



Out of school care

A review of children's experiences

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In this report we have changed the names and other identifying factors to protect children's identities.

1. Introduction

The Scottish Government is embarking on the development of a Strategic Framework for Out of School Care provision by 2021. In supporting this development, we wanted to explore what children could tell us about the about the quality of their out of school care provision.

During the inspection year 2016-2017, we met with and spoke to **1,884** children, capturing their thoughts and ideas about what high quality out of school care meant to them.

Using children's views along with inspection findings has enabled us to highlight good practice to ensure further positive developments in the quality of experience for children attending out of school care services.

We want not only to support improvement but to raise people's expectations. We will continue to work with the sector and Scottish Government to promote high standards of care across all out of school care provision. Most important of all, we will continue to give a voice to children who are the experts in their own experiences.

According to our most recent **Early learning and childcare statistics 2017**, there were around 52,320 school-aged children registered across 738 out of school care services in Scotland. We regulate and inspect out of school care, which is the provision of childcare for children of school age (4-16 years old). This care is provided at the end of the school day, sometimes before school starts and on a full-day basis during the school holidays. Some nurseries also provide out of school care, breakfast and holiday clubs as part of their overall provision and we have included those setting within this report. While we know that childminders also care for school-aged children we did not include these settings as part of this review.

A small number of settings care for children and young people with additional support needs. For the purposes of the review, older children and young people were grouped as Primary 6 and older. When we refer to children within this document this is inclusive of children and young people attending services. When we refer to play we also include learning as play is intrinsic to children's wellbeing, learning and development.

As part of our planned inspection activity, we carried out a thematic review in 266 out of school care settings to gain an insight into the experiences of children. This focused on the quality of their play experiences and how their rights to play and have fun were promoted and protected. This thematic review was designed to enable inspectors to evaluate the quality of children's experiences and evaluate how Getting it Right for Every Child (GIRFEC) and the Playwork Principles were used to support children in their play.

Additional focus area questions were used to gather specific information about the quality of care provided. We used our knowledge, expertise and research to develop these questions in relation to the quality of children’s play and learning experiences based on the Playwork Principles.

- I want to play and have fun.
- I want to make friends.
- I want to play outside.
- I want to have links with my local community.
- I want to feel included, cared for and supported.
- I want to have the opportunity to learn new skills.

An additional two questions explored how the GIRFEC framework and the Playwork Principles improved wellbeing, play and learning experiences and outcomes for children. These areas explored how children felt included, cared for and supported and whether they had the opportunity to develop new skills.

Inspectors gathered information from a range of sources to support their evaluations about strengths and areas for improvement within these settings. These included:

- direct observations – observing interactions between children and between children and staff
- listening to people’s views – taking part in discussions with children, staff, parents, carers and other professionals
- qualitative data – exploring with staff how they use their learning in relation to policy and good practice to improve the quality of children’s play experiences.

Inspectors shared their findings in discussions with staff and managers throughout the inspection process. This approach enables professional dialogue throughout the inspection, supporting a comprehensive evaluation of the quality of provision and the setting’s capacity to improve.

When we write inspection reports, we use the six-point scale to describe the quality we see:

6	Excellent	Outstanding or sector leading
5	Very good	Major strengths
4	Good	Important strengths, with some areas for improvement
3	Adequate	Strengths just outweigh weaknesses
2	Weak	Important weaknesses – priority action required
1	Unsatisfactory	Major weaknesses – urgent remedial action required

A significant focus of each inspection was dedicated to spending time talking with and listening to children. Giving children a voice as the experts in their experience contributed to the overall assessment of the quality of out of school care.

We spoke with **1,884** children and their thoughts and ideas are included throughout this review. Their insights have also formed a core part of our scrutiny process, allowing us to follow up their comments as part of the inspection process in order to evaluate the quality of provision.

We spoke with 1,884 children



2. What we found

Most of the 266 services involved in this review were evaluated as Good or better across quality themes. In these services, we found that children were nurtured and their wellbeing was promoted. Children had access to a variety of play experiences and had opportunities to make friends and build relationships. Inspectors found that high-performing settings generally wanted to continue to improve and develop the quality of play experiences for children. To further enhance the quality of children's experiences, areas of improvement have been identified to support inspection practice.

