices for the rest of the UK Parliament.

Link to Inland Revenue tax credits website

<https://www.taxcredits.inlandrevenue.gov.uk/Home.aspx>

Link to Inland Revenue website

<http://www.inlandrevenue.gov.uk/>

Link to statistics on take up of tax credits

http://www.inlandrevenue.gov.uk/stats/wftc/wfdptc_geog.htm

Appendix 5

Summary of Guidance

There is a lot of guidance in *School's Out*. All of it is linked to the priorities for action and recommendations. We summarise all the guidance here.

- Page 10 OSC to continue to be delivered by the voluntary, private and statutory sectors.
- Page 45 Local authorities to communicate the importance of OSC to head teachers and to School Boards.
- Page 45 Education authorities and schools to decide themselves how to deliver services in new community schools in a joined-up way. To examine the scope for new community schools (and associated pre-school centres) to have OSC on their premises.
- Page 46 Childcare partnerships, clubs and other childcare interests to maintain a positive relationship with local authorities to make sure that their needs are fully understood before the school-estate management plan is developed and put into practice.
- Page 48 Local authorities to encourage schools to reflect the availability of OSC in relevant school publications when information is provided for parents. School handbooks to contain contact details for the local childcare information service
- Page 49 Local authorities and others not to set up clubs in schools where these affect the sustainability of existing good-quality clubs based in other premises.
- Page 52 Planning groups to consider how the accessibility strategy is tackling access for children with disabilities to services provided in schools by other groups, such as parents' groups providing OSC.
- Page 52 Where the OSC is not managed by the education authority, the OSC provider is responsible for keeping to their duties under the Disability Discrimination Act 1995 (as amended).
- Page 52 Local authorities to decide their own charging policies for letting school and other council premises. They will want to take account of the wider benefits of OSC in considering their charging policies in relation to OSC.
- Page 58 Local authorities to support clubs to make places available to children in need or with additional support needs.
- Page 59 Local authorities and childcare partnerships to set up services for older children and young people if there is a local need.
- Page 79 Local authorities to work with childcare partnerships to tackle sustainability concerns, taking into account the information about models for delivering OSC.
- Page 82 Local authorities to work with childcare partnerships to consider appropriate forms of business support to clubs.

Appendix 6

List of contacts in consultants' report

OSC Management Models

Local Authority

Yvonne Crombie
Fife Childcare Strategy
6/7 Pentland Court
Saltire Centre
Glenrothes
KY6 2DA
Tel: 01592 774002

Workers co-operative (employee ownership organisations)

Mary Dickie and Margaret Kumar
Bridge Childcare Service
Rashielea Primary School
Erskine
PA8 6EX
Tel: 0141 812 2822

Private provider

Marjorie Robson and Janice Walter
First Nursery
Kingsland Square
Peebles
EH45 8EZ
Tel: 01721 724395

Social economy provider

John Findlay
One Plus
55 Renfrew Street
Glasgow
G2 3BD
Tel: 0141 333 1450

Anne Blades
One Plus Ayrshire
9 Chapelwell Street
Saltcoats
KA21 5EB
Tel: 01294 472205/6

Managed by large voluntary organisation

Rosemary Milne
One Stop Childcare
4/2 New Lairdship Yards
Broomhouse Road
Edinburgh
EH11 3UY
Tel: 0131 476 7800

Eleanor Campbell
Peace of Mind for Parents (POMP)
Cumbernauld YMCA/YWCA
Kildrum Farm
Afton Road
Cumbernauld
G67 2DN
Tel: 01236 721 382

Business Support Models

Business health checks and consultancy

Anne Gibson
Edinburgh Childcare Partnership
Wellington Court
10 Waterloo Place
Edinburgh
EH1 3EG
Tel: 0131 270 6062
(Club interviewed: Corstorphine Youth Centre,
Edinburgh)

