Monifieth Out Of School Care Club (Seaview)
Day Care of Children

Seaview Primary School
Victoria Street
Monifieth
Dundee
DD5 4HL

Telephone: 01382 530 497

Type of inspection:
Unannounced

Completed on:
6 April 2023

Service provided by:
Monifieth Out of School Care Club

Service provider number:
SP2003000576

Service no:
CS2003002920

About the service

Monifieth Out of School Care Club (Seaview) is a registered daycare of children service. The out of school care service is provided from Seaview Primary School, Angus. The service has exclusive use of a community lounge and dining area.

The service is registered to provide a care service to a maximum of 60 children at any one time of whom no more than 5 are aged from 4 years to an age to attend primary school full time.

Children have access to an enclosed playground, gym hall, sensory garden and toilets during operating times.

About the inspection

This was an unannounced inspection which took place on Tuesday 4 April and Thursday 6 April 2023 between 09:00 and 17:15. One inspector carried out the inspection from the Care Inspectorate.

To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:

- spoke with children using the service;
- received feedback by email from seven families;
- received feedback by email from eight staff;
- spoke with staff and management;
- observed practice and children's experiences; and
- reviewed documents.

Key messages

- Children were treated with warmth, nurture and kindness by staff.

- Children were engaged in play activities of their choice and could choose resources, toys and equipment freely to support interests and independence.

- The service should continue to combine children's personal plan information to further support children's development and progress.

- Self evaluation and monitoring processes should continue to be developed to ensure outcomes for children remain positive.

- The team communicated well with each other to support positive experiences and outcomes for children.

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?	5 - Very 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

1.1 Nurturing care and support

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

Children were respected and settled during our visits. Staff nurtured children through their experiences by engaging in meaningful interactions which were respectful, kind and caring. This allowed children to feel safe and cared for. Staff were observed checking in on children, sitting and engaging with children through activities and were sensitive towards children's needs. For example, when children were involved in minor disagreements, staff responded sensitively and genuinely using distraction and de-escalation techniques.

Staff knew the children in their care and were able to talk through the care needs of children. Most personal plans reflected children's preferences and contained information to support children's care. These were regularly updated. We highlighted where some information could be expanded and developed to support the delivery of individualised tailored care. For example, to include key strategies and how the service identifies progress and achievements that are individual to children.

Where children required medication there were processes and records in place to support them deliver it in a way that promoted children's health. For example, reviews and storage of medication was in line with guidance. We acknowledged the service was updating their paperwork and records to further improve their approach to the management of medication.
Children experienced a positive, relaxed and unhurried experience as they ate their snacks and lunch. Staff and children washed their hands before preparing and eating the snacks. This approach helped keep children safe and supported good infection prevention and control procedures.

Children's individual dietary requirements were considered, and the service had an overview of all children's dietary requirements. This supported staff when planning snacks and food activities. Fresh water was available for children throughout the session to protect against dehydration. This included taking cups and water jugs outdoors.

Children were safe and protected from harm with clear policies and procedures in place in relation to child protection. Staff understood the role they played in this and had undertaken training to support knowledge and understanding.

1.3 Play and learning

There was a good balance of spontaneous and planned high quality experiences that supported children's choice, health, play and learning. Children were observed having fun whilst engaged in their play and learning which consisted of; accessing the outdoors, partaking in various active games, having access to a range of arts and crafts, benefitting from specialised visitors and accessing the local community spaces. This assisted creativity, imagination, life skills and learning.

Staff supported children's interests and curiosity through effective planning of activities and experiences for children. This empowered them to reach their full potential. Floor books, suggestion boxes and mind maps formed part of capturing children's suggestions, ideas and interests. These tools helped staff to plan and organise stimulating activities. Parents told us "My child loves the club, they are always keen to attend and has requested more sessions in the holidays than is needed due to the wonderful range of activities they have on offer" and "The service runs such an engaging holiday programme that my child wants to attend just for fun".

Books were displayed and available to children. Staff were very good at incorporating numeracy and literacy into play, through counting and using mathematical language. Baking, messy play and the making of slime supported fun and learning. A parent told us "My child has a lot of time to play outside, they love baking and crafts, there is always a theme for them to engage with. Sometimes in the holidays entertainment is hired in...I turned up to pick up my child one day and she was playing with a pony!

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 key question as very good.

Children benefitted from an environment that was comfortable and welcoming. Spaces were warm and inviting with areas to rest and relax. Sofas, bean bags and cushions provided comfort. Resources were well organised and easily accessible for children. This supported their choice and independence. There was plenty of natural light and ventilation. Children had ample space for their needs, with space to play alone or in groups.