1. Getting it Right for Every Child (GIRFEC)

We found that in most settings the GIRFEC framework was used to improve outcomes and support children's wellbeing. Equality, wellbeing and inclusion were actively promoted and discrimination challenged. Some practitioners would benefit from further access to training in relation to how the national approach to GIRFEC helps to provide the best support for children and families in order to continue to develop their knowledge.

2. Playwork Principles

We found that in most settings the Playwork Principles were used to inform aspects of children's play experiences, aid observations and reflect on practice. Further access to how play enhances children's long-term wellbeing would benefit some practitioners when developing their knowledge.

3. Children's experiences

While there were opportunities for children to link with their local community, learn new skills and access outdoor play in the majority of services, we found that opportunities could have been strengthened further in some services.

We found that:

- 35% of services were evaluated as Adequate or lower in providing opportunities for older children to engage with their local community and 34% of services were evaluated as Adequate or lower in providing opportunities for younger children to engage with their local community
- 20% of settings were evaluated as Adequate or lower for providing younger children with opportunities to develop new skills and 26% of service were evaluated as Adequate or lower for providing the same opportunities for older children
- 18% of services were evaluated as Adequate or lower for older children accessing outdoor play and 15% were evaluated as Adequate or lower for younger children accessing outdoor play.

4. Older children

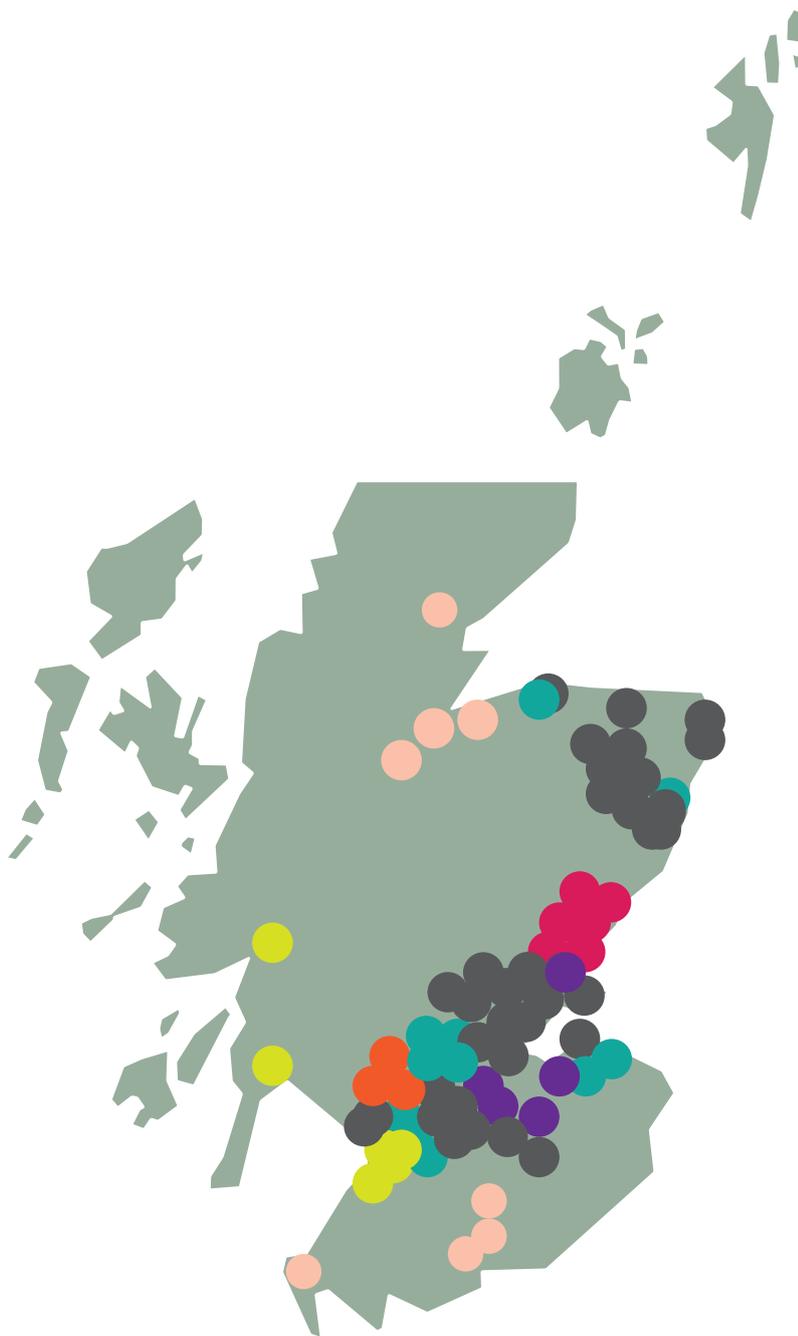
Consultation with some older children was meaningful and relevant, staff in services sought their views and these were acted upon. However, overall we found that further recognition is required of the type of play and learning experiences older children want to access.