OSC network or forum

Sharon Gibson
North Ayrshire Council
Cunninghame House
Irvine
KA12 8EE
Tel: 01294 465 591
(Club interviewed: Hayocks, Stevenston)

Club-in-a-Box

Jacqueline Hughes
Kids Club Direct
1 Langlands Gate
East Kilbride
G75 0ZY
Tel: 0845 045 4214
(Club interviewed: Lanarkshire Childcare Services)

Outsource entire management function

Rita Hopper
Kidcare
C/o One Plus
55 Renfrew Street
Glasgow
G2 3BD
Tel: 0141 564 1150

OSC development worker

Heather Douglas
Stirling Council
Play and Out of School Care
Viewforth Complex
Stirling
FK8 2ET
Tel: 01786 443 393 (Club interviewed: Playhaven OSC)

Appendix 7

List of good practice contacts in School's Out

North Edinburgh Childcare

Greater Pilton Childcare Centre
18b Ferry Road Avenue
EH4 4BL
EDINBURGH
Tel: 0131 332 8001

North Edinburgh Social Inclusion Partnership

North Edinburgh Local Office
8 West Pilton Gardens
EDINBURGH
EH4 4DP
Tel: 0131 625 0045

Southern Machars Playcare

South Machars Community Hall
Castlehill
Whithorn
NEWTON STEWART
DG8 8FN
Tel: 01988 500902

ENABLE

Hayfield Place
Hayfield Industrial Estate
KIRKCALDY
Tel: 01592 644 042

East Lothian OSC Network

Fisher Row Community Centre
South Street
MUSSELBURGH
EH21 6AT
Tel: 0131 653 0820

Pitcorthie OSC

Pitcorthie Primary School
Aberdour Road
DUNFERMLINE
KY11 4QY
Tel: 07813 691 644

Partners in Play

Dalziel Workspace
Mason Street
MOTHERWELL
ML1 1YE
Tel: 01698 230 130

Greenburn/Maxwellton Community School

Greenburn School
Maxwellton Avenue
EAST KILBRIDE
G74 3DU
Tel: 01355 579 055

East Pollokshields Out of School Care

Pollokshields Primary School
241 Albert Drive
GLASGOW
G41 2NA
Tel: 0141 422 1007

The House

Meadowbank Sports Centre
139 London Road
EDINBURGH
EH7 6AE
Tel: 0131 661 5351

Bishopbriggs Childcare Centre Ltd

(Woodhill School)
South Crosshill Road
GLASGOW
G64 2NN
Tel: 0141 762 0080

East Lothian Special Needs Playscheme

North Berwick Community Centre
8 Law Road
NORTH BERWICK
EH39 4PN
Tel: 01620 893 056

Bellyeoman OSC

C/o Bellyeoman Primary School
149 Robertson Road
DUNFERMLINE
KY12 0XP
Tel: 01383 727 609

Dundee Sitter Service

101 Whitfield Drive
DUNDEE
DD4 0DX
Tel: 01382 502 504

Play Plus

11 Cornton Business Park
Cornton
STIRLING
FK9 5AT
Tel: 01786 450 086

Yipworld.com

39 Barrhill Road
Cumnock
EAST AYRSHIRE
KA18 1PG
Tel: 01290 422 364

**Peace of Mind for Parents (POMP),
Cumbernauld YMCA/YWCA**

Kildrum Farm
Afton Road
Kildrum
CUMBERNAULD
G67 2DN
Tel: 01236 721 382

Lochee OSC

C/o St Mary's Primary School
St Mary's Lane
Lochee
DUNDEE
DD2 3AQ
Tel: 01382 436 671

Lanarkshire Childcare Services

Braidhurst Business Centre
Davaar Drive
MOTHERWELL
ML1 3TW
Tel: 01698 242 516

Glasgow YWCA

(Kelvinside ASC)
3 Newton Terrace
GLASGOW
G3 7PJ
Tel: 0141 248 5338

Integration Manager

New Community Schools
Thornliebank Community Primary
Main Street
Thornliebank
EAST RENFREWSHIRE
G46 7RW
Tel: 0141 638 6538/3738