The environment promoted fun, imagination, and curiosity for children. They had access to sensory spaces, nature, natural materials and loose parts to support play and learning. Parents told us "when I pick up my child, the club oozes happiness - with the sound of laughing and kids having fun". Children told us "we get to bake, make things like pictures, paintings and play in the playground which is good".

The areas were developmentally appropriate for children's age and stage of development. Children were confident in moving around the areas and accessing the toys and activities they wanted. Children who wished to take part in active play, such as badminton or football were able to freely access the gym area with adult supervision. Free flow access to the outdoors which included a rich mix of surfaces, spaces to explore, hide and areas for planting and growing assisted children's health and wellbeing. Staff worked well together to support the use of these areas and ensured children's safety was considered.

Children's health, safety and wellbeing was supported by infection prevention and control and food safety practices. Handwashing and cleaning of tables, surfaces and the food prep area were observed. Staff had attended training to inform their practice. For example, food safety, food hygiene and allergen awareness had all been completed by staff.

Risk assessment procedures were in place. Staff undertook daily checks of the building. This approach helped support staff to show how they had identified and removed or reduced risks to children while attending the service. We discussed ways in which children could be better included in risk assessing the service. For example, carrying out daily checks alongside staff. This would further aid children exploring and managing risks which promoted responsibility and safety.

Children's information was stored securely within a locked filing cabinet. This supported and respected children's confidentiality.

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.

We found the manager of the service offered very good support to staff. The team were enthusiastic, knowledgeable and motivated. Staff told us 'the manager and committee are very approachable and meet regularly', 'I feel I can approach management if I had any concerns or ideas'. 'We have meetings regularly, to share relevant information regarding the care of children' and 'communication between senior staff and other staff is generally excellent'.

The manager was keen to ensure the service provided to children and families met their needs. To help achieve this, the manager had developed approaches to gather feedback from parents, including parental questionnaires, informal discussions, regular email updates, use of private Facebook page and using a 'you said, we did' system. This helped partnership working between parents, carers and the service. Parents told us 'staff collect feedback quite frequently, they share a 'you said - we did' feedback with us which shows me as a parent that my views are valued and acted upon' and 'the club is extremely welcoming and all the staff know my child'.

The service's vision, values and aims were under review and were soon to be consulted on and shared with children and families to support a shared vision for the service.

An improvement plan was in place which identified areas for development and actions to be taken to support improvement. We discussed with management ways to extend and include the evaluation of changes. This would support further improvements which will have a successful impact on children's experiences and outcomes. We signposted the service to bitesize sessions in 'implementing and sustaining quality improvement' available on the Care Inspectorate hub.

The manager had yet to develop a fully imbedded system for quality assurance. For example, to include the monitoring of practice and areas of the setting such as recording of accidents and incidents and impact of staff training. Developing a quality assurance system would support the focus of auditing and monitoring within the service. The lack of imbedded system risked key strengths and potential areas for development not being identified or promptly addressed.

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.

Children benefitted from high staff to child ratios, which contributed to them having their needs met and supported safety through close supervision. Staff were consistently kind and respectful in their interactions with children. They kept children well informed of what was happening. For example, at key points of the day such as lunch time and home time, staff provided warnings of such transitions. This showed respect and gave children time to prepare for changes.

Management understood the importance of ensuring the service was appropriately staffed and children benefitted from a well organised staff team. For example, the skills and experience of staff were considered within the rota, along with the roles, positions and length of service. This contributed to children remaining safe and the team having a well-balanced mix of skill set.

Children presented as being very settled, happy and secure whilst at the club. A child told us 'we can speak to staff at any time, they are very kind'. One parent told us 'we are very happy with the level of care that our child receives whilst at the club and we look forward to many more years using the club'.

Staff shared the responsibility for tasks, which supported the positive ethos within the staff team and ensured effective supervision of children. Regular head counts, use of walkie talkies and protected time for handovers between shifts meant children's play and learning was not negatively impacted.

Opportunities to attend training and share information and knowledge across the team was provided. For example, regular team meetings, having access to arranged training and engaging with each other via Microsoft Teams supported children to experience continuity of care from a staff team, who knew children and their families well.

To promote the ongoing development of positive practice in supporting children's care, learning and development we encouraged the service to formalise training reflections. For example, to expand on the impact of training and capture how training was benefitting children's experiences and how it supports them reach their potential.

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	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?	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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