5. Children with additional support needs

Settings for children with additional support needs were evaluated as performing particularly well across all aspects of the review. They had the highest evaluations for providing children with regular opportunities to play outside in settings that were inclusive, caring and supportive.

The 266 services inspected as part of the audit were located across Scotland as shown in the illustration below.

Figure 1: Locations of services inspected as part of the thematic review



The majority of settings were evaluated as Good or better across all four quality themes.

Table 1: Overall quality theme evaluations given during the thematic review

	Quality of Care and Support		Quality of Environment		Quality of Staffing		Quality of Management and Leadership	
	number	%	number	%		%		%
good, very good or excellent	230	86.79%	174	86.14%	158	77.45%	137	63.43%
adequate, weak or unsatisfactory	36	13.21%	28	13.86%	46	22.55%	79	36.57%
Grand Total	266		202		204		216	

Most settings are doing well in supporting positive outcomes for all age groups of children when assessed in terms of children’s opportunities to make friends and feel included. We found that 93% of children felt included, 96% of younger children and 94% of older children recognised the opportunity their out of school service gave them to make friends. The majority of children were also playing and having fun with 92% of younger children enjoying their time in the out of school service and 86% of older children reporting they had fun in these services.

We found 44 settings (18% of the sample) were evaluated as Adequate or lower for older children accessing outdoor play and 40 settings (15% of the sample) were evaluated as Adequate or lower for younger children accessing outdoor play. Playing outside is fundamental to children’s health and wellbeing. We recognise that every setting does not have easy access to outdoor space however we are supportive of settings using innovative approaches to these types of challenges. The Care Inspectorate good practice document My World Outdoors provides examples of innovative approaches in this area.

Children’s participation within their community was also an area identified where improvements were needed. We found 85 settings (35% of the sample) were evaluated as Adequate or lower in this area for older children and a similar proportion (34%) for younger children. Being an active participant in your community provides a sense of belonging and contributes to real life experiences. Where this was working well, children had participated in community gardens or had joined eco committees to help contribute to the improvement of their local area.

We found that 53 settings (20% of the sample) were evaluated as Adequate or lower for providing younger children with opportunities to develop new skills and that 65 settings (26% of the sample) were evaluated as Adequate or lower for providing the same opportunities for older children. Thinking differently, problem solving and taking responsibility are just some of the benefits of children learning new skills that contribute to their lifelong learning.

Figure 2: Proportion of services evaluated as Adequate or poorer/Good or better in each aspect of the review, for children aged Primary 5 or younger

