

Ladybank Out of School Club Day Care of Children

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Type of inspection:
Unannounced

Completed on:
7 September 2022

Service provided by:
Fife Council

Service provider number:
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Service no:
CS2003016801

About the service

Ladybank Out of School Club operates from the annexe in the grounds of Ladybank Primary School. It is registered to provide a day care of children service to a maximum of 16 children at any one time, who are of an age to attend primary school. Children have access to a small playroom, garden, gym hall, dining area, playground, and local green spaces.

About the inspection

This was an unannounced inspection which took place on 7 September 2022 between 14:15 and 18:00. The inspection was carried out by two inspectors from the Care Inspectorate. To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with 6 children using the service and 3 families gave feedback by email.
- spoke with 3 staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Staff were kind, caring and nurturing in their approach with children.
- Staff had developed very good relationships with families.
- Parents were very positive about the service.
- Children were confident and happy in the service.
- Planning approaches were child centred and responsive to children's interests.
- Children benefited from a well-resourced service.
- Staff promoted outdoor play in the community.
- Staff were caring towards children and worked very well together.

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, play and learning?	5 - Very Good
How good is our setting?	5 - Very Good
How good is our leadership?	4 - Good
How good is our staff team?	4 - Good

Further details on the particular areas inspected are provided at the end of this report.

How good is our care, play and learning?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality indicator 1.1- Nurturing care and support

Staff recognised the importance of building relationships which meant that children experienced nurturing, warm and positive interactions. . We could see that children were settled and felt relaxed in the setting. As a result, their needs were met. Children told us they liked everything about the service. Children and staff were respectful of each other which had created a positive, calm environment where children had true ownership of their fun and learning. Children's right to play were promoted through interactive planning where they chose activities and snack choices using pictures. Throughout the week all children had the opportunity to be involved in planning activities and experiences. This ensured children's preferences and wishes were included.

Children developed important life skills during mealtimes where they had opportunities to independently prepare meal choices. For example, they chose when they wanted to eat, set the table, prepared the food, and washed their dishes. Children told us " This is what we do every day". As a result, we could see these routines were embedded as children had ownership of the mealtime.

To further support a positive mealtime experience, children had made a cookbook using current best practice guidance. This meant that developed an understanding of the importance of healthy foods.

Effective personal planning enabled staff to meet children's needs. Very good information sharing meant children's current preferences, routines, and interests were reflected. Parents told us staff always made time to discuss children's needs and they update us every day about what children have been doing.

Children had also created their own personal plan where they had ownership of what was recorded and what they wanted to learn. For example, one child wanted to learn French. Staff had discussed this with them reviewed their achievements and recorded what the child had said to show how they had progressed. As a result, children felt valued and included in a meaningful way.

We could see children enjoyed being in the service as they had a positive connection with staff. Children benefitted from cuddles and quality interactions with genuine interest and care. This meant that children felt safe, and their emotional wellbeing was supported.

Quality indicator 1.3 -Play and learning

Children benefitted from opportunities for freely chosen and planned play experiences. Children told us they liked playing outdoors. We observed that children to be happy and enjoyed their time with friends. Older children included new children in their play, creating a positive environment where every child mattered. Staff supported children's interests, and we could see they valued the importance of play and having fun. Children told us they like playing outdoors. A wide variety of opportunities offered children rich play and learning activities that included exploring, being creative, taking risks and problem solving. As a result, children were highly engaged in their play throughout the session.

The wider community was used well to support activities in the natural environment. Children benefitted from trips to the woods, park, growing vegetables, and creating their ideas using a wide selection of loose parts. Staff supported children's interests through skilled interactions, recognised their achievements and recorded these. This meant that children could re-visit their learning and share their experience with friends and family.

Staff took time to listen to children and used careful questioning to promote children's creativity. They valued children's interests and supported their play, engaging with them at their level. This meant that children experienced caring interactions. Children told us "Staff are very kind, they make us laugh".

How good is our setting?

5 - Very Good

Quality indicator 2.2 -Children experience high quality facilities

We evaluated this key question as very good where significant strengths supported positive outcomes for children.

The service operated from an annexe in the local school. This promoted a strong sense of being included and valued in the wider community and we could see the service worked well with members of the school. The playroom was used as a base and benefitted from natural light and ventilation. Children told us they would like to make it bigger and add a gaming suite. However, staff had organised the space available in a way that promoted children to make independent choices.

