

Just Kiddin Daycare Ltd Day Care of Children

Sports Pavilion
Recreation Park
Park Lane
Oldmeldrum
AB51 0DH

Telephone: 07586723892

Type of inspection:
Unannounced

Completed on:
2 May 2023

Service provided by:
Just Kiddin Daycare Ltd

Service provider number:
SP2021000095

Service no:
CS2021000160

About the service

Just Kiddin Daycare Ltd is registered with the Care Inspectorate to provide a care service to a maximum of 23 primary school aged children at any one time.

The service is accommodated within the Sports Pavilion located at the Recreation Park in Oldmeldrum, Aberdeenshire. The children have access to an outdoor area and are close to the park, shops and other amenities.

About the inspection

This was a unannounced inspection which took place on 25 April 2023. 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 children using the service
- made contact with eight parents of children who attended
- spoke with the staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Staff were kind and caring in their approach with children.
- Staff knew the children very well and supported their individual needs.
- Staff had fun with the children, joining in their play.
- Children said they enjoyed their time at the club and were able to make choices about what they played with.
- Staff had developed good relationships with parents, they felt they were well informed about their child's experience.
- Staff should use recognised self evaluation tools, to highlight areas for improvement.
- Improvement plans would support the service to move forward with areas for development, involving everyone.

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?	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

1.1 Nurturing care and support

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

Children were confident and happy and were keen to tell us about their experiences at the club. Children said they enjoyed going to the club and we observed that positive relationships had been formed between staff and children, who clearly had fun together. Parents said: 'the staff are lovely and go above and beyond to introduce different fun and interesting activities for the children'.

When speaking to staff it was clear that they knew the children well and were able to discuss their likes, dislikes, personalities and any support that was needed. Parents said: 'amazing staff! They know the children really well and always do whatever they can to help them, for example: buying specific snacks for fussy eaters; they come up with fantastic activity ideas and engage with the children at all times.'

Each child had a personal plan which included information within: 'All about Me' forms as well as essential information provided by parents. This helped staff get to know the children and effectively meet their needs. SHANARRI (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included) review notes produced for each child gave a good overview of individual children's wellbeing and progress. These demonstrated staff knew the children well and were providing care tailored to their needs.

The setting should now consider separate individual care plans to support some children. These would identify triggers, strategies for support as well as when to contact parents. Parents agreed or strongly agreed that they were fully involved in their child's care, including developing and reviewing their personal plan.

Through discussions staff were clear about the child protection policy and procedures to follow. The setting should consider having chronologies in place to capture significant events in children's lives. These would highlight staff awareness of potential safeguarding and wellbeing issues arising and document the appropriate actions that had been carried out. This would ensure the children were safe and protected.

Children enjoyed a rolling snack and told us they enjoyed what was on offer and were asked for suggestions. Snack time was a relaxed, unhurried social experience for the children, who clearly enjoyed chatting to their friends and adults. They were offered a healthy, nutritious snack. We highlighted the benefits of making reference to: 'Setting the Table' guidance to ensure the staff continued to provide a variety of healthy, nutritious snacks for the children.

It was noted that there was little opportunity for children to be independent during snack. We directed staff to the Care Inspectorate practice note around mealtimes and discussed how the children could be encouraged to help prepare and self-serve snack. This would support children to learn important life skills such as pouring, chopping and spreading. Allergies were well documented and understood by staff which allowed them to plan snack times to support keeping the children safe.

We noted there was no identified space for the children to rest or relax should they wish to do so. Children told us they could get blankets and cushions and take them somewhere quiet like the front door if they wished.

We discussed the importance of offering the children a comfy, cosy space in a suitable area. This would give them space to unwind and feel safe should they feel tired or overwhelmed during their time at the club.

The medication policy in place had recently been reviewed and supported staff to safely manage the administration of medication. We discussed the importance of keeping all the information on medication together for staff to refer to and to ensure it was readily accessible in the event of an emergency. This would contribute to ensuring the children's health and wellbeing.

1.3 Play and learning

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

We saw children accessing a range of age appropriate resources and moving them around the room to support their play. For example: children had made an alien and moved it over to play with the cars. Children were engaged in their play and we saw them problem solve and use their imaginations. When using the duplo lego children were working out how to make their aliens taller and were comparing sizes. They went onto involving their aliens in imaginative play.

