

First 4 Kids SCIO Bantaskin Day Care of Children

Bantaskin Primary School
Mobile Classroom
Bantaskine Road
Falkirk
FK1 5HT

Telephone: 07970 105 479

Type of inspection:
Unannounced

Completed on:
25 August 2021

Service provided by:
First 4 Kids a Scottish Charitable
Incorporated Organisation

Service provider number:
SP2018013072

Service no:
CS2018364517

About the service

First 4 Kids SCIO Bantaskin was registered with the Care Inspectorate on 15 May 2018. The service is registered;

1. To provide a care service to a maximum of 24 primary school age children at any one time

Any other conditions unique to the service:

2. Adult:child ratios will be a minimum of:

- 3. years and over -1:8 if the children attend more than 4 hours per day, or

- 1:10 if the children attend for less than 4 hours per day • If all children are over 8 years old and over 1:10

3. During the operating times the service will have the exclusive use of areas within the premises as designated by the centre manager.

4. The manager is also the manager of the following services:

*First 4 Kids Carron CS2018364515

*First 4 Kids Carronshore CS2018364515

*First 4 Kids Maddiston CS2018364510

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

The service operates from a porta cabin in the grounds of Bantaskin Primary School which they have sole use of. They have access to a large grass area for outdoor play.

What people told us

We spoke with five children at the inspection and two parents.

Children were happy on arrival at the service and chatted easily with staff, asking about the day and who was expected to attend. Children confirmed that they chose what they wanted to do and asked staff for the resources they wanted.

While playing with pretend food they commented "Here's your pizza," "I'm a McDonalds person." "I'm making beans on toast. Here's your beans on toast."

Children also chose to build with the Lego and do arts and craft. Outdoor play was promoted and children had fun rolling down the hill, playing with the frisbee and football.

We spoke with two parents who were extremely happy with the service. They had received enough information about the setting and what to expect. As children has seen staff collecting other children from school they knew who they were which made transition easier.

Parents were confident that staff had implemented systems in respect of Covid-19 to keep children safe. They liked that the service was kept 'normal' for children. They were satisfied that the range of activities available for children suited their interests. They knew children were happy and enjoyed their time at the setting.

From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

How good is our care and support during the COVID-19 pandemic?	4 - Good
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Further details on the particular areas inspected are provided at the end of this report.

How good is our care and support during the COVID-19 pandemic?

4 - Good

Quality Indicator 5.1: Children's health and wellbeing are supported and safeguarded during the Covid-19 Pandemic.

- Children are nurtured and supported throughout their changed experience in their early learning and childcare setting.
- Effective communication with families enables responsive care to support children through changing circumstances.

We saw that staff were kind and caring towards children which had helped them develop respectful relationships. Staff recognised the importance of emotional well-being and ensured children had opportunities every day to say how they were feeling. New children were introduced to this which enabled staff to chat to them about the benefits and what it meant for them. To support positive outcomes, a visual display helped children to be mindful of each other's feelings.

Floor books evidenced how children had been supported on their return to the service. They were actively involved as they could organise their own games and activities, record their views, and share their ideas about how changes were managed. For example, they had made suggestions for play when the service was quieter due to restrictions in place. This had helped children re-establish friendships and their relationships with staff as they were fully included in all aspects of the service. We therefore saw happy, confident children who enjoyed their time at the service.

During lockdown, digital platforms were used to share information about the service and changes being made. Parents had appreciated this as they felt well informed and kept up to date about plans being made in response to Covid-19. A new app had been introduced to record children's attendance and let staff know when children would be collected.

Before children returned, contact had been made with families to discuss any updates so that staff could meet children's needs. Where updates were discussed verbally, we asked that staff record this on the plans. Parents told us transitions were well managed due to effective communication and information sharing. SHANARRI well-being indicators were revisited often with children. They were able to say how the setting supported them, which resulted in them feeling safe and secure in the care of staff.

