

# KATS

## Day Care of Children

1 Fountainwell Square  
Sighthill  
Glasgow  
G21 1RB

Telephone: 0141 557 5908

**Type of inspection:**

Unannounced

**Completed on:**

27 June 2018

**Service provided by:**

Kids and Adults Together in Sighthill

**Service provider number:**

SP2005007323

**Service no:**

CS2005089267

## About the service

KATS has been operating since 2007 and registered with the Care Inspectorate when the Care Inspectorate formed in 2011. It provides a care service to children across the following age ranges:

- 12 children aged 0 to under 2 years old,
- 15 children aged from 2 to under 3 years old,
- 24 children aged from 3 years old to those not yet attending primary school,
- 40 school aged children up to 16 years.

The service is provided by Kids and Adults Together in Sighthill and operates from a purpose built integrated community facility situated in the Sighthill area of Glasgow. The service has its own secure outdoor play area.

The main aim of KATS is:

'To provide fun and educational activities in a safe and loving environment; a perfect combination in which your child will learn and grow.'

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 (GIRFEC); Scotland's national approach to improving outcomes and wellbeing for children by offering the right help at the right time from the right people. GIRFEC supports children and their parents to work with the services that can help them. There are eight wellbeing indicators at the heart of GIRFEC: safe, healthy, achieving, nurtured, active, respected, responsible and included.

## What people told us

There were three primary school aged children and one nursery child present during our inspection who received plenty of individual attention due to the high staff ratios. We observed positive interactions between children and staff where children were able to make decisions about how they spent their day and wrote evaluations of some of the activities they had participated in. This helped everyone feel respected and included. Children's comments to us included:

"I don't know what I like doing most (at the service) but not being outside, it's burning!"

"I like building things. There aren't any others my age maybe I'm too old to come."

We received six completed care standard questionnaires from parents/carers whose children used the service; five of these were completed and returned before our inspection. Respondents were overall happy with the quality of the service and half had written additional comments:

"KATS afterschool care is well run and a great environment for my son to attend when I am at college. The staff are so welcoming, happy and always speak to me about what my son has been doing the days he attends. My son has asked to do certain activities and the staff have always done them."

"I thank you for all the good deeds and the hard working staff deserve a medal!!"

"I'm happy with the service, the staff are helpful and nice."

## Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We asked to see their own development plan and quality assurance paperwork. The service had not developed an improvement plan since their last inspection. We advised that having this would have helped demonstrate the service priorities for development and how they were monitoring the quality of their provision. We have repeated a recommendation under the section of this report on Quality of Management and Leadership.

## From this inspection we graded this service as:

Quality of care and support	3 - Adequate
Quality of environment	4 - Good
Quality of staffing	4 - Good
Quality of management and leadership	3 - Adequate

## Quality of care and support

### Findings from the inspection

We were present when families arrived at the service and could see that they were made to feel welcome by staff who took time to listen to any changes in children's individual needs or routines. Because of the low numbers, nursery age and school aged children spent time together for most of their session. Parents had been consulted to ensure they were satisfied that this would not impact on the quality of experiences offered to children. We observed that the advantage of this arrangement was that sibling groups were cared for together and there was a high child to adult ratio. As a result children were safe and nurtured.

We praised the effort staff had put into developing the format of children's personal plans. However, staff should continue to consolidate and embed their approach, ensuring that they are proportionate to children's individual needs and patterns of attendance. For example, the information about children with additional support needs did not follow guidance offered within the GIRFEC national practice model, which the service had on display. Using the model would ensure that all agencies and professionals involved in a child's care would work together and ensure timely interventions when needed for a child. In this way all children would be supported by staff to meet their full potential. (Please see recommendation 1).

Staff told us that they had participated in child protection training and were confident that they would be able to follow through any concerns they had about the welfare and safety of children. This was a previous recommendation that was now met and ensured children were safeguarded.

Staff had engaged older children in activities underpinned by United Nations Convention on the Rights of the Child (UNCRC) to find out about issues that were important to them and resources they would enjoy. This made it more likely that children would feel listened to, respected and included. Staff agreed that it would be beneficial to have the display in the playroom that they used the most so that children could continue to use it to develop their critical thinking skills and make decisions about the service.