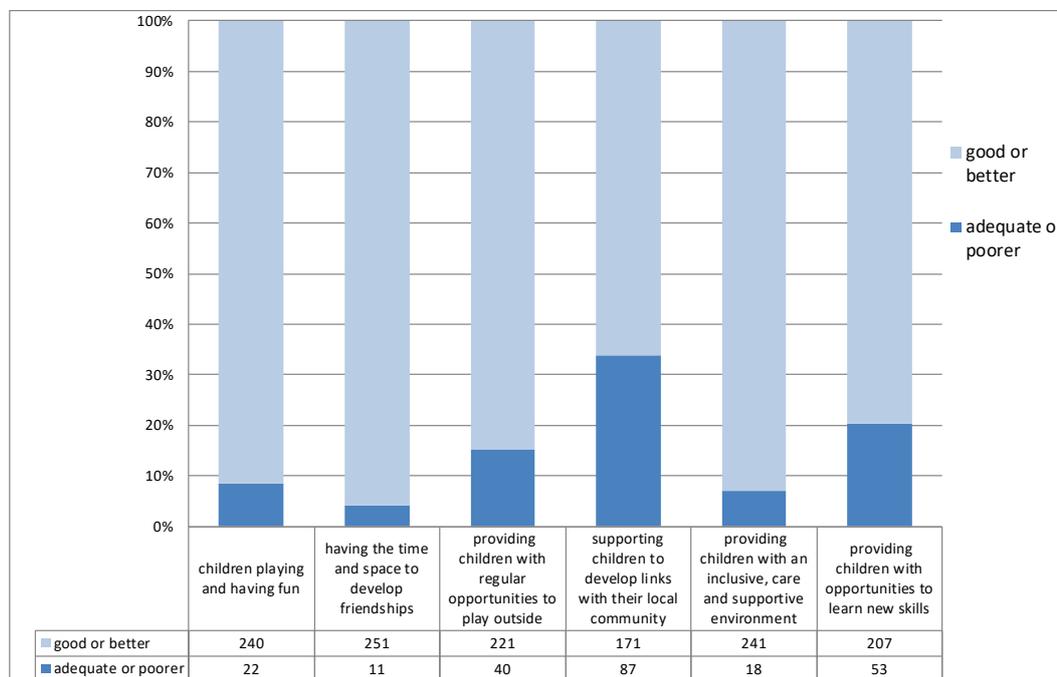
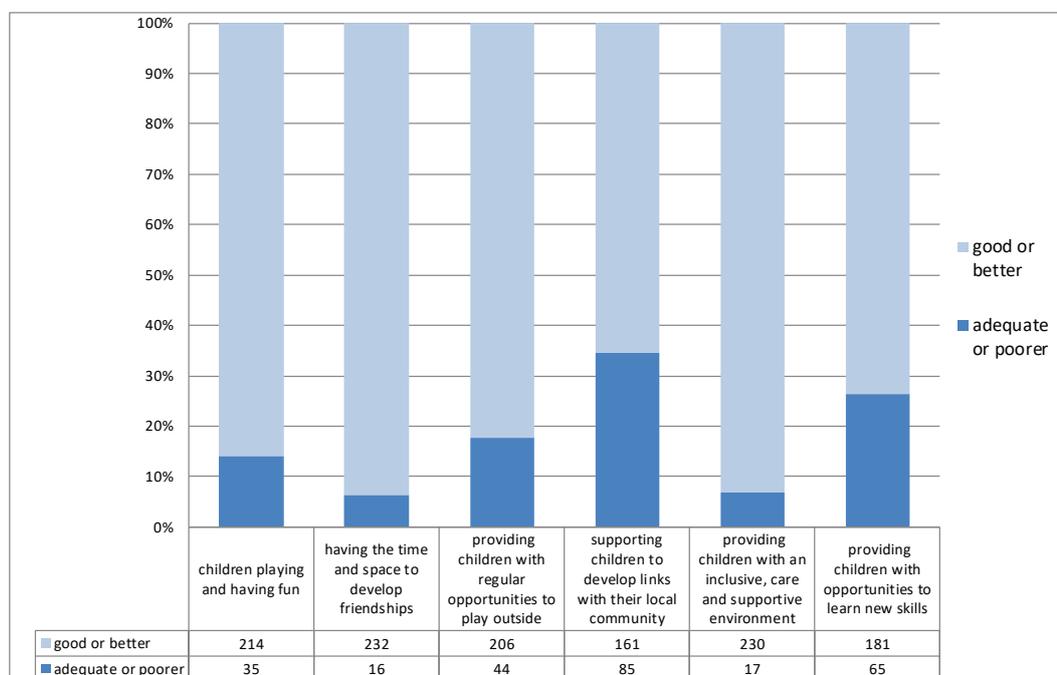


Figure 3: Proportion of services evaluated as Adequate or poorer/Good or better in each aspect of the review, for children aged Primary 6 or older



To support planning for improvement, practice examples extracted from inspection reports have been included under each heading below. We have also referenced two statements from the Health and Social Care Standards for each heading, although there are more that could be used depending on individual circumstances.

3. Focus areas

3.1 I play and have fun

When we considered how well settings supported children to play and have fun, we found that practitioners in better performing settings actively encouraged children to choose and lead their own play experiences, both indoors and outdoors. In these services, practitioners were observed to be flexible and responsive in their approach to children's differing play needs. They discussed the importance of promoting high quality play experiences that were appropriately challenging, enjoyable and linked with children's needs, interests and learning. Children told us that they had fun, the freedom to make decisions and to develop their own play experiences.

