Kidzone Out Of School Care
Day Care of Children

Redwell Primary School
Stirling Street
Alloa
FK10 2BS

Telephone: 01259 452 116

Type of inspection:
Unannounced

Completed on:
24 April 2024

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 amenities.

About the inspection

This was an unannounced inspection which took place on Tuesday 23 April 2024 between 14:40 and 18:10 and Thursday 24 April 2024 between 14:10 and 17:40. 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:

- spent time with the children using the service
- received feedback or spoke with 16 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 they had built loving and nurturing relationships with them.

• Children benefitted from a staff team that were passionate and committed to taking forward improvements.

• Positive relationships with families enhanced experiences for children.

• Snack times were a social, unhurried and homely experience.

• The calm, nurturing environment was supporting children's emotional well-being.

• Children's learning was documented very well and allowed them to reflect and share their experiences with their friends.

• Strong shared leadership across the team was leading to improved 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?	5 - Very Good
How good is our setting?	5 - Very Good
How good is our leadership?	5 - Very 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? 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 were warm, caring and nurturing in their interactions with children. Children and staff enjoyed spending time together. They laughed and spoke with each other and were offered reassurance through cuddles and kind interactions when needed. One child told us, "The staff are kind and funny". This helped children feel loved, supported and valued.

All children had meaningful personal plans in place. These included their likes, dislikes and information about their care needs. Almost all parents told us that they felt meaningfully involved in plans to support their child. One parent said, "I get regular opportunities to update my child's personal plan. As does my child". This showed children received individualised care which was tailored to their needs.

Children had opportunities to rest throughout the session. Cosy areas had been well thought out and were inviting spaces for children. A quiet room had been developed which allowed children to relax and reflect on their day. Children were meaningfully involved in developing this space. For example, they had taken photos for this area. These were displayed in beautiful frames on the wall. Many children told us this was their favourite room. One said, "If you have had a bad day you can go in the chill zone. It is really nice". This meant children's emotional well-being was very well supported.

Children experienced positive, sociable mealtimes. They chose when they wanted to have snack, and this meant that it was an unhurried and calm experience. Staff sat with children and engaged them in meaningful conversations. They valued this time with children to talk about their day and build on the very strong relationships that had been established between staff and children. This supported children to develop a positive relationship with food and mealtimes.

Children were kept safe and well by staff who were knowledgeable in the safe administration of medication. Medication kept on the premises was stored safely. We identified some improvements needed to medication recording. The management team agreed to further develop their medication audit system to ensure all medicine is reviewed every three months or termly.

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. All children were engaged in their play and enjoyed their time within the service. This told us that they felt safe in the environment. The environment offered a range of experiences for children that could develop their skills and be challenged.

Play spaces 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. Outside, children enjoyed digging in the dirt and riding scooters. The setting had plans to further develop opportunities for loose parts play outside. We encouraged the team to continue with their plans. This would further support children's developing problem solving and creativity.

Staff knew children very well as individuals. They spoke confidently about children's interests, likes, dislikes and next steps. Parents and children both told us of the very positive experiences they had within the service. One parent said, "Staff are always working alongside the children in play". This showed children were 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. Children had many 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. One parent told us, "Fun and engaging opportunities are always on offer and a wide range of resources are available". Children were consulted regularly about their interests and what they would like to do at the service. This meant 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 key question as very good.

Quality Indicator 2.2 - Children experience high quality facilities

Children enjoyed attractive, welcoming surroundings. Staff had structured the environment to provide flexible, easily accessed play areas. Children were able to move from area to area, playing as they wished. This helped support children to lead their own play and learning.

Children had access to well thought out resources. Some loose parts and natural resources were used effectively to support children's developing curiosity and problem solving. We observed spaces that were set up with a variety of resources to allow children to lead their own learning and have fun.

Spaces reflected children's current interests. Attractive displays promoted discussion and exploration as well as celebrating children's own work. For example, children had recently decided to draw portraits of the staff members in the service and these were displayed proudly in the setting. This encouraged children to re-visit their learning experiences and celebrated their achievements.

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. Some children did not wear helmets when using the scooters. We suggested the service review their risk assessment to consider when children should wear helmets. The service took action immediately to ensure children's safety.

Staff had a good understanding of risk and play. Children benefitted from real life experiences, such as roasting marshmallows over an open fire. This meant children's learning was enhanced through risk and play experiences.

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

The vision, values and aims of the service were shared in a joined-up approach with the wider school community. The service values were clearly underpinned by children's rights and reflected the practice observed in the setting. These values put children at the heart of the service. We suggested the service continue to review the vision and values in consultation with parents and children of the service.

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 current improvement plan was focussed and improving outcomes for children. This put them at the heart of the service. Staff knew the service very well and confidently discussed their strengths and areas for improvement. Each member of the team had specific roles that linked to their own strengths. Improvements were led well and impacted positively on the development of the service. This is meant that children benefitted from consistently high-quality care which continued to improve.

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.

Children and parent's views were sought regularly about the service. Almost all parents told us they felt involved in the development of the service and that. We asked parents what they thought could be improved in the service. One parent told us, "I don't see anything that could improve as staff appear dedicated and make things work". This showed parents and families were confident in the care their children received.

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

Children were cared for by staff who were warm, compassionate, and nurturing. Staff provided individualised support by effectively engaging with children throughout the inspection. Staff demonstrated an awareness of when and how to effectively intervene, picking up on cues to support children's wellbeing and extend their play experiences. This resulted in children who felt respected within the service. One parent told us, "Staff are always friendly and welcoming. They know who I am and ask me how I am when I come to pick up my child. They are always happy to chat about my child with me".

Children's needs were met consistently because the right number of staff were always available. 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. They worked flexibly to supervise children in their play and offer 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 consistently calm, nurturing experience.

The highly motivated staff team worked together to share key tasks and responsibilities. They worked very well as a team by sharing ideas and communicating effectively. They had developed long established trusting relationships within the team. This supported a true shared leadership approach, ensuring children experienced consistently high-quality care, play and learning.

Staff were motivated, enthusiastic and passionate about their role. Parents' comments included, "I have an open, honest and trusting relationship with all staff." and "All staff are fantastic, they are all kind and caring and nothing is any bother". Their values, skills, experience and knowledge resulted in high quality experiences for children.

Children's needs were supported by positive communication and relationships. Parents were welcomed into the setting. Staff chatted with parents and carers, passing on relevant information. Parents told us they were happy with communication from the service, and commented on the friendly, approachable staff. Staff shared information with each other throughout the day to help achieve consistency of care for children. The setting had a relaxed, friendly atmosphere, which helped children feel comfortable and welcome.

What the service has done to meet any requirements we made at or since the last inspection

Requirements

Requirement 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'.

This requirement was made on 11 May 2023.

Action taken on previous requirement
All volunteers had completed relevant checks before beginning to volunteer in the service. The policy for recruiting volunteers had been updated and was in line with relevant guidance. As a result, children were cared for by safely recruited volunteers.

Met - within timescales

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?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good

How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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