We saw children have the opportunity to play games together involving the staff. Young children were confident playing card games, knew the rules and were good at taking turns. When asked what they enjoyed doing at club, many said: games, crafts and playing outdoors. They told us if they wanted to play with something that wasn't readily available they could check the shelves or ask for it. This ensured children were given choice as well as opportunities to develop autonomy and build initiative.

We saw that literacy and numeracy was well supported within the setting. Children had access to a variety of mark making materials and games. We observed young children playing a card game 'UNO', recognising, sorting and matching numbers independently. We saw photographic evidence that real resources such as keyboards and phones had been used to support literacy and numeracy development through everyday play and learning.

A parent said: 'my child really enjoys attending Just Kidding; they have great fun with the staff and their friends - there is a wide range of activities for the range of ages of the children'. Another said: 'the staff provide high quality activities and my child loves the variety of things to do whilst at childcare whether it be inside or outside'.

We observed staff interactions with children to be positive, kind and respectful. They took a genuine interest in what the children were doing. We saw staff use open questions while playing with sand. Questions like: 'How can we get a hole in the middle of the volcano?' were used to encourage thinking and extend the children's learning. We saw children spend an extended amount of time creating volcanoes with support and encouragement from staff.

Staff told us that planning was child led with the children's interests being the heart of what they did. We saw a calendar was used to plan seasonal activities and children told us that their ideas were taken onboard. However, we didn't see any evidence of children having been involved in planning.

We discussed the benefits of documenting children's ideas and suggestions. Floor books could support the service with a more formal approach to planning and capturing children's ideas and interests. This would provide evidence of the children being included in the planning process and would allow staff to provide activities based on the children's interests.

We acknowledged that staff had recorded observations of children's wellbeing and we discussed the benefits of making observations of children's play and learning in the club. We also talked about setting goals with the children and how undertaking observations of children would support them achieve their goals and give staff an overview of their progress and plan for next steps with the children.

We heard from staff, children and parents that the club had made good use of their local community. Children benefited from walking to and from school each day. They used the local park onsite and had visitors to the club. This provided opportunities for the children to feel included within their community.

How good is our setting?

4 - Good

2.2 Children experience high quality facilities

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

The club operates within the local sports pavilion and we found the area used by the service to have been recently refurbished and was bright and airy. Large windows provided natural day light. It offered a good space for the children to freely move around. The children had direct access to toilets and the cloakroom door was kept locked. This ensured the children were safe and secure.

The play space was set for the children on their arrival. We noted a variety of experiences were on offer such as crafts, games, construction and small world toys. We found that the resources on offer were age appropriate with lots of STEM (science, technology, engineering and mathematics) resources to encourage problem solving and thinking. We saw the children really enjoyed these types of games and activities.

It felt like the club had some ownership of the room with children's work being displayed. This supported the children to appreciate the work of others and develop a sense of club community.

Rugs were used to create spaces for the children to play on the floor comfortably. We saw that the club had considered introducing lighting and fabrics to make the setting more inspiring for the children. This would give the space a more inviting, welcoming feel.

A parent said: 'I feel the children are in a safe environment with lots of fun activities to take part in, the staff make the most of the space they have and ensure the children get a variety of indoor and outdoor play.' Another parent said: 'safe and secure environment, lots of activities and things to do.'

Children, staff and parents told us they had access to an outdoor area at the club. There was a park and a large grassed area in front of the pavilion. Children said they liked to take resources such as rackets, balls and skipping ropes outdoors. This supported active play and offered the children the opportunity to be outside in the fresh air. We saw the children playing at the park, many of them climbing on equipment. Risky play was supported and children were encouraged to access risk and manage situations. This helped develop children's self confidence and resilience.

Risk assessments were undertaken by staff to identify and minimise risks. These had been reviewed yearly. This practice helped support the safety and wellbeing of the children. We discussed the benefit of risk assessment training with staff, and how this could support risky play outdoors which the children particularly enjoyed. Accidents and incidents were recorded effectively and shared with parents. We discussed documenting audits and sharing the outcome with staff to allow the service to identify preventive measures to help reduce accident or injury.

Effective infection control measures were in place which ensured a safe environment for children. We observed good hand washing routines carried out by children at appropriate times. Personal protective equipment was worn when required in line with best practice guidance, for example: during food preparation. Effective cleaning was carried out to ensure the risk of infection was minimised.

