

# Kiddiwinks Playgroup Day Care of Children

Kemnay Cricket Pavilion  
Bogbeth Park  
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Inverurie  
AB51 9ND

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**Type of inspection:**  
Announced (short notice)

**Completed on:**  
29 August 2023

**Service provided by:**  
Kiddiwinks Playgroup

**Service provider number:**  
SP2003000504

**Service no:**  
CS2003002640

## About the service

Kiddiwinks Playgroup is registered with the Care Inspectorate to provide an early learning and childcare service to a maximum of 15 children at any one time aged from two years to those not yet attending primary school.

The service operates in the village of Kemnay, in rural Aberdeenshire. It is accommodated in the Cricket Pavilion building, within the grounds of Bogbeth Park. There is a playroom, toilets and kitchen area. An enclosed outdoor area is accessed directly from the playroom.

## About the inspection

This was an unannounced inspection which took place on 28 August 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:

- made contact with four parents of children who attended
- spoke with the staff, management and chair person
- observed practice and daily life
- reviewed documents.

## Key messages

- Children were happily engaged in play and learning.
- Children received nurturing care and support from staff who knew them very well.
- Children led their own play through a well balanced mix of activities both indoors and outside.
- The staff team were motivated and enthusiastic about their roles and were keen to take on training to develop their practice.
- Staff should continue to use floor books to capture and record children's participation and experiences and use this plan for next steps in learning.
- 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

We evaluated this key question 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

Children were happy and most were settled. They confidently interacted with staff and each other. Staff approached children in a kind and gentle manner, helping them to feel safe and secure. Interactions between staff and children were warm, calm and caring, with children seeking and receiving reassurance and affection throughout the day. We saw staff offering warmth and support when children were upset or unsettled. This helped to create a nurturing environment for children. Most parents strongly agreed they were happy with the care and support their child received in the setting.

Staff knew the needs, preferences and routines of the children attending. One parent said, 'staff tend well to my children's needs and requirements.' Each child had a personal plan and we noted that entries were linked to the wellbeing indicators. These gave staff a holistic overview of the children's health and wellbeing. Some children had a support plan in place, helping to ensure their needs were being met, including their personal care needs. We discussed the importance of the staff having an awareness of all the information held for individual children. We reinforced the importance of regularly reviewing and updating these plans with parents to ensure all information was up to date. Some parents felt that they were not fully involved in their child's care, including developing and reviewing their personal plan.

Children enjoyed snack and lunch together. There were some opportunities at snack time for children to be independent serving snack. We discussed how these opportunities could be extended further at mealtimes in order to develop important life skills. At lunchtime staff sat and ate with children, providing a lovely social experience. We talked about the benefits of considering this at snack times. We found that staff appeared to be more task focused when snack was served. Food on offer was nutritious and plentiful with children asking for and receiving a second helping. Most parents strongly agreed that their child could choose from a healthy range of snacks and meals everyday.

Although we did not observe a nappy change, we saw that there were effective procedures in place to support children's health and dignity. Procedures for the use of personal protective equipment (PPE) were in line with current best practice, and we saw that effective hand washing procedures were implemented throughout the day. This helped to ensure that children were kept safe from infection.

During our visit, there were no children requiring a nap. However, children had access to a cosy area with cushions and a rug, allowing them to rest and relax if they wished.

We reviewed the setting's medication policy and procedures and found medication to be stored safely, labelled and out of reach of children. We discussed amalgamating paperwork to ensure all information held provided clear guidance for staff to ensure the children's health and wellbeing. The new manager took immediate action and produced new medication care plans to be completed with parents.

### Quality indicator: 1.3 Play and Learning

Children were busy and were leading their own play. They enjoyed exploring and investigating a variety of resources both indoors and outside. Children's interests were supported and extended by staff. For example, they provided additional resources to enhance children's water play experiences. Children were working together to send a ball down pipes with water and catching it in a bucket. Staff introduced different balls for them to try. Children were seen to be engaging well with this experience, supporting their current interests, allowing them to experiment and problem solve together.