First Nursery

Kingsland Square
PEEBLES
EH45 8EZ
Tel: 01721 724 395

**Scottish Study Support Network (SSSN)
(LIFE After School, Dundee City Council)
(Clyde Valley High School)**

University of Strathclyde
Quality & Education Centre
76 Southbrae Drive
GLASGOW
G13 1PP
Tel: 0141 950 3732

James Watt College of Further and Higher Education

Finnart Street
Greenock
PA16 8HF
Tel: 01475 724433

Taleem Trust Glasgow

Network House
313 Calder Street
GLASGOW
G42 7NQ
Tel: 0141 585 8010

Barnhill After School Club

C/o Barnhill Primary School
Falkland Crescent
Barnhill
DUNDEE
DD5 3SQ
Tel: 01382 732 030

Childcare Connections

Unit 4 Block B
Gracemount Business Pavillions
Captains Road
EDINBURGH
EH17 8QF
Tel: 0131 468 2561

**Redburn After School Care and Leisure Scheme
(RASCALS)**

30 Lilac Court
CUMBERNAULD
G67 3QB
Tel: 01235 738 461

Dalmuir Out of School Care Group

Dalmuir Community Centre
Dalmuir
GLASGOW
Tel: 0141 951 4499

**Community Learning and Development Base
(Lhanbryde School)
(Mosstodloch)**

Milne's Primary School
High Street
Fochabers
Moray
IV32 7EP
Tel: 01343 829 026

Edinburgh Childcare Partnership

Wellington Court
10 Waterloo Place
EDINBURGH
EH1 3EG
Tel: 0131 270 6062

Fife Childcare Partnership

Rothesay House
North Street
Glenrothes
FIFE
KY7 5LT
Tel: 01592 774 002

South Ayrshire Childcare Partnership

County Buildings
Wellington Square
AYR
KA7 1DR
Tel: 01292 612 380

Perth and Kinross Childcare Partnership

Pullar House
35 Kinnoull Street
PERTH
PH1 5GD
Tel: 01738 477 847

Stirling Council

Children's Services
Viewforth Complex
Stirling
FK8 2ET
Tel: 01786 443 393

South Lanarkshire Council

Floor 5
Council Offices
Almada Street
Hamilton
ML3 0AE
Tel: 01698 454 545

Aberdeen Childcare Partnership

4 Gladstone Place
ABERDEEN
AB10 6XA
Tel: 01224 522 552

Moray Childcare Partnership

12 St Peters Road
Duffus
MORAY
IV30 5QL
Tel: 01343 557233

North Ayrshire Council

Contact: Sharon Gibson
Cunninghame House
Irvine
KA12 8EE
Tel: 01294 465 591

West Lothian Council

Lindsay House
South Bridge Street
Bathgate
West Lothian
EH48 1TS
Tel: 01506 776000

Appendix 8

List of childcare and other contacts

YouthLink Scotland

Rosebery House
9 Haymarket Terrace
EDINBURGH
EH12 5EZ
Tel: 0131 313 2488

The Scottish Social Services Council

Compass House
Discovery Quay
11 Riverside Drive
DUNDEE
DD1 4NY
Tel: 01382 207 101

Scottish Enterprise

120 Bothwell Street
GLASGOW
G2 8LU
Tel: 0141 248 2700

Daycare Trust

21 St. George's Road
LONDON
SE1 6ES
Tel: 020 7840 3350

New Opportunities Fund

1st Floor
33 Bothwell Street
GLASGOW
G2 6NL
Tel: 0141 242 7800

Kids Clubs Network

Bellerive House
3 Muirfield Crescent
LONDON
E14 9SZ
Tel: 020 7512 2112

Scottish Study Support Network

University of Strathclyde
Quality & Education Centre
76 Southbrae Drive
GLASGOW
G13 1PP
Tel: 0141 950 3732

