

First 4 Kids SCIO Ladeside Day Care of Children

Ladeside Primary School
Carronvale Road
Larbert
FK5 3LH

Telephone: 07980 710 906

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:
CS2018364511

About the service

First 4 Kids SCIO Ladeside 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 head teacher.

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

*First 4 Kids St Francis CS2018364505

*First 4 Kids Stenhousemuir CS2018364504

*First 4 Kids St Bernadettes CS2018364506

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 Ladeside primary school where they are currently using the gym hall to reduce the footfall in the rooms they normally have access to. They have direct access to the spacious outdoor area which has an outdoor classroom for shelter.

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 seven children and three parents at the inspection. We received an email from another parent with their views.

One child told they like getting jobs to do such as setting up activities cleaning the tables.

Other children liked arts and craft and said that staff always got the resources they wanted to use. Children were making jewellery with beads and showed us how they were making their names with the letters.

Children liked playing outside. One child said they preferred the outdoor space next to the gym hall. Others organised team games such as football, played tennis or made up a game of fighting zombies.

Parents were "really pleased with the service provided." They all confirmed they were given enough information by email and Facebook about Covid-19 and the changes that were being implemented to promote a safe environment for children. One parent commented "it has been really nice that in fact the club itself feels very 'normal' and the children find it to be similar to what they had come to expect and what they want."

Parents liked that children were outdoors so much and feel there is a good range of activities. available that cater for children's interests.

Parents had good relationships with staff and felt they knew children well. One parent said she was "pleased that were keen to chat and feedback about our children at pick up time." Which had meant children settled really well and look forward to going to the club.

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. This enabled children to discuss the changes in place, such as being in a different part of the school. As a result we saw that children had good friendships, were happy and in the care of staff and confidently accessed the areas of the environment they wanted to use for their games and activities.

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. They also liaised with other agencies so that they had information about the best way to support children. Staff told us how they supported children and families during lockdown which demonstrated they knew children well. 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 were in place for children with additional needs which outlined strategies that should be used to support children.

Children were happy to be back at the service where they were able to see their friends. Children had formed friendship groups and were actively involved in organising their own games and activities. Children had also been involved in evaluating elements of the service such as the healthy ethos within the club and feeling safe. They identified what was going well and were encouraged to share their ideas for the development of the service. Children therefore felt valued and included as they were listened.

Snack time supported children to have a social time whilst having a choice of food and a drink. We acknowledged this was restricted due to the service being based in the gym hall.

Children had free flow access to a large play area outdoors. They organised games such as football, used the trim trail and one child developed an obstacle course. Children benefited from participating in a range of physical games outdoors which promoted their health and well-being.

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 and doors and window opened to promote ventilation.

As there were no sinks in the gym hall, the organisation had bought portable sinks to enable frequent hand washing. We observed children washed their hands on arrival from school and at appropriate times throughout the session. The coordinator advised there was an issue with the portable sinks and one was in the process of being replaced. We advised staff of some aspects of infection prevention and control that could be improved. For example, paper towels need to be in a dispenser and children should use the pedal to open the bin to avoid touching the lid which raises the risk of transmission. The manager was in the process of discussing what area would be available to the service in August 2021.

Staff prepared the environment before children arrived from school. They talked knowledgeably about ways to minimise transmission such as using the fogging system, ensuring the area was well ventilated and rotating resources. They also identified which items they had used so domestic staff from the school knew what to include in the cleaning schedule. 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. Free flow access to the playground meant children could choose where they wanted to play. These opportunities supported children's well-being as they benefited from participating in physical activities in the natural environment.

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 a dedicated 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. 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. There was an improvement plan in place and we saw how changes had been made in

response of Covid-19. They had concentrated on children's well-being, increasing the use of outdoors 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.

The manager was in discussion with the head teacher about the area the service would use in the new school term in August 2021.

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 were 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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Care Inspectorate
Compass House
11 Riverside Drive
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