

Falkland Out of School Club Day Care of Children

Falkland Primary School
The Pleasance
Falkland
Cupar
KY15 7AW

Telephone: 07515 189 450

Type of inspection:
Unannounced

Completed on:
1 November 2022

Service provided by:
Fife Council

Service provider number:
SP2004005267

Service no:
CS2003016455

About the service

Falkland Out of School Club is based in Falkland Primary School, Falkland, Fife. The service is close to local amenities and can be accessed by local transport links.

The service is registered to provide care for 40 children from the age to attend primary school to 14 years. The club is provided by Fife Council.

Children have access to a large classroom, outdoor area, kitchen, toilet facilities and gym hall. They also access the local parks and green spaces regularly.

About the inspection

This was an unannounced inspection which took place on 1 November 2022 between 14:30 and 18:15. 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 16 children using the service and 5 of their families
- spoke with 3 staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children experienced nurturing care and support.
- Staff were kind, caring and nurturing in their approach with children.
- Parents and children 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.
- The service should carryout regular self evaluation that includes gathering the views of children and families to support improvements.

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?	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?

4 - Good

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

Quality indicator 1.1-Nurturing care and support

Relationships between children and staff were nurturing, caring and respectful. Children were engaged and comfortable in the environment. They told us "Staff are good at bonding with us". Children described staff as "fair, helpful and kind". As a result, children felt safe and settled.

Children had opportunities to plan weekly snack choices using pictures. These were displayed so they could see each day what their choices were. Alternative foods were also available. Children enjoyed a relaxed, unhurried eating experience that provided opportunities for them to talk with friends and staff. The club was in the process of moving into a designated room which would allow children to be more involved in the preparation of foods to further develop important life skills. As part of the club's development plan, children were encouraged to take on leadership roles in being responsible for the snack time experience. This meant that they had ownership of the snack routine.

Each child had a personal plan that gathered information to help meet their needs. These were reviewed regularly with parents. Children made journals, these included their drawings and photos of their favourite activities. We suggested that the service add children's next steps into the journals and include children in reviewing these.

Children were involved in planning activities using the weekly and monthly boards that were displayed in the club. Activities chosen by children included football, games, baking, and crafts. Staff were mindful of including all children in planning across the day. Children told us they choose what to do in the club. As a result, children were leading their play and felt included.

Medication was recorded in line with best practice guidance. Forms were up to date and relevant paperwork such as asthma action plans were in place. Medication for individual children was stored in a safe and secure location. This contributed to children's health, safety, and wellbeing.

Children were protected as staff were confident about their responsibilities in identifying, recording, and reporting any child protection concerns. They spoke confidently of their role and the action that would be taken if there were any concerns about a child's health or welfare. This ensured children were kept safe and would allow the service to respond to any concerns in a timely and sensitive manner.

Quality indicator 1.3-Play and learning

Children's right to play was valued and the service provided opportunities to develop life skills and learning. Children were settled, happy and engaged as they led their play. A wide variety of resources were available for them to explore such as board games, crafts, books, construction, and computers. The club used display boards and pictures to plan learning and activities. This promoted children to make choices. Parents commented on how good the service was at providing activities that were outdoors as well as indoors, and promoting friendships. Children told us they liked crafts, celebrating special events such as pancake day and baking.

Children's learning was extended during small group experiences. For example, during play with beads and creating their ideas children sought support from staff. Staff showed a genuine interest in children's creations and supported them to finish their models. This showed that children were valued.

Children had access to the playground for ball games and other large physical play. They told us they liked to play football and basketball and visit local parks and woodland areas as part of their planned activities. This provided opportunities to run, climb and experience large physical movements. This supported children's health and wellbeing.

How good is our setting?

4 - Good

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

Quality indicator 2.2 -Children experience high quality facilities

The club had recently moved to a room in the school and had started to create their play space. The room was warm, welcoming, and calm. The play space benefitted from plenty natural light where children could look out windows, play and relax.

A range of different areas were set up to promote play. Children benefitted from spaces to relax and read. Staff had created cosy, comfortable areas where children were able to choose to be with friends or on their own. Some children used these spaces to look at books, others lay on the sofa to read. As a result, children experienced a calm and relaxed session that supported their individual choices.

Infection control procedures were in place which supported children's safety. For example, handwashing at key times was embedded in routines and staff cleaned surfaces before children played. This protected children's health and wellbeing.

Risk assessments had been reviewed regularly by the management team. We suggested the club look at how staff and children could be involved in reviewing and updating these, so they are relevant to the club. This would promote consistent practice and support children to keep themselves safe.

How good is our leadership?

4 - Good

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

Quality indicator 3.1 -Quality assurance and improvements are well led

Positive relationships with families had been established and were supporting meeting the needs of children and parents. One parent told us "The club is great at supporting me with childcare at short notice". Two-way communication with families supported outcomes for children. This included, sharing learning on the noticeboards, in newsletters, through the online platform and the use of text messages, emails and face to face chats. Parents commented on how they were always kept informed and liked seeing what children had been learning. As a result, parents felt involved in their child's learning. This enabled them to talk with their child about their experience.

The reflective staff team could talk about what worked well in the club and their plans for improvement. We signposted the service to 'A quality framework for day care, childminding, and school aged childcare' to support and evidence ongoing evaluation. This can be accessed on the Care Inspectorate Hub. This should include regular consultation with children and families to record their views (See area for improvement 1).

Areas for improvement

1. Consulting and evidencing all stakeholders' views should be part of the self evaluation process to support continuous improvements. The service could refer to 'A quality framework for daycare, childminding, and school aged daycare' to support this process.

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

How good is our staff team?

4 - Good

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

Quality indicator 4.3 -Staff deployment

Staff were motivated and promoted children to make choices and lead their own play. They facilitated games and activities based on what children had planned to do. Staff had formed trusting and positive relationships with families and placed children and the families at the centre of their practice. This helped to provide consistency and continuity for children in their learning and care. All parents were happy with the service and where confident children were safe, happy, and having fun. Parents comments included:

"My children loving attending the club".

"Staff are always supportive and sensitive to children's needs".

Interactions between staff and children were natural and relaxed. Nurturing approaches by staff were observed. For example, staff supported a child to engage in play as they noticed they were on their own. This sensitive approach ensured quality engagement and inclusion.

The staff team met regularly as part of the wider out of school club provision within the local authority. This provided opportunities for training, reflective discussions, planning and opportunities to look at best practice guidance. On the day of the visit the staff team worked well together to provide a stimulating, safe and secure environment, this resulted in children having fun with staff and their friends.

What the service has done to meet any requirements we made at or since the last inspection

Requirements

Requirement 1

The provider must ensure that all elements of risk are fully considered for each individual child before allowing children to leave the premises unattended.

This requirement was made on 28 October 2016.

Action taken on previous requirement

The service had created a risk assessment that detailed how they would support a child to minimise any potential risks when a parent requests the child leave the premises unattended. Progress had been identified and this requirement was met.

Met - within timescales

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

It is recommended that the service manager and senior manager further reviews the current system for the pick up and release of children. Individual risk assessments should be put in place for every child and records should be made of what is agreed and why. Parents should be involved in this process. Where risk to children outweighs the benefits the service must consider how best to resolve this.

This area for improvement was made on 28 October 2016.

Action taken since then

The service had implemented individual agreements in consultation with parents to support children to attend extra activities out with the out of school club. Agreements detailed the time a child should attend activities and where these took place. Progress had been made and this area for improvement had been met.

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?	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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