

Kidzone Out Of School Care Day Care of Children

Redwell Primary School
Stirling Street
Alloa
FK10 2BS

Telephone: 01259 452 110

Type of inspection:
Unannounced

Completed on:
11 May 2023

Service provided by:
Clackmannanshire Council

Service provider number:
SP2003002713

Service no:
CS2003003346

About the service

Kidzone Out of School Care is registered to provide a care service to a maximum of 60 children of Primary School age at each session.

The service is situated within Redwell Primary School, Stirling Road, Alloa, Clackmannanshire. The premises consist of playrooms, a quiet space, kitchen facilities, toilets, and outside play spaces. It is situated close to local shops and other local amenities.

About the inspection

This was an unannounced inspection which took place on Tuesday 9 May 2023 between 14:50 and 18:00 and Thursday 11 May 2023 between 14:00 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:

- spent time with the children using the service
- received feedback from 13 of their family members
- spoke with staff members and management
- observed practice and daily life
- reviewed documents.

Key messages

- Staff were kind and caring towards children and had built loving and nurturing relationships with them.
- Children were listened to and supported to celebrate their achievements and have fun.
- Children enjoyed free flow play between the indoor and outdoor play spaces for most of the session.
- Children benefitted from a staff team that were passionate and committed to taking forward improvements.
- The environment supported children to have spaces to rest and relax.
- Children's learning was documented very well and allowed them to reflect and share their experiences with their friends.
- Quality assurance procedures needed to be developed to ensure the safe recruitment of volunteers.

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?	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?

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 used warm, caring and nurturing approaches to support children. Children and staff enjoyed spending time together, laughing and chatting with each other as well as enjoying cuddles when this was needed. This helped children feel loved, supported and valued. All children we spoke to agreed that staff were caring and met their needs. They told us that they enjoyed attending the service. When asked if there was anything they would change, children said "nothing". As a result, we found children were confident, happy and settled.

All children had personal plans in place. These included their likes, dislikes and information about their care needs. Parents told us that they felt meaningfully involved in plans to support their child. We found that some personal plans were specific to children and had identified what support they needed to achieve their potential. We suggested that staff review their approach to ensure that all children have up to date personal plans. This will ensure that all children are supported to reach their full potential.

Cosy spaces had been well thought out and planned for children to rest. A quiet room had been developed which allowed children to relax and reflect on their day. Some children told us this was their favourite room. We observed children reading stories or sitting with their friends in this space. As a result, children's emotional well-being was well supported.

Mealtimes were valuable social experiences. Children chose when they wanted to have snack and this meant that it was an unhurried and calm experience. Staff sat with children and had meaningful conversations. They saw these experiences as opportunities to build relationships. Children's wellbeing needs were met because allergy information was effectively displayed and prepared for. As a result, children were developing a healthy relationship with food and mealtimes.

Appropriate forms and permissions were in place for the administration of medication. Medication was stored appropriately, and all staff were aware of children's medical needs. We suggested that the service ensure that all medication permissions are reviewed at least termly or every three months. This will ensure that children receive the right support at the right time.

Quality Indicator 1.3 - Play and learning

Children were having fun and playing throughout the session. They moved confidently and freely around the play spaces. This told us that they felt safe in the environment. On the first day, children were using their mobile phones for a limited amount of time. We discussed with staff the impact this could have on children. The following day, staff adjusted their approach and children were no longer allowed to access their mobile phones in the service.

The indoor play space had been very well developed to reflect children's interest and supported them to lead their play. We observed children exploring happily and confidently during both sessions. The outside area could be further developed to ensure it reflects the quality experiences inside. This will broaden children's opportunities for fun, exciting and challenging play that fully respects their rights and choices.

Staff knew children very well as individuals. They spoke confidently about children's interests, likes and dislikes. Parents told us that their children loved coming to the setting and could not wait to get there after school. Children told us that they loved the staff and felt listened to. As a result, children felt valued and respected as individuals.

Floor books and wall displays had been developed to record observations of children's learning and experiences. Children were meaningfully involved in recording their learning and making displays. The team supported children's emotional wellbeing very well. For example, they had developed opportunities for children to practice mindfulness or attend yoga. Children had lots of opportunities to reflect on their learning with staff and their friends. As a result, they were proud to share their learning and achievements with others.

Planning approaches were responsive and reflected children's interests. Parents told us that the areas changed regularly based on what the children liked. There were examples of child-centred planning where children being meaningfully involved. As a result, children were actively listened to and their thoughts and contributions were valued.

How good is our setting?

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 quality theme as very good.

Quality Indicator 2.2 - Children experience high quality facilities

The indoor spaces provided a welcoming, interesting and exciting space for children to explore. One parent told us, "I can't believe the room is used during the day as a dining area. The staff work so hard to make it a warm, fun and welcoming environment for the kids daily". Loose parts and natural resources were used effectively indoors to support children's developing curiosity and problem solving. For example, children played meaningfully and took photos of the pieces of artwork that they created with these resources. We observed inside spaces were set up with a variety of resources to allow children to lead their own learning and have fun. As a result, children benefitted from a rich play and learning environment.

