Kemnay Breakfast and After School Club
Day Care of Children

Kemnay Primary School
Grove Road
Kemnay
Inverurie
AB51 5RA

Telephone: 07810 085 663

Type of inspection:
Unannounced

Completed on:
16 January 2025

Service provided by:
Kemnay Breakfast and After School Club

Service provider number:
SP2003000503

Service no:
CS2003002639

About the service

Kemnay Breakfast and Out of School Club is registered to provide a daycare of children service to a maximum of 24 children of primary school age. The care service may operate term-time Monday to Friday 07:30 to 09:00 and 15:15 to 18:00 and during school holidays and in-service days from 07:30 to 18:00.

The service is accommodated with Kemnay Primary school located in the village of Kemnay, Aberdeenshire. The club operates from the dining hall within the school consisting of a large play area with direct access to the school playground. Children have access to school facilities.

About the inspection

This was an unannounced inspection which took place on 14 January 2025 between the hours of 15:00 and 18:00 and 15 January 2025 between the hours of 07:30 and 09:15 and 14:30 and 15:30. The inspection was carried out by an inspector from the Care Inspectorate. To prepare for 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 parents of children who attended
- spoke with the staff and management
- observed practice and daily life
- reviewed documents.

Key messages

• Children were settled and happily engaged in play experiences.
• Children led their own experiences through a well-balanced mix of activities both indoors and outside.
• Children received nurturing care and support from staff who knew them well.
• The staff team were motivated and enthusiastic about their roles and were keen to continue to take on training to develop their practice.
• To ensure good outcomes for children quality assurance systems the setting should use quality audit tools to support reflection and developments to service delivery. This would help the club to document and evaluate improvements in full, bringing about positive change to outcomes for children and families.

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?	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.

Quality indicator 1.1 Nurturing care and support

Children experienced warm and nurturing care from staff. They were settled, relaxed and confident. When children needed support or comfort we saw that staff were responsive to their needs. Staff knew children well and were able to confidently discuss their interests, likes, dislikes and support needs. Parents felt they had a strong connection with the staff. One parent said; "I feel like I know them all so well and my youngest has really come out of [their] shell and speaks away to everyone there." Another parent said; "Staff are all approachable and friendly. Never an issue to have a chat with them about the kids. They know all the kids well and really take an interest in them." Positive attachments had been formed which supported children to feel safe and secure.

Personal plans were in place for all children and had been reviewed regularly with parents. We did however discuss including more detail within these plans which would ensure children were receiving care and support that is right for them. Making reference to the wellbeing indicators would contribute to the gathering of meaningful information within personal plans. Children who required additional support had a written overview detailing care and support needs. As these developed, we talked about highlighting care needs, ongoing support and strategies to support staff to tailor individual care. This would ensure children have the right support to reach their full potential.

Snack time provided a relaxed, social experience for the children as they sat together chatting and laughing about their day. Children could choose when to come for snack and there were some opportunities for children to develop independence through serving food, drinks and spreading. Children told us when they have more time at holiday club they got the opportunity to help prepare snack, cook and bake, which they welcomed. Parents told us their children could choose from a range of healthy meals and snacks which reflected their individual, cultural and dietary needs. This contributed to developing important life skills and children's understanding of healthy foods and nutrition.

Medication was stored safely and securely, easily accessible to staff while being out of the children's reach. Medication records sampled contained relevant information to help staff with safe administration. Reviewing medication regularly with parents ensured the most up-to-date information was held in the service. This meant that children were kept safe and well.

Quality indicator 1.3 Play and learning

Children had fun and were engaged throughout the inspection. Staff were responsive to children's interests and supported their choice in where they played.

The pace of the session was relaxed and unhurried and children had opportunities to lead their own experiences. We saw them problem solve and be creative. A group of children were busy at the craft table for an extended period of time. Some were using the junk to create jet packs. They discovered the paper straps were not very strong and tested different options until they were satisfied. Other children were pleating pipe cleaners to make candy canes. They then used ribbon to tie these together to make bunting.

Some of these items were later used in a shop the children had set up. They were using the range of resources available to them. These supported their curiosities and the development of their thinking and creative skills very well.

Opportunities to enjoy and further develop literacy and numeracy skills were evident within children's experiences and were relevant to their age and stage of development. Children had access to a variety of mark making materials which they used well, not only at the craft table but to support their play, for example to create signs for their shop. We saw children and adults enjoy a variety of games together. When playing 'Connect 4' adults used questions such as "How many do I need now?" and "I've got 3 together now." Experiences such as these enhanced opportunities to develop, language, literacy and numeracy skills.

The club was using mind maps to gather children's ideas and to reflect on the effectiveness of the activities. We could see children had been involved in the process and their voice was evident. We discussed the value of carrying out ongoing observations and using these to set goals with the children. These could be used to plan next steps and inform the planning processes, further supporting children to develop life skills and reach their potential.

Children benefited from good connections with the wider community. They used areas within the school and outdoors to support their experiences. They enjoyed visits to the woods and local park. Since our last inspection connections had been made with the local Co-op through their food share scheme. At holiday club they planed to get involved in gardening at the 'Burly Bush' which is the local community garden. This contributed to children's sense of belonging and supported them to have new opportunities out with the setting.

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 experienced an environment that was well-maintained with plenty of natural light and ventilation. Children's artwork and photos was displayed, providing children with ownership of their setting as well as creating a sense of belonging. Since our last inspection some more soft furnishings had been added such as mats, blankets, cushions and a tent providing a cosy space for children to rest. The club operates from the school dining hall and as a result there are limitations to the type of furnishings that could be used. However the addition of lamps, greenery and materials would give the setting a more homely feel.