We found that in settings that did not perform as well, children had little freedom to make decisions about their play experiences. The range of activities available for them did not readily support a richness of indoor or outdoor experiences and children told us that sometimes they did not always have fun.

Children's comments

"We were helped to make a photo booth which we built, painted and decorated. Staff bought us some props, hats and funny glasses."

"We use the gym hall a lot for dodgy ball and football. That's fun. We can play with any of the toys or ask for more out. In the holidays it was great fun. We had a water fight."

"We get to do lots of fun brilliant things."

"It is fun but they have the same things over and over and it sometimes gets boring. If we want to go into one particular room we have to choose without knowing what there is to do there. We get told we can play in the big hall but only that there are games, we get bored here. Then we have to stay in whatever room we have chosen for the whole afternoon. It is no fun."

"I don't really enjoy coming. Sometimes because we can only go to the gym hall two days and I go to other clubs. Not sure if it's because I am older but I don't feel there is a lot of things for older children but think the younger children enjoy it. We have made a wish list though."

Health and Social Care Standards

1.31 As a child, my social and physical skills, confidence and self-esteem and creativity are developed through a balance of organised and freely chosen and extended play, including using open ended and natural materials.

2.27 As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity.

Practice example

“Children had many opportunities to participate in risky play and, as a result, were developing an increased awareness of their responsibility for keeping themselves safe. Meeting children’s need to engage in positive risk is important because it helps them to learn how to manage risk, a life skill which is vitally important. Active play was a key strength within the service and we noted children had free-flow access to the outdoor play space, which was well resourced and offered challenge and positive risk. Outdoor free-flow play is considered best practice because it supports children to learn in different contexts and enables them to make connections with the natural environment.”

3.2 I make friends

When we considered how services supported children to develop friendships, we found that practitioners in better performing settings recognised that building positive relationships was at the heart of a child’s on-going development and wellbeing. In these settings, children were observed to model behaviours that supported this and were sensitive and responsive in their approach. Children told us that they were supported to make friends, be caring and show consideration to others.

We found that in settings that did not perform as well, that the pace of the session did not always offer children the time and space to develop friendships and build positive relationships with their peer groups.

Children’s comments

“We can play together. We get introduced to everyone when we are new.”

“I was introduced to friends, got a buddy, was introduced to children my same age and had someone to play with me.”

“Only two schools come here, we are all friends. We normally play together.”

We have this chart of seven things to do when you are feeling sad or angry, one of the things you can do is go and chill out."

"We could do with separate space for older ones."

"Sometimes we have time to talk but sometimes the little ones always get us to play, they are littler than us, we like to talk more."

"I make friends."

Health and Social Care Standards

2.15 I am enabled to resolve conflict, agree rules and build positive relationships with other people as much as I can.

2.19 I am encouraged and supported to make and keep friendships, including with people my own age.

Practice example

"Children were seen to be relaxed and comfortable at the club, familiar with routines and expectations. Staff responded well to individual children's needs, offering support or space depending on what the children indicated. Children were seen to have formed good friendships at the club, and caring behaviour was recognised and celebrated by the staff. Children's independence and choice was promoted, and children were included in the evaluation of the club by staff at group time, completing evaluation sheets about what they enjoyed."

3.3 I play outside

When we considered how well settings supported children to have regular opportunities to play outside, we found that better performing settings encouraged access to outdoor play and practitioners actively sought solutions with children to overcome barriers to outdoor play. We found a more positive risk-benefit approach to outdoor play opportunities where children were supported to challenge fears, test limits, explore boundaries and learn about managing riskier play situations. There was a clear understanding that outdoor play was vital to children's emotional and physical wellbeing, resilience and mental health. Children in these settings told us that they had the choice to play outside every day if they wished.

We found that in settings that did not perform as well, there was not as positive a philosophy to the benefits of regular outdoor play and children told us that they wanted more regular opportunities to play outside.

Children's comments

"I like to climb trees. We practice our gymnastics on the grass. I like playing football best."

"We get out all the time except when it is thunder and lightning or really horrible. The only bad thing about it is that the P6s and P7s get in the all-weather pitch and we don't because we are P4."

"I love buildings, I like the hot wheels set. We go out to the field a lot."

"We sometimes play outside cos we need fresh air. I would like to go outside in the mornings."

