

First 4 Kids SCIO Bonnybridge Day Care of Children

Bonnybridge Community Education Centre
Bridge Street
Bonnybridge
FK4 1AA

Telephone: 01324 473 325

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:
CS2018364516

About the service

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

1. To provide a care service to a maximum of 40 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.

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 Bonnybridge Community Centre where they have sole use of the main hall, toilet, use of the kitchen and direct access to the an enclosed outdoor area.

They are close to local schools so children can be collected at the end of the day to walk back to the setting.

During school holidays the the service is operated from another site - St Francis primary school in Bainsford and parents have the opportunity to use this service if needed. At this site children have access to a spacious gym hall. One part of the playground enabled free flow access to outdoors. Other playground areas offered children the opportunity to play in the woods and use the trim trail where they could develop their physical skills and take risk in their play.

What people told us

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

Children explained that the changes made in respect of Covid-19 were "like they did at school" so they were familiar with the processes such as frequent hand washing. They were glad that the service was open again.

Children were able to choose what they wanted to do while at the club and said they organised their own games. They told us they had been involved in choosing new resources that had included a gazebo so they

had shelter when outside. They liked the staff and felt listened to as they could make suggestions for the club. For example, they had contributed ideas for the snack menu.

Parents were happy with the service provided. They were satisfied with the activities children could be involved in and appreciated the snack that they were given. They had good relationships with staff and were confident their children were well cared for.

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. They recognised the importance of emotional well-being and ensured children had opportunities to talk about their feelings to them and each other. Floor books evidenced how children had been supported on their return to the service. They shared their experiences of lockdown and how they felt about being back at the club. As a result, we saw that children had re-establish friendships and were happy in the care of staff as they were supportive of their individual needs.

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 so they had up to date information about children. Where updates were discussed verbally, we asked that staff record this on the plans. Personal plans (All about me) were in place and contained information about children's individual needs. Action plans had been compiled for children with additional needs which outlined strategies that would be used to support them. The staff team demonstrated they knew children well and worked effectively together to provide consistent care.

Children were happy to be back at the service where they were able to see their friends. They were actively involved as they could organise their own games and activities, give suggestions for snack and help choose new resources. Children felt valued and included as they were listened to knew their suggestions were used to develop the service.

As it was the last week of term, the manager advised snack items were different than usual. This is an area that will be reviewed as restrictions ease.

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, they now accessed the service by the back entrance, parents were not routinely permitted into the building, enhanced cleaning was in place and doors 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 and when coming in from playing outdoors. The sink they had access to in the toilets only had cold running water. The service should discuss this with the community centre committee as guidance states it should be warm water available for hand washing.

Staff prepared the environment before collecting children from school. They also followed the procedures in place when waiting for children which included wearing face masks. Staff talked knowledgeably about ways to minimise transmission such as changing their clothes before coming into the service. 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 as well as using the local woods a short walk from the service. Children spent most of the session outside, however we noted there was no shelter. The manager advised they had identified this and had gazebos ordered for the new school term.

The organisation had secured funding for improve outdoor areas to include shelter, storage and new equipment. A questionnaire had been given to children so they could share their ideas about what they would like to see.

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 an established staff team in place at the service. They had undertaken Covid-19 training and told us that this had helped them have confidence in their role. They had familiarised themselves with the procedures outlined in the the risk assessment which supported safe practice. Staff evaluated training they had attended and were able to feedback how it had been implemented into practice. 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 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 manager was also planning to re-establish the use for floor books which had been effectively used to document children's experiences and how they were involved in developing the service.

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 used it, the manager ensured staff that children knew are on duty which promoted 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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