Children made very good use of the gym hall, dining room, technology suite and playground. One child told us their favourite thing to do was play in the gym hall. This area was well maintained and allowed them to engage in play experiences that promoted cooperation and energetic play. Children also benefitted from areas indoors and outdoors where they could rest and relax. This supported their emotional wellbeing and their connection with nature.

Children were safe as an effective system was in place to minimise risk. This promoted children's safety when they accessed the wider environments to benefit their learning and development. The staff team were committed to delivering a service to meet children's needs. They often carried out tasks in their own time to ensure children benefitted from the smooth operation of the service.

Careful consideration had been given to infection prevention and control practices that supported children to be cared for in a safe and hygienic environment. Children explained that boxes that needed cleaned were turned the other way.

Children washed their hands at key times during the session. We could see these hand hygiene routines were embedded. We found the water in the playroom was too hot to support effective hand washing for the recommended period. To minimise risk to the children, staff had made children aware of this and encouraged them to use the cold tap. We advised the service to have this checked.

How good is our leadership?

4 - Good

Quality indicator 3.1 -Quality assurance and improvements are well led

We made an evaluation of good for this key question, as several important strengths, when taken together, clearly outweighed areas for improvement.

Children, parents, and staff benefitted from a service that was welcoming, safe and inclusive. Parents told us staff were responsive to communication from families so children's needs could be met. This meant that children were safe, happy, and enjoyed their time in the club.

Families received daily updates at drop off and pick up times and more formal sharing of information through newsletters and digital platforms well in advance. This had contributed to positive partnership working and ensured children's care routines were well managed.

Quality assurance processes ensured various aspects of the service had been monitored. As a result, changes were made to develop areas within the service, these included outdoor play experiences, child led planning and healthy snack choices. One parent said "I like how the children are offered a wide range of snacks to try and they are encouraged to be involved in the preparation. My children have become more adventurous with their eating".

We saw evidence of how parents and children had been consulted using questionnaires and how these had informed the cycle of improvement. This contributed to the strong relationship's families had with the staff. Parents told us they were extremely happy with the club. As a result, families felt valued and respected.

Self-evaluation processes had also allowed staff and children to reflect on experiences offered and identify areas to develop. For example, children had recorded their ideas for outdoor play on a mind map and this was displayed in the club for them to add evidence. As a result, children were involved in the improvements of the service.

We discussed with the team how quality assurance processes could be enhanced. For example, following consultation with children, families and other agencies about developing the service, ensure clear actions are identified and reviewed. We suggested the service refer to the Quality Framework for Daycare of Children, childminding, and school -aged childcare to further evaluate the provision. This can be accessed on the Care Inspectorate Hub.

During the inspection we recognised that there was one consistent member of staff in the club. We discussed this with the manager who was aware of the impact this had on continuity of care for children and staff wellbeing. They had put steps in place to minimise changes in staffing. Parents also told us they would like to see continuity of staffing but understood this was not always possible.

How good is our staff team?**4 - Good****Quality indicator 4.3 -Staff deployment**

We made an evaluation of good for this key question, as several important strengths, when taken together, clearly outweighed areas for improvement.

Staff understood the importance of developing close attachments with children and responded to them with compassionate care. As a result, children experienced nurture from staff.

All staff were confident in supporting children and knew their individual needs and preferences. They listened to children and helped them develop their play. Children knew who their keyworker was and were able to talk with them about their wellbeing. Children told us "Staff are good at making sure everyone is okay". This promoted a sense of belonging for children.

Parents were very happy with the service and told us "staff show genuine care and consideration, they are approachable, and we can see they have positive relationships with children".

The deployment and levels of staff within the club on the day of inspection were effective. Staff supported children's interests in accessing the wider provision and ensured children were always supervised. Staff worked well together as a small team. Their differing skills, knowledge and interests complimented one another and resulted in quality experiences for children.

Staff had undertaken training in child protection and first aid. We were confident that staff understood and could respond to concerns to ensure children's wellbeing. Staff told us they were working towards further qualifications that supported their professional development and had additional training arranged for using floor books with children. This would support the service in promoting children's rights and documenting their ideas and learning.

Complaints

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

Detailed evaluations

How good is our care, play and learning?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very Good

How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good

How good is our leadership?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good

How good is our staff team?	4 - Good
4.3 Staff deployment	4 - Good

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