"We go out but only if we're allowed. It depends on what the weather's like, if it's dry - once a month in the winter and once or twice a week in the summer. We suggested it today and we went out. We did tree climbing today. We like going to the woods but we are not allowed to climb too high in case we fall. The staff tell us if it's too high and we stay within their sight. We made up most of the rules on a big board."

Health and Social Care Standards

1.25 I can choose to have an active life and participate in a range of recreational, social, creative, physical and learning activities every day, both indoors and outdoors.

1.32 As a child, I play outdoors every day and regularly explore a natural environment.

Practice example

"The accommodation was used well and had been adapted to suit the changing needs of the children and young people. They were able to move freely between the indoor and outdoor spaces. Wall displays were used to highlight areas of learning, personal achievements, goals and aspirations. Staff, children and young people had developed the outdoor area so that it better met their needs. The children advised that they had chosen the new equipment and were keen to show how each piece could be used. Their large outdoor space now included a mud kitchen, nature trail and a memorial garden. They utilise their outdoor space creatively, for example, their Mud Warriors project is an opportunity to explore the wider outdoor areas within the local community where children choose their experiences and have responsibility for their own and others' safety."

3.4 I have links with my local community

When we considered how well settings supported children to build links with their local communities, we found that better performing services created more meaningful opportunities for children to be more active in their local communities. In these services, practitioners were pro-active in sourcing more creative opportunities for community involvement. They encouraged and supported children's involvement in their community. This was also found to be more evident in settings in rural areas. Children told us that they enjoyed participating in local community resources, events and projects.

We found that in settings that did not perform as well, opportunities for children to link more fully with their local community by participating in events or projects and using local resources was not as evident.

Children's comments

"We are involved in the eco-committee and as part of this work we do litter collection with a local community group."

"We go to the community garden. We like going to the library to choose books."

"We are members of the local tennis club."

"The library is over there, but I have never been yet. I think we are going to go in the holidays."

"We don't go on enough outings."

Health and Social Care Standards

1.10 I am supported to participate fully as a citizen in my local community in the way I want.

3.25 I am helped to feel safe and secure in my local community.

Practice example

"There were very good opportunities to engage with the local and wider community as children were encouraged to contribute to food parcels and donate flowers, which they then shared with the local home for older people. The local community were able to access the outdoor space when the service was not in operation. The community kept the space clean, tidy and cared for which was an indication as to how important and valued the service is to all."

3.5 I feel included, cared for and supported

When we considered how well settings supported children to feel included, cared for and supported we found that better performing settings put the rights of the child at the forefront of all of their work. In these settings, practitioners understood that children's wellbeing is influenced by everything around them and that they may have different experiences and needs at different times in their lives. Children told us that they were listened to, felt cared for, included and supported and that their successes were shared and celebrated.

We found that in settings that did not perform as well, more meaningful ways for children to build supportive relationships and celebrate success could often have been stronger.

Children's comments

"We help to look after one another."

"The ladies are really kind and look after me."

"We are all friends, we normally play together, we have this chart of seven things to do when you are feeling sad or angry, one of the things is you can go out and chill."

"Being silly earns you a warning. I've plenty of experience."

"We were forced to do a friendship tree."

Health and Social Care Standards

2.8 I am supported to communicate in a way that is right for me, at my own pace, by people who are sensitive to me and my needs.

3.1 I experience people speaking and listening to me in a way that is courteous and respectful, with my care and support being the main focus for people's attention.

Practice example

"Observing the interactions between the staff team, we found that they were respectful toward one another and negotiated between each other to reach a favourable compromise. Modelling these types of positive behaviours helped to promote the child's understanding of the importance of cooperating and being respectful toward one another. Talking to staff highlighted that they knew the children well. They gave good examples of how they met children's individual needs to ensure that the support they provided for them was appropriate. Staff managed children's behaviour sensitively, praising children for appropriate behaviours contributed to the ethos of respect within the service. This made children feel nurtured because it showed them that staff valued their right to be treated fairly."

3.6 I have the opportunity to learn new skills

When we considered how well settings supported children to learn new skills, better performing settings were more effective at capturing children's creativity and interests. Practitioners were observed to actively motivate, engage and extend children's ideas and interests. Links had been established with a range of partners to support children's interests. They understood how important learning new skills were to children's longer term life goals. Children told us they were supported to actively seek out opportunities to learn new skills and build on their knowledge.