Care Commission

Compass House
Discovery Quay
11 Riverside Drive
DUNDEE
DD1 2NY
Tel: 01382 203 410

Highlands & Islands Enterprise

Cowan House
Inverness Retail & Business Park
INVERNESS
IV2 7GF
Tel: 01463 234171

Communities Scotland

91 Haymarket Terrace
EDINBURGH
EH12 5HE
Tel: 0131 313 0044

Education Extra (study support)

17 Old Ford Road
LONDON
E2 9PL
Tel: 020 8709 9900
Fax: 020 8709 9933

Childcare Umbrella Bodies

Scottish Out of School Care Network

Floor 6
134 Renfrew Street
GLASGOW
G3 6ST
Tel: 0141 331 1301
E-mail info@soscn.org

National Playbus Association Scotland

Norton Park
57 Albion Road
EDINBURGH
EH7 5QY
Tel: 0131 475 2328
E-mail carolines@playbus.org.uk

Comhairle Nan Sgoiltean Araich

53 Church Street
INVERNESS
IV1 1DR
Tel: 01463 225 469
E-mail derek.farber@btinternet.com

Scottish Pre-school Play Association

SPPA Centre
14 Elliot Place
GLASGOW
G3 8EP
Tel: 0141 221 4148
E-mail ian.mclaughlan@sppa.org.uk

Scottish Childminding Association

Suite 3
7 Melville Terrace
STIRLING
FK8 2ND
Tel: 01786 445 377
E-mail anne.mcnellan@childminding.org

Scottish Independent Nurseries Association

Hydepark Business Centre
Room 31-32
60 Mollinsburn Road
Spingburn
GLASGOW
G21 4SF
Tel: 0141 557 3040
E-mail mail@sinascotland.com

Highland Pre-school Services

c/o Highland Council
Dochfour Drive
INVERNESS
IV3 6NN
Tel: 01463 703 033
E-mail hps.inv@zetnet.co.uk

Association of Quality Nurseries for Scotland

Faculty of Education, Block CG
Room 10
University of Aberdeen
Hilton Place
ABERDEEN
AB24 4FA
Tel: 01224 283869
E-mail aqnsdevofficer@aol.com

National Association of Toy and Leisure Libraries

Gilmerton Community Centre
4 Drum Street
EDINBURGH
EH17 8QG
Tel: 0131 664 2746
E-mail natll.scotland@lineone.net

Play Scotland

589 Lanark road
EDINBURGH
EH14 5DA
Tel: 0131 453 9075/9070
E-mail helenabrown@playscotland.fsnet.co.uk

Childcare Information Lines

Aberdeen City CIS

Community Development
St Nicholas House
Broad Street
ABERDEEN
AB10 1GZ
Tel: 01224 649 172
E-mail chis.001@iclwebkit.co.uk

Aberdeenshire CIS

Aberdeenshire Council
Gordon House
Blackhall Road
Inverurie
AB51 3WA
Tel: 01467 628 328
E-mail chis002@iclwebkit.co.uk

Angus CIS

County Buildings
Market Street
FORFAR
DD8 3WE
Tel: 01307 473 297
E-mail wilkiea@angus.gov.uk

Ayrshire CIS

Educational Services
Cunninghame House
IRVINE
KA12 8EE
Tel: 0845 351 3000
E-mail vmcroberty@north-ayrshire.gov.uk

Dumfries and Galloway CIS

1 George Street
DUMFRIES
DG1 1EA
Tel: 01387 249 940
E-mail LesleyLa@dumgal.gov.uk

East Dunbartonshire CIS

Brookwood Villa
166 Drymen Road
Bearsden
GLASGOW
G61 3RJ
Tel: 0141 570 0091
E-mail chis029@iclwkit.co.uk