The committed staff team set up the play space to offer children a very good range of play and learning experiences. As a result, children explored opportunities which promoted and challenged their curiosity and imagination. Children followed their own interests within the play spaces and staff supported children very well to do this.

Spaces reflected children's current interests and discussions. Attractive displays promoted discussion and exploration as well as displaying of children's own work, encouraging children to re-visit their learning experiences. Children were meaningfully involved in developing these displays with staff. For example, one group of children were interested in blending colours and they were practising this on the display board. As a result, children experienced play that challenged their thinking and helped them develop.

Children and staff spent time together in homely, nurturing spaces to read stories and relax together. This helped them to build strong and trusting relationships with each other. Children benefitted from free flow play between the indoor and outdoor area. This enabled children to have choice, direct their own play and supported them to be active and healthy. We encouraged the service to ensure that children are able to safely explore outside regardless of the weather conditions. This will ensure children are supported to be active and benefit from fresh air and natural light.

Infection prevention and control practices were well embedded across the service. Children and staff were seen regularly washing their hands, in line with good practice. They were confident and familiar with these routines. This minimised the potential for the spread of infection.

Risk assessments were in place and regularly reviewed. These highlighted hazards and appropriate actions to minimise potential risks to children and staff. Children benefitted from a staff team that valued meaningful real-life experiences such as using real tools and encouraging risky play.

How good is our leadership?

3 - Adequate

We evaluated this key question as adequate. While strengths had a positive impact on outcomes for children, key areas needed to improve.

Quality Indicator 3.1 - Quality assurance and improvement are led well

There was a strong commitment to continuous improvement throughout the staff team. The passionate, solution focused team were committed to delivering high quality experiences for children and families. The team communicated very well with each other to offer children consistency using a shared understanding of what children needed most.

The current improvement plan was focussed on outcomes for children. This put them at the heart of the service. Staff knew the service well and confidently discussed their areas of strengths and areas for improvement. Each member of the team had specific roles that linked to their own strengths. The improvements were led well and impacted positively on the development of the service. We suggested that staff review their priorities to ensure they are manageable and focused. This will ensure that children benefit from experiences that continually improve over time.

A range of quality assurance systems were in place which focused on improving outcomes for children. This included regular meetings to discuss planning, children's needs and priorities of the service. The team should now develop these systems to include regular auditing of accidents, incidents and medication.

We saw evidence that the service had not always followed best practice when recruiting volunteers. Although a policy had been put in place, we found that appropriate safety checks were not being completed. Management took action immediately to resolve this. Improvements must be made to ensure any volunteers are recruited safely so that children remain safe and protected (**see requirement 1**).

Requirements

1. With immediate effect, the provider must ensure that all children are cared for by safely recruited volunteers. To do this, the provider must, at a minimum:

- a. Ensure all volunteers have obtained relevant checks before beginning to volunteer in the service.
- b. Review the policy for recruiting volunteers to be in line with relevant guidance and implement this.

This is in order to comply with Regulation 9(1) (Fitness of employees) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/ 210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'I am confident that people who support and care for me have been appropriately and safely recruited' (HSCS 4.24).

This is to ensure safer recruitment practices are consistent with the Care Inspectorate and Scottish Social Services Council document 'Safer Recruitment through Better Recruitment.'

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 quality theme as very good.

Quality Indicator 4.3 - Staff deployment

Staff had positive working relationships with each other, creating an inclusive and solution focussed ethos as a team. Regular meetings and support from senior staff supported shared reflection on practice and the service. This meant that staff felt valued and empowered to grow professionally and provided children with a happy and supportive environment.

Children's needs were met consistently because the right number of staff were available at all times. Staff were proactive in recognising any gaps and supervised children while also spending quality time with them. Staff followed children's lead, for example when more children chose to go outside, or wanted to go to the football field. They worked flexibly to supervise children in their play and offered a range of experiences safely. Transitions were seamless throughout the day, such as at arrival and pick up time. As a result, children experienced a very calm, nurturing environment.

The highly motivated staff team worked together to share key tasks and responsibilities. They worked very well as a team by communicating effectively and sharing ideas from their own learning which was based on best practice. This meant children experienced consistently high-quality care, play and learning.

Staff told us they were listened to, felt valued and were fully aware of their roles. One parent told us, "The staff team in Kidzone are just fabulous, there is no other way to describe them. They are all so involved with my kids and I can tell they know exactly what they are doing! They are super confident in what they do and can tell they really enjoy their job. Super friendly atmosphere". Their values, skills, experience and knowledge resulted in high quality experiences for children.

Children benefitted from having opportunities to develop relationships with all staff in the service. They took a shared approach to ensuring all children were supported to achieve their potential. Staff interacted positively with the children and were very supportive, kind, nurturing and caring towards them.

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?	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

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iartras.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿੱਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.