The environment was well maintained and secure. The local authority were responsible for the upkeep of the building and carried out repair work. Children's personal information was stored securely in a locked filing cabinet which complied with relevant best practice.

How good is our leadership?

3 - Adequate

3.1 Quality assurance and improvement are led well

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

The aims of the service had been implemented into practice. During our visit we saw children enjoy a range of experiences in an environment where they were comfortable and confident. We spoke about creating a vision for the service with children and families taking account of their ideas and views. We noted that children responded positively to questions within the service questionnaires using words like 'happy' and 'fun' to describe the club. We discussed using this as a starting point to develop a revised vision of the service. This would support children and families to feel included and valued.

Parents and children were given questionnaires to gather their views on the service provided. The staff had emailed these and also printed them out for everyone to access. Feedback was positive and no suggestions for improvement were made for the club to take forward. We saw that the club had less formal approaches in place to encourage feedback such as the use of a whiteboard for children's suggestions and a space in the cloakroom for parents input. One parent said: 'they listen to the children for play ideas and snack ideas'. Another said: 'I haven't had the need to, but I have no question that if I wanted to suggest something or a change, I would be listened to and consulted with; the manager is very approachable'.

We did not see any evidence of staff observations or monitoring of practice having been undertaken. Introducing these approaches would allow the manager to evaluate the service, identify strengths and what could be done better to support improvement within the service. Considering implementing support and supervision opportunities would also support staff to reflect on their practice and training to bring about improved outcomes for children and families.

Staff had daily discussions and the manager emailed correspondence to support the smooth running of the service. This allowed the staff time to reflect on the children, their needs and how to best support these. We discussed ways of incorporating self evaluation into reflections using recognised self evaluation tools in order to better evaluate the service as a team.

The manager had carried out a self evaluation of the service using the quality indicators from the framework. This encouraged them to think about their practice and what improvements could be made. We talked about involving everyone in this process to make the evidence richer. We also discussed using the areas for development identified to form improvement plans for the setting. This would ensure care and provision was tailored to the needs of the children (**see area for Improvement 1**).

We discussed the benefits of having a Quality Assurance calendar in place. This would ensure support and supervision with staff and audits were carried out efficiently. Reflecting on this as a staff team would support the smooth running of the service.

Areas for improvement

1. To support improvement to the service and ensure positive outcomes for children, the manager should ensure quality assurance systems, including the use of quality audit tools and improvement plans are fully embedded into practice.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state 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

4.3 Staff deployment

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

Staff were warm and responsive in their approach. They joined in children's play and followed children's interests. They all knew the individual needs and interests of the children which allowed them to offer individualised support and care.

Staff had an opportunity to take part in training and gaining qualifications. As part of their continued professional development staff spoke about recent reading on personal planning and how this had encouraged them to think about recognising the children as individuals and celebrating their achievements. Supporting staff to keep a record of their professional development and reflections would highlight how they had improved their practice and ultimately outcomes for children.

The club was appropriately staffed and arrangements were in place for absence. The club was in the process of recruiting relief staff. We directed the manager to the: 'Safer recruitment' guidance on the Care Inspectorate HUB to ensure all the correct checks had been carried out prior to employment starting. This would ensure staff were suitable to work with children and able to support a safe and positive environment.

We discussed the importance of a robust induction for new staff and referred the manager to the: 'Early learning and childcare - national induction resource' to support with effective inductions. This would support new staff to become familiar with their roles and responsibilities and get to know staff, children and their families.

There was good communication across the team and staff were observed to effectively communicate with each other, discussing children's needs and sharing information to support to each other. Staff had clear roles, were flexible and moved with children dependant on their interests and needs, for example: when some wanted to go outdoors and members of staff went out with them.

We found the club supported children and families well. Parents felt communication was good. We saw parents being welcomed into the club to celebrate achievements with their children. In addition to conversations about their child's day at pick up, parents also welcomed the use of technology for sharing their children's experiences. A parent told us: 'I love seeing the photos on the private Facebook page'.

Parents strongly agreed and agreed that they were given good quality information about their child's time at the club. A parent said: 'great service, good communication, just a shame there isn't more spaces as it really is designed with the kids at the very centre. High demand for great quality provision.' Another said: 'correspondence is easy and prompt'.

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?	4 - Good
4.3 Staff deployment	4 - Good

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