We found that in settings that did not perform as well, opportunities for children to learn new skills were not as meaningful as in other settings, whilst activities were provided these were not necessarily linked to children's creative ideas and interests.

Children's comments

"I have learned how to wash my hands, new arts and crafts, how to play with other children without arguing, how to draw, to mix with children of all ages and make bead jewellery."

"They helped us to research the internet so we could make our own football table. Then they helped us find what we needed to build it."

"None."

"We don't really do that here."

"Mrs X showed me how to sew. They helped us research as some of us did not know where pineapples grew."

Health and Social Care Standards

1.30 As a child I have fun as I develop my skills in understanding, thinking, investigation and problem solving, including through imaginative play and storytelling.

2.22 I can maintain and develop my interests, activities and what matters to me in the way that I like.

Practice example

"We could see the service was celebrating children's achievements. These achievements were displayed on the club notice board. Photo books were produced by the staff and children to show the range of activities which they had been involved in after school or through the holidays. Children were able to comment and parents were also encouraged to give feedback and suggestions."

3.7 How are the GIRFEC principles used to improve outcomes for children?

When we considered how well settings used GIRFEC to improve outcomes for children we found that in better performing services practitioners understood the importance of the wellbeing SHANARRI indicators (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included) and used them to respond sensitively to changes in children's lives. Children talked to us about their rights and recognised the wellbeing indicators and told us what they meant to them.

We found that in settings that did not perform as well, practitioners' knowledge of how the GIRFEC framework supported children's wellbeing and improved outcomes could have been stronger. Staff did not always understand how to support children in different ways to achieve their potential. For example, staff understood their role to keep children safe but did not always understand children's need to engage in what may be perceived as "risky" play which allows children to make choices after assessing, understanding and reducing risk. It is important to get the balance right between challenge for children and their safety, to ensure children are motivated and encouraged to achieve and develop.

Inspectors' comments

"There was a high degree of respect for children and their choices within the service. Children were responsible for choosing and planning all activities they carried out. All children expressed a high level of satisfaction with the service. This included the older children who told us that they felt that their age and level of maturity was respected."

"A working group developed an 'all about me' framework using SHANARRI indicators."

"Staff had little knowledge and understanding of the wellbeing indicators."

"Children were encouraged to discuss a SHANARRI indicator at children's meetings as were staff at staff meetings, this helped to determine what the indicators meant to them."

"A SHANARRI display was on the wall for children, parents and staff to view and discuss."

Health and Social Care Standards

1.15 My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices.

3.10 As a child or young person I feel valued loved and secure. "Children very much leading their own play, their own committee and their own development plan."

3.8 How are the Playwork Principles used to improve children's play experiences?

When we considered how well settings used the Playwork Principles, we found that better performing settings used these principles to support and facilitate children's play experiences. Practitioners were observed to create settings that stimulated children's interests and maximise opportunities for a wide range of play experiences. Children told us that they could play freely and direct their own play experiences. They were enthusiastic about their play.

We found that in settings that did not perform as well, practitioners' knowledge could have been stronger. We also found that in some settings with combined early learning childcare and out of school care provision, the Playwork Principles were not always used as a basis to inform children's play experiences within out of school care.

Inspectors' comments

"We noted from discussions with children and staff that play was entirely child-centred."

"Staff offered an enabling approach to extending play and problem solving. Children were given time and space to develop their ideas."

"Staff skills and training opportunities were limited in relation to the Playwork principles."

"All staff have been supported and provided with training. Planned activities are linked to the Playwork Principles and other relevant documents for staff to review and reflect on children's experiences. Information on Playwork highlighted within a big book for parents and children to view and discuss."

"Staff have a very good working knowledge of the Playwork Principles."

"Playwork Principles were not used; all staff were trained to work with younger children."