East Renfrewshire CIS

McCready Centre
Water Road
Barrhead
EAST RENFREWSHIRE
G78 1SQ
Tel: 0141 577 3990
E-mail chis032@iclwkit.co.uk

Falkirk CIS

McLaren House
Marchmont Avenue
Polmont
FALKIRK
FK2 ONZ
Tel: 01324 506 632
E-mail chis037@iclwkit.co.uk

Glasgow City CIS

Nye Bevan House
India Street
GLASGOW
G2 4PF
Tel: 0141 287 8307

Argyll & Bute CIS

Argyll House
Alexandra Parade
DUNOON
PA23 8AJ
Tel: 01369 708 504
E-mail chis004@iclwkit.co.uk

Clackmannanshire CIS

Services to people
Room 28
Limetree House
ALLOA
FK10 1EX
Tel: 01259 452 470
E-mail seaston@clacks.gov.uk

Dundee City CIS

Floor 9 Tayside House
28 Crichton Street
DUNDEE
DD1 3RJ
Tel: 01382 433 900
E-mail christine.riach@dundeeecity.gov.uk

East Lothian CIS

Education and Community Services
John Muir House
Haddington
EAST LOTHIAN
EH41 3HA
Tel: 0800 028 8629
E-mail chis031@iclwkit.co.uk

Edinburgh City CIS

The Canon Mill
1-3 Canon Street
EDINBURGH
EH3 5HE
Tel: 0800 032 0323
E-mail chis035@iclwkit.co.uk

Fife CIS

6/7 Pentland Court
Saltire Centre
Glenrothes
FIFE
KY6 2DA
Tel: 01592 414 838
E-mail chis038@iclwkit.co.uk

Highland CIS

Old School
High Street
CLACHNAHARRY
IV2 7LL
Tel: 0845 601 1345

E-mail paul.mcmanus@education.glasgow.gov.uk

Inverclyde CIS

105 Dalrymple Street
GREENOCK
PA15 1HT
Tel: 01475 712 894
E-mail chis047@iclwebkit.co.uk

Moray CIS

9 North Guildry Street
Elgin
MORAY
IV30 1BX
Tel: 01343 563 353
E-mail evelyn.cairns@moray.gov.uk

Orkney Islands CIS

The Strynd
Kirkwall
ORKNEY
KW15 1HG
Tel: 01856 876 280
E-mail sandra.leslie@orkney.gov.uk

Renfrewshire CIS

Abbey House
8 Seedhill Road
PAISLEY
PA1 1JT
Tel: 0141 840 3853
E-mail Linda.stevenson@renfrewshire.gov.uk

Shetland Islands CIS

Bruce Family Centre
Lovers Loan
Lerwick
SHETLAND
ZE1 0BA
Tel: 01595 697 460
E-mail Rosemary.Inkster@sic.shetland.gov.uk

Stirling CIS

Room 19
Langgarth, Viewforth
STIRLING
FK8 2HA
Tel: 01786 442 626
E-mail chis100@iclwebkit.co.uk

West Lothian CIS

Early Years & Childcare Development Team
Education Services Lindsay House
South Bridge Street
Bathgate
WEST LOTHIAN
EH48 1TS
Tel: 01506 776 124
E-mail cath.boyle@westlothian.gov.uk

E-mail Sam.brogan@highland.gov.uk

Midlothian CIS

Fairfield House
8 Lothian Road
DALKEITH
EH22 3ZG
Tel: 0131 271 3754
E-mail anne.rooney@midlothian.gov.uk

North Lanarkshire CIS

Early Years Development
Municipal Buildings
Kildonan Street
COATBRIDGE
ML5 3BT
Tel: 01236 812 281
E-mail Sullivan@northlan.gov.uk

Perth and Kinross CIS

Blackfriars Development Centre
North Port
PERTH
PH1 5LU
Tel: 0845 601 4477
E-mail chis078@iclwebkit.co.uk