Personal plans (All about me) were in place and contained information about children's individual needs which they had been involved in completing. Action plans were in place for children with additional or health needs which outlined how they were to be supported. The staff team demonstrated they knew children well and were responsive to their needs. For example, new children were welcomed into the service, had routines explained to them and were introduced to the other children which helped them settle in.

Children enjoyed a healthy snack and staff made sure they had their water bottles filled throughout the session.

Staff were clear about their responsibilities in respect of safeguarding children and the process in place to report any concerns.

Quality indicator 5.2: Infection prevention and control practices support a safe environment for children and staff.

- Children are protected as staff take all necessary precautions to prevent the spread of infection.

A Covid-19 risk assessment had been completed to support staff practice. Systems had been put in place to limit the risk of transmission which followed current guidance. For example, parents were not routinely permitted into the building, enhanced cleaning was in place with doors and windows opened to promote ventilation.

The organisation had bought portable sinks to add to the current facilities to enable frequent hand washing. Children used them on arrival from school, when coming in from playing outdoors and before eating. Within the floor book, children had recorded information about Covid-19 which demonstrated they had a good understanding of infection prevention and control measures they needed to follow. We advised staff of some aspects of infection prevention and control that could be improved. Paper towels need to be in a dispenser and children should be encouraged to wash their hands for 20 seconds.

Staff prepared the environment before collecting children from school. Staff participated in lateral flow testing and taking the temperatures of adults in the service. There was a isolation procedure in place if anyone presented with Covid-19 symptoms.

In line with current guidance, staff maximised the use of outdoors. This included free flow access to the outdoor area. To support play outdoors, staff encouraged to take their games outside which meant children spent most of the session outside. Some natural shade next to the building offered children a cooler space to play. The organisation has been awarded a grant to be used to develop the outdoors.

Quality indicator 5.3: Staffing arrangements are responsive to the changing needs of children during COVID-19.

- Staffing arrangements meet the needs of children and families.**
- Staff are well supported and confident.**

There was a consistent staff team in place at the service. Newer staff felt well supported in their role and spoke positively about the induction process. Along with the help and guidance from experienced colleagues, they had developed confidence in their work.

Staff had undertaken Covid-19 training and told us that this had helped them understand the measures to be implemented to promote a safe environment. They had familiarised themselves with the procedures outlined in the the risk assessment which supported safe practice at their site. We therefore saw that staff socially distanced well, wore face masks when needed and carried out enhanced cleaning, all of which reduced the risk of transmission. We advised that face coverings should be stored in a washable, sealed bag when not in use and this was implemented quickly.

As an organisation, information had been shared with parents and children about Relax kids. This offered families a range of tools and techniques aimed at supporting mindfulness which helped children's emotional well-being.

The area manager and staff talked about the impact Covid-19 had on development work, which we acknowledged. They had concentrated on children's well-being, increasing the use of outdoors facilities and ensuring staff and children understood the changes being introduced. As restrictions ease, and the service starts to operate full time, the manager and staff will review the improvement plan and will agree the priorities for development.

The area manager was in regular contact with the services they were responsible for to offer support and

guidance. This meant they were aware of how services were operating and if staff felt supported. To ensure the systems were effective, staff had the opportunity to share their views in a survey. They were able to feedback how training had been implemented into practice, how effective communication was and make any suggestions for improvement. By gathering staff views, the management team has been able to identify areas for improvement which will further develop the service they offer.

During the school holidays the club operated from the St. Francis site. If any of the children use it, the manager ensures staff that children know are on duty which promotes continuity of care.

Detailed evaluations

How good is our care and support during the COVID-19 pandemic?	4 - Good
5.1 Children's health and well being are supported and safeguarded during COVID-19	4 - Good
5.2 Infection prevention and control practices support a safe environment for children and staff	4 - Good
5.3 Staffing arrangements are responsive to the changing needs of children during COVID-19	4 - Good

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