Health and Social Care Standards

2.22 I can maintain and develop my interests, activities and what matters to me in the way that I like.

3.19 My care and support is consistent because people work

4. Useful contacts, references and further reading

Early Years Collaborative Scottish Government website

www.gov.scot/policies/early-education-and-care/

Play Scotland

www.playscotland.org

Scottish Government Out of School Care & Outdoor Learning – Early Learning and Childcare Programme

Out of School Care Team Leader

Email: kate.smith@gov.scot

Scottish Out of School Care network

<https://soscn.org>

The Children and Young People’s Commissioner for Scotland – Protecting and promoting the human rights of children and young people

www.cypcs.org.uk

Care Inspectorate Early Learning and Childcare Statistics 2017 – Care Inspectorate Hub

http://www.careinspectorate.com/images/Early_Learning_and_Childcare_Stats_2017.pdf

Children and Young People (Scotland) Act 2014 Early Learning and Childcare Statutory Guidance

www.gov.scot/Resources/0045/00457025.pdf

Early Learning and Childcare: Delivering High Quality Play and Learning Environments Outdoors – Care Inspectorate Hub

<https://hub.careinspectorate.com/media/834206/delivering-play-and-learning-environments-outdoors-practice-note.pdf>

Education Scotland’s National Improvement Hub - creative learning networks

<https://education.gov.scot/improvement/learning-resources/Creative%20Learning%20Networks>

Every Child, Every Chance: The Tackling Child Poverty Delivery Plan 2018-2022

<https://www.gov.scot/publications/child-chance-tackling-child-poverty-delivery-plan-2018-22/>

Food matters: nurturing happy, healthy children – Care Inspectorate Hub

<http://hub.careinspectorate.com/media/836652/food-matters-nurturing-happy-healthy-children.pdf>

Getting it Right for Every Child

<https://www.gov.scot/policies/girfec/>

Independent Review of the Scottish Early Learning and Childcare (ELC) Workforce and Out of school Care Workforce 2015

<https://www.gov.scot/binaries/content/documents/govscot/publications/report/2015/06/independent-review-scottish-early-learning-childcare-elc-workforce-out-school/documents/00477419-pdf/00477419-pdf/govscot%3Adocument>

Internet Safety for children and young people: national action plan

<https://www.gov.scot/binaries/content/documents/govscot/publications/publication/2017/04/national-action-plan-internet-safety-children-young-people/documents/00516921-pdf/00516921-pdf/govscot%3Adocument>

My World Outdoors – Care Inspectorate Hub

<http://hub.careinspectorate.com/improvement/care-inspectorate-programmes,-projects-and-publications/my-world-outdoors/>

National Guidance for Child Protection in Scotland (2014)

<https://www2.gov.scot/resource/0045/00450733.pdf>

Our Creative Journey – Care Inspectorate Hub

<http://www.careinspectorate.com/images/documents/4132/Our%20creative%20journey%20Aug%2017%20MASTER%20combined.pdf>

Playwork Principles

<http://www.playscotland.org/wp-content/uploads/assets/Documents/playwork-principles.pdf>

Play Strategy for Scotland: our vision – The Scottish Government

www.gov.scot/publications/

School's Out: Framework for the Development of Out-Of-School-Care (2003)

<https://www2.gov.scot/resource/doc/47032/0023963.pdf>

Sharing Information

www.gov.scot/Topics/People/Young-People/gettingitright/information-sharing

Space to Grow – Care Inspectorate Hub

<https://hub.careinspectorate.com/media/549001/space-to-grow.pdf>

Supporting Children’s Learning: Statutory Guidance on the Education (Additional Support for Learning) (Scotland) Act 2004 (as amended) - code of practice (Third Edition) 2017

www.gov.scot/publications/

Supporting Scotland to become ACE Aware – Building resilience to counteract Adverse Childhood Experiences

<https://www.gov.scot/publications/adverse-childhood-experiences/>

The Early Years Framework - Scottish Government

<https://www.gov.scot/publications/early-years-framework/pages/7/>

The Poverty and Inequality Commission Advice for the Scottish Government on addressing Poverty during School Holidays

<https://povertyinequality.scot/wp-content/uploads/2018/11/Poverty-and-Inequality-Commission-advice-on-poverty-in-school-holidays.pdf>

UN Convention of the Rights of the Child

www.unicef.org.uk/UNICEFs-Work/UN-Convention/

YouthLink Scotland – Education Scotland – Scottish Government

<https://education.gov.scot/Documents/youth-work-strategy-181214.pdf>

5. Acknowledgements

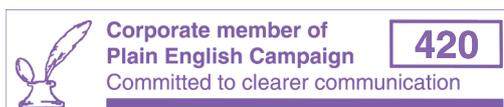
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Headquarters

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY
Tel: 01382 207100
Fax: 01382 207289

Website: www.careinspectorate.com
Email: enquiries@careinspectorate.gov.scot
Care Inspectorate Enquiries: 0345 600 9527

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