Scottish Borders CIS

BorderCare Council Offices
Albert Place
GALASHIELS
TT1 3DL
Tel: 01896 758 186
E-mail ggowans@scotborders.gov.uk

South Lanarkshire CIS

Education Advisory Service
Hope Street
HAMILTON
ML3 6AF
Tel: 01698 527 154
E-mail chis095@iclwebkit.co.uk

West Dunbartonshire CIS

Room 221
2nd Floor
Roseberry Place
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Tel: 01389 738684
E-mail chis111@iclwebkit.co.uk

Western Isles CIS

Childcare Partnership Office
Comhairle Nan Eilean Siar
Town Hall
Stornoway
ISLE OF LEWIS
HS1 2BE
Tel: 01851 707 462
E-mail chis115@iclwebkit.co.uk

Appendix 9

List of Scottish Executive contacts

Contacts

Issues relevant to OSC

EDUCATION DEPARTMENT

Address: Victoria Quay
EDINBURGH
EH6 6QQ

CHILDREN AND YOUNG PEOPLE'S GROUP

Early Education and Childcare

Area 2B (N)
Enquiry point 0131 244 7466
Fax 0131 244 0978

Developing OSC
Play
Developing childcare workforce
and training
Childcare partnerships
Work-life balance
Childcare information services

Children and Families

Area 2-B (N)
Enquiry point 0131 244 7670
Fax 0131 244 0978

UN Convention on the Rights of the Child
Commissioner for children
and young people
Closing the opportunity gap
Integrated children's services
Children in need

Young People and Looked-After Children

Area 2-A (S)
Enquiry point 0131 244 7137
Fax 0131 244 3547

Youth work

SCHOOLS GROUP

Schools Division

Area 2-B(N)
Enquiry point 0131 244 4485
FAX 0131 244 0957

School estate

Pupil Support and Inclusion

Area 3-A(N)
Enquiry point 0131 244 4436
FAX 0131 244 7943

New community schools
Out-of-school-hours-learning
School meals

Qualifications, Assessment and Curriculum

Area 2(A)
Enquiry point 0131 244 0072
FAX 0131 244 7001

Review of physical education

New Educational Developments

Area 2(B)
Enquiry point 0131 244 0633
FAX 0131 244 0834

National debate on education

Contacts

Additional Support Needs

Area 3(A)
Enquiry point 0131 244 5144
FAX 0131 244 7943

Information, Analysis and Communication

Area 1(A)
Enquiry point 0131 244 3551
FAX 0131 244 0354

Issues relevant to OSC

Additional support needs strategy

Childcare research
Statistics

TOURISM, CULTURE AND SPORT GROUP

Sports, The Arts and Culture

Area 1(A)
Enquiry point 0131 244 0345
FAX 0131 244 0353

PE and sport
Culture

DEVELOPMENT DEPARTMENT

Address: Victoria Quay
EDINBURGH
EH6 6QQ

Social Inclusion

Area 2 (F)
Enquiry point 0131 244 7376
FAX 0131 244 0810

Child poverty policy
Breakfast service review

Equality Unit
Area 2 (F)
Enquiry point 0131 244 5199
FAX 0131 244 1824

Disability, race, religion, travelling people,
gender, age, sexual orientation, asylum
seekers and refugees

HEALTH DEPARTMENT

Address: Saint Andrew's House
Regent Road
EDINBURGH
EH1 3DG

Health Improvement Strategy Division

Room 2E(S)
Enquiry point 0131 244 2896
FAX 0131 244 1824

Physical activity taskforce
Child Health

A copy of the Executive Summary of this document is available on request.

Tha leth-bhreac de Gheàrr-chunntas an Riaghaltais den bhileig seo ri fhaotainn ma thathar ga iarraidh.

এই দলিলটির একজিকিউটিভ সামারির (সারাংশের) একটি কপি অনুরোধ করলে আপনাকে দেওয়া হবে।

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School's Out is also the title of a publication produced by Kids' Clubs Network.

