

First 4 Kids Shieldhill Day Care of Children

Shieldhill Primary School Community Wing
Main Street
Shieldhill
Falkirk
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Telephone: 01324 671344

Type of inspection: Unannounced
Inspection completed on: 8 March 2018

Service provided by:

Falkirk Out of School Care Network T/A
First 4 Kids

Service provider number:

SP2003003375

Care service number:

CS2004062292

About the service

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website at www.careinspectorate.com

This service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011.

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure they have the best start in life, are ready to succeed and live longer, healthier lives.

We check services are meeting the principles of Getting it right for every child (also known as GIRFEC). Set up by Scottish Government, GIRFEC is a national approach to working in a consistent way with all children and young people. It is underpinned by the principles of prevention and early intervention. The approach helps services focus on what makes a positive difference for children and young people, and what they can do to improve. Getting it right for every child is being woven into all policy, practice, strategy and legislation that affect children, young people and their families.

There are eight wellbeing indicators at the heart of Getting it right for every child. They are: safe; healthy; achieving; nurtured; active; respected; responsible; and included. They are often referred to as the SHANARRI indicators. We use these indicators at inspection, to assess how services are making a positive difference for children.

First 4 Kids Shieldhill is part of Falkirk Out of School Care network. The conditions of registration are:

1. To provide a care service to a maximum of 30 school aged children. Children who are enrolled to start school in the August term can also be cared for during the preceding summer holiday period within the maximum numbers stated.
2. The care service will operate between the times of 8.00am to 9.00am and 2.30pm to 6.15pm during school term time only and 8.00am to 6.00pm during school inservice days and holidays.
3. Staffing levels will comply with those stated in the National Care Standards, Early Education and Childcare up to the age of 16: Annex A.
4. The registered manager for this service is also the registered manager for First 4 Kids Services Maddiston and Westquarter under a peripatetic management arrangement. The peripatetic manager must spend at least one session in each service during the course of a week. The manager is not included in the adult : child ratio.

The care service operates from the community wing in Shieldhill Primary School.

A summary of the service stated aims and objectives were to:

- provide quality, affordable childcare for every parent who needs it.
- provide quality staff, trained and experienced.
- provide opportunities for personal and social development through varied and valuable play activities.
- provide a caring environment promoting friendship, equality and a community spirit, support in building confidence and self-esteem and encourage individuality, respect for all and fun.

A full statement of aims and objectives are available from the service and provided to parents as part of the admission process.

What people told us

We spoke with seven children during the inspection. We saw that they were happy and confident within the setting and had developed close friendships. They told us they organised their own games and activities. During our visit they were drawing pictures, playing pool, helped to make snack and played games.

Children told us that staff 'listen to what you are saying.'

'We play with hamma beads, x box, pool table and loom bands.'

'We have a rank for pool. We practice loads.'

'I'm putting the balls in here (bag) and counting how many of each colour.'

We received six completed questionnaires from parents who, overall were happy with the service they received. Positive aspects were that children could choose to play with a range of activities. They liked that children had regular access to outdoor play and physical exercise. All resources were suitable for children and in a good state of repair. One parent felt there could be more resources for older children.

Almost all parents were satisfied that staff had the skill and knowledge to meet the needs of their child. All parents felt that staff would keep their children safe.

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their own improvement plan and quality assurance paperwork. These demonstrated their priorities for development and how they were monitoring the quality of the provision within the service.

From this inspection we graded this service as:

Quality of care and support	4 - Good
Quality of environment	not assessed
Quality of staffing	4 - Good
Quality of management and leadership	not assessed

What the service does well

Information was gathered about children before they started using the service. Where necessary, action plans were developed if children needed support in particular areas and reviewed with parents. Discussion with staff confirmed that they knew children well and had a good understanding of their current needs. A few children made their own way to the service.

Appropriate agreements were in place to support these arrangements. As the system was well established, we saw that when children were expected, staff watched out for them to ensure they arrived safely.

We saw that children quickly settled on arrival and chose the activities they wanted to do. They had developed nice friendships and one child was excited to see her friend arriving and eagerly went to meet her. Children were busy and happily played by themselves and in small groups. They liked the 'doodle book' and proudly shared the pictures they had drawn in it and could tell us about other children's contributions. The 'big book' was used to show that children were involved in a range of activities including outdoor play and arranging movie nights. This could be further developed to show if children want to achieve any particular goals or the outcomes of children's experiences.

To assess the service they provided, staff completed play observations. This enabled them to identify the range of experiences that children had to promote their wellbeing. Staff recognised children's abilities to organise their games and evaluated the activities they participated in.

A new co-ordinator had been appointed at Shieldhill. She confirmed she had undergone an induction, which helped support her in the new role. She was in the process of developing working relationships with her colleague and establishing systems to support the daily running of the club. A new induction format which included a section about staff practice was in the process of being piloted as this was an area not currently recorded.

There were a range of systems in place to support staff in their roles. Appraisals and supervision were now well established within the organisation. From the files we looked at, we saw that staff were encouraged to reflect on their practice, outlining what they did well and identify areas for their professional development. The area manager gave staff feedback about their work and agreed targets to work towards. Weekly team meetings were also used to discuss what the service was providing, plan for children and agree areas for development.

Staff had attended training in Diabetes, Making sense of sensory behaviour and Moving and Handling. They were able to tell us how this had helped them in their work. Within personnel files we looked at, staff had evaluated their training and outlined how they would use it in practice to improve outcomes for children. Staff also had the opportunity to complete formal qualifications which were nearing completion.

We saw information that confirmed any issues identified were addressed by the area manager. It would be helpful if techniques or strategies suggested to improve practice were recorded as this would help assess how staff used them to improve their practice. These processes helped staff feel well supported by the area manager.

What the service could do better

When action plans for children are reviewed, we noted that sometimes there was no change to the information parents originally supplied to the service. We talked to staff about adding in information they had about children from observations they had made so any progress noted at the service was included in the action plan. We know the organisation is currently reviewing children's plans and they will consider this as part of this process.

We talked with the management team about the ways that the daily observation could be further developed to support children. For example, the information they record about risk assessment could be improved to show how children are involved in and understand the process. They also need to ensure they complete the evaluation section of the document so outcomes for children are recorded.

A common area for development was staff needing to record the outcomes about the children, staff or the service. Within minutes of meetings there was not always information to show how action points were followed up. For example, if an issue had been raised with staff, we were not able to confirm from the records we looked at if it had been concluded. The area manager should ensure that records relating to practice issues have the outcome or next steps recorded within the personnel file. (See recommendation 1).

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. Where practice issues are identified, the area manager should ensure that records show action taken, any techniques used to support the staff member and what the outcome was.

National Care Standards: Early education and childcare up to the age of 16 - standard 14.7 - Well managed service.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Inspection and grading history

Date	Type	Gradings	
27 May 2015	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	4 - Good
		Management and leadership	4 - Good
22 Aug 2014	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	4 - Good
		Management and leadership	3 - Adequate
14 Oct 2011	Unannounced	Care and support	5 - Very good
		Environment	Not assessed
		Staffing	5 - Very good
		Management and leadership	Not assessed
13 Jan 2010	Unannounced	Care and support	5 - Very good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	4 - Good

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