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 1

1. The service should continue to improve the format for children's personal plans, particularly the care plans for children who present with additional support needs.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that as a child: "my future care and support needs are anticipated as part of my assessment" (HSCS 1.14) and that "my care and support meets my needs and is right for me" (HSCS 1.19).

**Grade:** 3 - adequate

## Quality of environment

### Findings from the inspection

We inspected the service during the school holiday period when the routine of the day was relaxed and allowed for children to make use of community amenities. We looked at how the service environment was organised and found there was a homely atmosphere with games that reflected the children's interests. Children knew where to find additional resources to develop their play ideas. All children were encouraged to be active and healthy, for example they had free flow access to the outdoor play area and staff made sure children had applied sun cream and wore sun hats. Children had access to fresh water to ensure they were adequately hydrated for the hot weather.

Staff took further precautions to keep children safe before taking them on a trip. For example they had a checklist to take registers, consent forms, safe routes and the first aid kit. Information was left at the building reception so that everyone knew where the staff and children were and who to contact in the event of an emergency. Staff were all trained in paediatric first aid which meant they were prepared to take action if a child was involved in an accident or medical emergency. There were appropriate forms to record any accident/incidents involving children to make sure parents were kept informed about their child's treatment and ensure there was continuity in their ongoing care.

We could see that management carried out risk assessments of the building and that staff included risk assessments as part of their evaluation of children's activities. At feedback we discussed whether some of these were over protective of children rather than balancing the risks and benefits to children of activities. For example children's participation in a planting activity was considered to present a medium risk to their safety and wellbeing. We signposted staff to our good practice guidance 'My World Outdoors', which would help them involve children more in making decisions about risky play. Giving children this responsibility will help them learn about positive risks in a safe and supportive environment, thus building their resilience. 'My World Outdoors' is available in the HUB area of our website <http://hub.careinspectorate.com/media/279348/my-world-outdoors-sharing-good-practice-in-how-early-years-services-can-provide-play-and-learning-wholly-or-partially-outdoors.pdf>

## Requirements

Number of requirements: 0

## Recommendations

Number of recommendations: 0

Grade: 4 - good

## Quality of staffing

### Findings from the inspection

There was a very small staff team with no staff turnover, which had enabled effective working relationships as well as making it more likely that children's care and support was consistent. We observed warm and respectful interactions between staff and parents as children were dropped off or collected from the service.

The manager had participated in training on 'Building the Ambition' and was supporting staff to develop their own understanding of the guidance to use in evaluating their practice. Building the Ambition is Scottish Government's national practice guidance on Early Learning and Childcare linked to the Children and Young People (Scotland) Act 2014. We saw that staff discussed professional reading within their team meetings or to share training that they had attended.

Participation in training had been a recommendation made over three consecutive inspections and staff had proactively sought out and paid for training themselves. This was in addition to core training offered by the service provider; therefore the recommendation had been met. Staff engaged well with the inspection process and were keen to make improvements to the service that would impact positively on outcomes for children. We highlighted areas for their continued professional development based on our observations

For example, there was one nursery aged child present and while staff knew about her play interests they acknowledged it was difficult to engage her interest because of the presence of older children. We encouraged staff to refresh their knowledge of schematic play to focus their observations of younger children and plan how best to support their learning and development. 'Schemas' are patterns of repeated behaviour that allow children to explore and develop their play through their own ideas. An overview can be found in our HUB: <https://hub.careinspectorate.com/media/274351/early-years-schema-2.pdf>

The service were keen to develop their outdoor play area but this had not progressed since our last inspection, partly because of lack of funding for resources. We signposted staff to the Loose Parts toolkit in our HUB <https://hub.careinspectorate.com/media/405223/loose-parts-play-toolkit.pdf> /media/405223/loose-parts-play-toolkit.pdf, which promotes the benefits of providing open-ended natural materials for children of all ages. 'Loose Parts' or randomly found objects can extend opportunities for children to think imaginatively, problem solve and play cooperatively with their friends.

Staff questionnaires and discussions with the team highlighted that they had not participated in regular supervision with their manager and that their annual appraisal was overdue. These systems should be reinstated as it would support individual staff to identify the strengths in their practice or how they could improve. (Please see recommendation 1).