Children's imagination and curiosity were further supported using loose parts, real and open-ended resources outdoors. The children enjoyed using the resources to dig in the mud in the new planters. We discussed extending this further as they continue to develop their new outdoor area involving the children and families. Most parents strongly agreed that their child had access to a good range of quality toys and play materials.

Opportunities to explore literacy and numeracy were naturally embedded during play. We saw children build mud castles using mathematical language to compare sizes. Staff sang with the children during play and sat reading stories to children. There was a variety of mark making materials available including paints, crayons and chalk outdoors. Children were seen to be using these well. We discussed the value of adding more real resources such as diaries, calendars, calculators and mobile phones for the children to explore throughout the play environment. This would further support their early literacy and numeracy development.

The new manager recognised that planning was in the early stages of being developed and had set aside time to allow the team to plan together. Staff members were keen to drive these changes forward. We saw that they had recently introduced a floor book which had helped them involve the children plan for their learning. Staff planned to use this approach to capture and record children's participation and experiences. We discussed how this could be developed further to ensure intentional planning and learning experiences are effectively recorded, helping ensure children have a breadth of learning.

We noted that staff had been observing children's experiences within the setting and some observations and assessments of learning were captured within the children's files. Although these appeared to be relevant to children, more regular observations would give staff and parents a better overview of learning. Next steps had been identified for individual children, however, it was not clear how these had been carried forward. We discussed how staff could be supported with writing observations and ensure next steps are considered in future planning. This would help ensure children's learning and achievements are effectively recorded and allow staff to track individual children's progression (**see area for improvement 1**).

The new manager spoke about how she planned to enhance children's opportunities to explore and engage with the local community. They talked about accessing woodland close to the setting and arranging visits to the local library. This would support children to be included and add a sense of belonging.

## Areas for improvement

1. The manager should provide support and training to further develop staff knowledge and skills in observations and recording. Developing these skills will lead to positive outcomes and learning for the children in the service.

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

'I am supported to achieve my potential in education and employment if this is right for me (HSCS 1.27)' and 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes (HSCS 3.14).'

## How good is our setting?

**4 - Good**

We evaluated this key question 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

Children were cared for in a welcoming and well maintained learning environment. We discussed how this might be improved to make the play space feel more homely by using materials and lighting. The playroom was thoughtfully laid out with a range of resources arranged for children to access independently. We discussed the importance of staff and children showing new children where to access the resources they needed to support their play.

The indoor environment included furniture which was of appropriate height to support the age and stage of development of the children. Resources, such as construction materials, sand and water play, role play and small world toys supported current interests. They also encouraged children to develop their creativity and imagination. A parent said, 'the setting is well suited for a variety of needs for all children - wide selection of play and learning.'

Children could freely access and explore a fully enclosed garden area with different surfaces, large planters, a climbing frame, slide and opened ended loose parts. We saw the children engage well with these resources. We discussed how the resources and environment could be extended to further support children's problem solving skills and enhancing their curiosity. Most parents strongly agreed that their child had the opportunity to play outdoors everyday.

Accidents and incidents were appropriately recorded and shared with parents. We discussed the importance of regular reflection and auditing of accidents and incidents with the staff team to identify and raise awareness of potential risks. Children were supported to be safe through staff having assessed and eliminated potential risks. We talked about involving the children and supporting them to access risk and consider how they might keep themselves safe. Maintenance records were in place which provided further evidence of ensuring a safe environment for children.

**How good is our leadership?****3 - Adequate**

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

**Quality indicator: 3.1 Quality Assurances and Improvements are well led**

The service had a vision in place which was evident within the ethos of the service. We saw that staff were warm and nurturing and had lots of fun with the children. The new manager had discussed plans to review these involving children and families which would support them to feel valued and included.