The lay out of the club ensured that children had room to play and could move around the area with ease. Children were confident in moving around these spaces to explore their ideas and interests. Resources were age and stage appropriate and children had the freedom to transport these around the environment to extend their play and experiences. At our last inspection we discussed the benefits of offering children loose parts, real and open ended resources to support their play. Staff felt storage was an issue and we talked about solutions to this. These resources would have added great value to the experiences the children were having while creating their shops.

Children did not play outdoors at the time of our inspection due to ice covering the playground. However, children and staff told us they had the opportunity to play outdoors which benefited their health and wellbeing, extended their play and gave them choice in where to play.

Parents told us their children's experiences are supported through interesting and fun play experiences and the opportunity to play outdoors. One parent said; "Always learning new crafts or playing games that keep their mind active and away from screens. Always able to play outside when weather permits too." Another parent said; "Arts and crafts, role play, games, outdoor fun." This contributed to children experiencing good quality play and learning opportunities both inside and outdoors.

Systems were in place to support keeping children safe. Risk assessments helped staff to mitigate risk and enhanced children's safety. We suggested the service explore the use of risk benefit assessments and the Care Inspectorate's SIMOA campaign with the children. This would support staff to understand the benefits of activities alongside risk and contribute to the children's understanding of risk and keeping themselves safe.

Infection control measures were understood and implemented effectively by staff. Hand washing routines were now embedded with children washing hands before and after snack. Staff protected children by providing a clean and hygienic environment and PPE (personal protective equipment) was used at appropriate times such as food preparation. This contributed to keep children safe and well.

How good is our leadership? 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 3.1 Quality assurance and improvements are led well

The service vision, values and aims was shared with families when they first started attending the club. During our inspection these were evident as we saw the setting offered a warm, welcoming environment with engaging and stimulating activities for the children. We suggested these could be developed, considering input from staff, children, families and community. This would ensure these were reflective of the needs of everyone working at and using the service.

Children's and families' views and suggestions about their care and experiences were valued by staff. The feedback we received from parents highlighted that most felt they were involved in a meaningful way to help develop the service. Informal approaches such as newsletters were used to communicate with parents. Staff valued informal conversations with parents. The previous committee had issued a more formal online questionnaire to families. This had been beneficial as it had allowed them to ascertain how they might encourage new committee members to support the club. Taking onboard suggestions had resulted in better engagement from parents with the new committee. We discussed how a more formal approach such as online questionnaires, would ensure all parents felt listened to and would create a collaborative approach to improvement.

Staff told us they felt well supported by the manager and colleagues in the club, meaning they were motivated to improve the service provided. They shared that they would benefit from relief staff to support club. It was recognised that attempts to recruit had been unsuccessful and we discussed other approaches they may like to try. This would ensure minimum disruption to the children's routines when absence arose.

We acknowledged that work had been done to improve the setting for example within the environment through engaging with self-evaluation systems. The staff themselves recognised that they were on an improvement journey and management shared plans to further include staff in driving change.

This included staff monitoring and taking time to self-evaluate and reflect on improvements at staff meetings. This would support the team to feel empowered and more involved in driving forward improvements.

The setting had an improvement plan in place following the last inspection which had supported developments. We discussed focussing on a few areas at a time using quality audit tools, such as, the Care Inspectorate document, 'A quality framework for daycare of children, childminding and school-aged childcare', to support reflection and developments to service delivery. This would help the club to document and evaluate improvements in full, bringing about positive change to outcomes for children and families.

The setting had a plan in place which included introducing audits and staff reviews. We discussed the benefit of using a quality assurance calendar which could be shared with all staff and would support with identifying areas requiring improvement, having a meaningful and positive impact outcomes for children.

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.

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.

Quality indicator 4.3 Staff deployment

Staff demonstrated genuine warmth, kindness and interest towards the children they cared for. When asked about the most positive aspects of their child's experiences in the club, one parent said; "All staff know the children very well and interact with them individually and as a group. They always make sure everyone is included and there is plenty to do." Another parent said; "Caring staff, kind nurturing atmosphere." This resulted in children being very settled, happy and confident.

Management recognised the importance of ensuring that the service was appropriately staffed at all times. Since our last inspection the roll of the club had increased, meaning a new member of staff had been recruited. Overall, the deployment of staff was very effective, and they were flexible in their approach, communicating very well with each other. Staff moved with children, to support the running of the service and the needs of children.

Staff were appropriately qualified. Some were working towards gaining relevant qualifications and had a very good knowledge of child development and learning. Staff were able to discuss how they had identified individual areas for development and were supporting children with their social skills and confidence as many new children had been settling in. Staff were committed to their professional development to ensure they delivered a good quality service and improved outcomes for children. They had undertaken a range of training, relevant to their practice and were able to discuss how this had supported their knowledge and skills. Staff were reflecting on their learning online through their SSSC (Scottish Social Services Council) registration. Reflecting on training and considering the impact on outcomes for children, allowed them to identify further training needs.

Staff inductions had also supported staff knowledge and awareness of their role and responsibilities.

At our last inspection we suggested this could be further developed using 'The National Induction Resource' which would contribute to effective reflection on induction processes. This would further support staff to have a very good understanding of their roles, responsibilities, and effective ways of working.

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

1. To support positive outcomes and experiences for children through continuous improvement, the provider and manager should establish systems for the quality assurance and self-evaluation of the service. They should promote opportunities for effective feedback from stakeholders including families, children and other agencies.

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).

This area for improvement was made on 2 November 2023.

Action taken since then

The setting had established some systems to support quality assurance and self-evaluation. Children had families had the opportunity to give feedback through questionnaires. This was taken onboard, influencing change within the setting. Creating an improvement plan had supported developments within the club and allowed all staff to be involved in improvements. They setting should continue to develop this using recognised audit tools to support them. **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.

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?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

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