

Sinclairtown Out of School Club Day Care of Children

Sinclairtown Primary School
Roomlin Gardens
Kirkcaldy
KY1 3BJ

Telephone: 07515 189 479

Type of inspection:
Unannounced

Completed on:
10 November 2022

Service provided by:
Fife Council

Service provider number:
SP2004005267

Service no:
CS2003015206

About the service

Sinclairtown out of school club provides a school aged childcare service to a maximum of 40 children at any one time, from an age to attend primary school to 14 years of age. The service operates from the dining area of Sinclairtown Primary School that is in a quiet residential area of Kirkcaldy. Staff also collect children from Dysart Primary School. They have access to the school grounds, as well as other areas of the school including the gym hall. There are local parks and other amenities close by.

About the inspection

This was an unannounced inspection which took place on Thursday 10 November 2022 between the hours of 14:45 and 18:00. The inspection was carried out by one inspector 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 nine people using the service and three of their parents
- spoke with two staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children were happy and engaged in their play. Children had fun as they played. Parents were happy with the service.
- The service should develop personal plans to include children's learning and development.
- Children benefitted from positive relationships with staff.
- The staff team were motivated, knowledgeable and genuinely cared for the children.
- Children accessed outdoor play regularly, encouraging healthy lifestyles, fresh air and active play.
- Management and staff should continue to implement formal monitoring and auditing of the service to support improvement.

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?	4 - Good
How good is our setting?	4 - Good
How good is our leadership?	3 - Adequate
How good is our staff team?	5 - Very Good

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

How good is our care, play and learning?

4 - Good

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

1.1 Nurturing care and support

Children were happy and settled in the club. They were comfortable and relaxed in the setting as they had built positive relationships with staff and friends. Staff knew children well and talked about how they supported their interests. This supported children to feel valued and included.

Children's achievements were recognised and celebrated by staff, this included trying new foods at snack time. As a result, children's confidence and self-esteem was supported and promoted.

Personal plans were in place for all children and this information supported staff to meet the individual needs of children. Allergy and health needs were accurately recorded and known to all staff to ensure children were kept safe. The service was in the process of introducing new 'all about me' forms to help them become familiar with children's individual interests, wishes and choices. This was in the early stages. Once fully established this will provide children with a greater sense of ownership of their next steps for play, learning and development. We signposted the manager to personal plan guidance 'Guide for Providers, Early Learning and Childcare' to help with further development of personal plans. This guidance is available on the Care Inspectorate Hub.

Children told us they felt safe and that the staff were friendly and kind. This supported children to feel secure and cared for.

Children enjoyed snack time in an unhurried and relaxed atmosphere, contributing to a sociable and positive experience for children. The snacks on offer were nutritious and alternatives were offered if children did not like the food options that day. Children were encouraged to help set up and prepare snack, this encouraged children to develop valuable life skills. Parents told us they were happy with the food provided and liked that children were encouraged to try new foods. Water was accessible to children throughout the day which helped ensure they were kept well hydrated.

1.3 Play and learning

Children were relaxed and having fun in their play. Staff had a good understanding of the importance of play. Children had opportunities to make suggestions, plan activities and give feedback on the service. This approach empowered children to lead their own play and gave them ownership of their club. Staff should formalise the recording of this information in a child friendly way, for example, in floor books. Children told us how staff listened to them and that they felt happy and included in the service.

There was a range of resources available that supported children to make independent choices. As a result, children had space to play with their friends. Children were busy throughout the session and particularly liked construction materials and were working together to create larger models.

We suggested the service further develop loose part play using natural materials and open-ended resources. This will support children to be creative, problem solve and use their imagination.

Children had daily opportunities to take part in active play both indoors and outside. This included play in the quad area. They enjoyed playing hide and seek together and everyone was included. There was lots of laughter and children were having fun.

How good is our setting?

4 - Good

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

2.2 Children experience high quality facilities

Play spaces were clean and well ventilated. Children were able to make independent choices in where they played. This included accessing a variety of resources on tables or on the floor.

Areas were organised to promote children's interests and choices. For example, construction, imaginative play resources and art areas supported a wide choice for children in their play. We asked the service to consider setting up more cosy areas, for example, with rugs, cushions and beanbags which would support children to rest and relax to support their wellbeing.

Procedures were in place that created a safe environment for children. For example, risk assessments were in place and staff used these effectively to minimise potential risk. This meant that children were safe. For example, children walked from the school to the club, and we could see safety routines were embedded

Overall infection control procedures were in place and supported keeping children safe. For example, handwashing posters were displayed, and handwashing routines were embedded.

Information held by the service was stored securely and followed best practice guidance.

Children were protected from harm through a variety of safety measures. This included staff training in child protection and safeguarding, secure environment and escorting children to and from school.

How good is our leadership?

3 - Adequate

We evaluated this key question as adequate, where strengths only just outweighed weaknesses

3.1 Quality assurance and improvement are led well

All Staff had strong values and promoted a positive nurturing experience for all children using the club. Families told us they valued staff and trusted them with their children's care. They felt their children were safe and had lots of fun. Children told us that they loved the club and that it couldn't be improved as staff were "just so kind".

Positive relationships supported partnership working between home and the service. As a result, children experienced continuity in their care.

Staff had opportunities to talk about their work. They were encouraged to reflect on their practice and identify their strengths and areas of professional development. These opportunities enabled staff to develop as practitioners. As a result, children and families received support that was right for them.

Some quality assurance systems were in place we advised these should be further developed to ensure continuous improvement. This should include collaboration with children and families. This would support the service to create an improvement plan, (see area for improvement 1).

Areas for improvement

1. To promote a culture of continuous improvement so that outcomes for children and families can be as positive as possible, the provider should develop and enhance the current approaches to quality assurance and self-evaluation.

This is to ensure care and support is consistent with the Health and Social Care Standards, which state: 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (4.19).

How good is our staff team?

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.

4.3 Staff deployment

Staff worked well together and were confident in their roles. They were enthusiastic and committed to supporting quality outcomes for children. Both staff members recognised the importance of fun in children's play to enable learning to be taken forward. Staff had a very good understanding of how children learn and develop and used the wellbeing indicators to support learning through play.

Children experienced nurturing, responsive and individualised time because of the effective deployment of staff. Staff recognised the importance of nurturing, warm, responsive attachments and interactions. Staff provided support by effectively engaging with children taking account of their views and experiences.

Effective communication methods were in place between home and the service. This ensured staff had the information they needed and could support with care and learning routines that were right for the child.

Staff were responsive to the needs of the service as they had worked together for several years. They were flexible in their approach to delivering the service. This provided continuity of care for children and families.

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?	4 - Good
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	4 - Good
How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good
How good is our leadership?	3 - Adequate
3.1 Quality assurance and improvement are led well	3 - Adequate
How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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