We saw that the new manager was promoting communication between the setting and families. Information about the daily life of the setting had been shared on a closed Facebook page. Photos and updates were posted regularly for the parents to engage with. There was an information board in the cloakroom and staff took the opportunity to talk to parents at pick up. They shared information including what the children had eaten for lunch. Most parents strongly agreed or agreed they received good quality information about their child's day, however, some parents expressed this could be improved. We discussed with the manager the importance of ensuring all parents were able to access the information to support them to feel involved and included in their child's day.

The new manager had yet to offer families more formal opportunities to share their feedback and views to support ongoing improvements. We discussed how they might do this using questionnaires and asking yes/no questions. Staff spoke positively about this and the changes that they had already made. This supported the development of the service and positive outcomes for children.

The new manager had set aside protected time for the team to come together to reflect on their practice and the quality of the provision. We discussed the benefits of engaging with best practice guidance: 'A quality framework for daycare of children, childminding and school-aged children'. Using challenge questions, as well as referring to the quality framework, would support the team to evaluate current provision, strengths and areas for improvement and could be used to inform their improvement plan (see area for improvement 1).

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

We also 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 and in a timely fashion. Reflecting on this as a staff team would support the smooth running of the service.

**Areas for improvement**

1. To continue to support improvement to the service and ensure good outcomes for children, the provider and manager should ensure quality assurance systems, including the use of quality audit tools, 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

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

### Quality indicator: 4.3 Staff deployment

The staff team worked well together, which created a positive atmosphere where all staff were courteous and respectful of one another. This provided a happy, safe and relaxed environment for children. Staff displayed warmth and kindness, which enabled children to feel valued, loved and secure. They recognised the importance of nurturing, warm and responsive attachments.

A well managed staff team supported children's health and wellbeing. Enough staff were deployed effectively to welcome and settle new children joining the setting. We saw staff working at children's level offering cuddles and reassurance. Others were sitting with children reading stories and comforting them. Most parents strongly agreed or agreed that there were always enough staff in the setting.

There was a good mix of skills within the staff team and the new manager spoke about plans to utilise these strengths, which would help to promote the best experiences for children. Some staff had already gained relevant qualifications and others were currently working towards gaining a recognised qualification. This would ensure everyone had the necessary skills, knowledge and understanding to meet the needs of the children. All staff had undertaken training and professional reading that had further developed their skills. We discussed the importance of keeping a record of these and taking time to reflect on how these had supported practice and ultimately outcomes for children. Most parents strongly agreed or agreed that they were confident that staff had the appropriate skills, knowledge and experience to care for their child and support their learning.

Staff told us they felt well supported and a member of staff said, 'the new manager has put new things in place which will have a massive positive impact for the staff.' Another said they felt, 'the staff work well as a team to provide the children with the right care, to meet the individual needs of the children.'

New staff members had completed an induction programme. We discussed how this could be further developed using the: 'National Induction Resource' and encouraging learning and reflection. This would support new staff to become familiar with their roles and responsibilities and get to know staff, children and their families.

The setting was in the process of recruiting additional staff. We directed the committee to the: 'Safer recruitment' guidance on the Care Inspectorate Hub to ensure all the correct checks had been carried out prior to their employment commencing. This would ensure staff were suitable to work with children and able to support a safe and positive environment.



## 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

To appropriately support and extend children's learning experiences the provider, manager and staff should ensure the outdoor area is developed to engage and motivate children with sufficient challenge to encourage thinking, investigation, problem solving, cooperation and creativity.

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

'As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open ended and natural materials (HSCS 1.31)' and 'I am encouraged and helped to achieve my full potential (HSCS Principles: Wellbeing).'

**This area for improvement was made on 27 September 2022.**

#### Action taken since then

There have been improvements made to the outdoor area.

This has been developed to engage the children with open ended resources to promote problem solving, investigation, creativity and curiosity.

**This area for improvement has 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](http://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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