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 1

1. The service provider should reinstate systems for staff individual support and supervision.

This is to ensure staffing is consistent with the Health and Social Care Standards which state that as a child: "I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes" (HSCS 3.14)

**Grade:** 4 – good

## Quality of management and leadership

### Findings from the inspection

The service had retained their partnership with the local authority (Glasgow City Council) to deliver early learning and childcare to children aged three to five years. The service provider had liaised with the council to discuss strategic operations of the service. We acknowledged that there was evidence of service records, plans and policies being discussed within team meetings and that basic systems were in place to monitor operational issues such as the health and safety of the environment. Monthly newsletters highlighted for families some of the changes to policies and we also looked at examples of information that had been translated into other languages for families on the display boards. The service followed good practice by seeking the views of parents/carers through questionnaires then feeding back their findings to them.

The above approach helped everyone feel included in making improvements to the service however there was no improvement plan in place. Compiling an improvement plan to identify priority areas for the service to take forward was the subject of a previous recommendation, which is now repeated. (Please see recommendation 1).

The manager and staff were at a very early stage of using 'Building the Ambition' to support self-evaluation. The team also planned to use 'How good is our early learning and childcare' (HGIOELC) as a quality assurance tool and should continue with those plans. HGIOELC is a national tool that supports services in self-evaluation so that outcomes for children can be measured and improved. (Please see recommendation 2).

We reminded the manager to submit a variation via our eForms system to remove a condition of registration regarding the service operating hours. All copies of the Care Inspectorate registration displayed should be the most current certificate.

## Requirements

**Number of requirements:** 0

## Recommendations

### Number of recommendations: 2

1. Management should work with staff to produce an improvement plan for the service.

This is to ensure management and leadership is consistent with the Health and Social Care Standards which state that as a child: "I am actively encouraged to be involved in improving the service I use, in a spirit of genuine partnership" (HSCS 4.7) and that "I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes" (HSCS 4.19).

2. The service providers should continue to implement a robust system for monitoring and evaluating the quality of the work of the service as a whole.

In order to achieve this, management should support staff in their understanding and use of tools, such as 'How good is our early learning and childcare'. This is to support self evaluation so that outcomes for individual children can be measured and improved.

This is to ensure management and leadership is consistent with the Health and Social Care Standards which state that as a child: "I experience high quality care and support based on relevant evidence, guidance and best practice" (HSCS 4.11) and that "I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes" (HSCS 4.19).

**Grade:** 3 - adequate

## What the service has done to meet any requirements we made at or since the last inspection

### Previous requirements

There are no outstanding requirements.

## What the service has done to meet any recommendations we made at or since the last inspection

### Previous recommendations

#### Recommendation 1

Management and staff should continue to develop the format of children's personal plans.

All entries in the plans should be dated and the review of plans needs to be formalised to show they are undertaken every 6 months or sooner if necessary.

National Care Standards Early Education and Childcare up to the age of 16 – Standard 3: Health and wellbeing and Standard 14: Well managed Service.

**This recommendation was made on 19 December 2016.**

## Action taken on previous recommendation

We were satisfied that staff knew children's individual needs well, however their knowledge was not always meaningfully recorded within children's personal plans. For example, staff were getting better at recording observations of individual children in the nursery, however their planning tended to be based on children as a group rather than identifying how they would support the next steps in children's individual care, learning and development. 'All about me' information was recorded by children themselves in the after school club, giving them a sense of responsibility and respect but staff were not routinely recording changes to children's needs and preferences or how these would be supported. We have refreshed this recommendation based on the new Health and Social Care Standards.

This recommendation had not been met.

## Recommendation 2

The service provider should ensure that staff have participated in training that equips them with a clear understanding of their roles and responsibilities in protecting children from harm, abuse, bullying and neglect. The service should have a policy on child protection and explain this to service users.

The provider and staff should refer to National Guidance for Child Protection in Scotland (Scottish Government 2014).

National Care Standards Early Education and Childcare up to the age of 16 – Standard 3: Health and wellbeing and Standard 14: Well managed Service.

**This recommendation was made on 19 December 2016.**

## Action taken on previous recommendation

The manager had participated in child protection co-ordinator training to ensure that they understood their role and responsibilities for safeguarding children. They delivered child protection training to the rest of the team so that they were up-to-date with changes in legislation and best practice. We saw evidence of this in the minutes of staff meetings.

This recommendation had been met.

## Recommendation 3

The service provider should provide training and development opportunities to enable staff to strengthen and develop their skills and knowledge.

Examples for training should include Child Protection; GIRFEC; Pre Birth to Three good practice guidelines, Playwork Principles.



National Care Standards Early Education and Childcare up to the age of 16 – Standard 12: Confidence in Staff and Standard 13: Improving the Service.

**This recommendation was made on 8 January 2016.**

#### Action taken on previous recommendation

We found that staff had participated in a range of training over the year: in house, online and externally. This included – Child Protection, Breast Feeding Awareness, First Aid, Building the Ambition, Autism Awareness, Food Hygiene, Childsmile. Team meetings were also used to discuss professional reading such as the new Health and Social Care Standards.

This recommendation had been met.

### Recommendation 4

The service providers should continue to implement a robust system for monitoring and evaluating the quality of the work of the service as a whole.

All records, plans and policies should be made and kept in accordance with national and local guidance. Examples highlighted during the inspection process child protection; responsive risk assessments; safe recruitment; staff support.

National Care Standards Early Education and Childcare up to the age of 16 – Standard 13: Improving the Service and Standard 14: Well-managed Service.

**This recommendation was made on 5 September 2017.**

#### Action taken on previous recommendation

There was evidence of service records, plans and policies being discussed within team meetings. The service followed good practice by seeking the views of parents/carers through questionnaires then feeding back their findings to them. We could see that there were systems in place to monitor operational issues such as the health and safety of the environment but there were no effective measures to ensure the manager had an overview of children's individual personal plans or individual staff performance. The manager had participated in training on 'Building the Ambition team' however the service was at a very early stage of using 'Building the Ambition' to support self evaluation. The service also planned to use 'How good is our early learning and childcare' as a quality assurance tool and should continue with these plans. We have refreshed this recommendation based on the new Health and Social Care Standards.

This recommendation had not been met.

### Recommendation 5

Management should work with staff to produce an improvement plan for the service.

In order to achieve this, management should support staff in their understanding and use of tools, such as 'Building the Ambition' and 'How good is our early learning and childcare'.

This is to support self evaluation so that outcomes for individual children can be measured and improved.

National Care Standards for Early Education and Childcare up to the age of 16 - Standard 13: Improving the service and Standard 14: Well managed Service.

**This recommendation was made on 5 September 2017.**

### Action taken on previous recommendation

An action plan had been submitted in response to recommendations given by us at our previous inspection but the implementation of this had not been routinely monitored. The team were at a very early stage of using 'Building the Ambition' to support self evaluation. There was no improvement plan in place to identify the priority areas that the service was taking forward. We have refreshed this recommendation based on the new Health and Social Care Standards.

This recommendation had not been met.

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com).

## Enforcement

No enforcement action has been taken against this care service since the last inspection.

## Inspection and grading history

Date	Type	Gradings	
31 Jul 2017	Unannounced	Care and support	3 - Adequate
		Environment	4 - Good
		Staffing	3 - Adequate
		Management and leadership	3 - Adequate
19 Dec 2016	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	3 - Adequate
		Management and leadership	3 - Adequate
8 Jan 2016	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	3 - Adequate
10 Feb 2015	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	4 - Good
14 Feb 2013	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	4 - Good
14 Jul 2010	Unannounced	Care and support	5 - Very good
		Environment	4 - Good
		Staffing	Not assessed
		Management and leadership	4 - Good
14 Jan 2010	Unannounced	Care and support	3 - Adequate
		Environment	3 - Adequate
		Staffing	4 - Good
		Management and leadership	3 - Adequate

Date	Type	Gradings	
31 Mar 2009	Unannounced	Care and support	3 - Adequate
		Environment	3 - Adequate
		Staffing	3 - Adequate
		Management and leadership	3 - Adequate

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Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

0345 600 9527

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