West Kilbride Out of School Day Care of Children

c/o West Kilbride Primary School
1 Portencross Road
West Kilbride
KA23 9ES

Telephone: 01294 829 320

Type of inspection:
Unannounced

Completed on:
7 December 2022

Service provided by:
West Kilbride Out of School Care Committee

Service provider number:
SP2003000869

Service no:
CS2003004264

About the service

West Kilbride Out of School is registered to provide a care service to a maximum of 24 children at any one time. • of those 24 - no more than 24 are aged between 3 years and 12 years and - no more than 4 are aged 3 years to those not yet attending primary.

The service is provided from a standalone building located within West Kilbride primary school grounds. The accommodation consists of a playroom, toilets, access to an office space and direct access to the school playground. It is close to local amenities that include shops, the Glen, a railway station and bus routes.

About the inspection

This was an unannounced inspection which took place over two visits on 30 November 2022 between 07:45 and 08:45 and 15.00 and 17:10. One inspector carried out the inspection. 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
- spoke with one parent and received two electronic responses
- spoke with staff and manager
- observed practice and the facilities
- reviewed documents.

Key messages

- Children experienced warm, caring, and nurturing interactions from staff
- Children were happy and settled engaged in play activity
- Children benefitted from accessing outdoor play for physical and energetic play
- The service provides flexible childcare for families in their local community
- Quality assurance systems involving children, families and staff should continue to be developed to plan for improvement.

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?	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 settled in the out of school club. They played together with friends confident with each other and with staff. Children were guided towards positive behaviour. We suggested children could develop a visual children's charter to support children to resolve any conflicts and solve problems.

Children were valued and respected as individuals. Staff knew children well and were caring nurturing and responsive in their approach to children. They discussed children's individual personalities and needs and how these were supported in the club. Personal plans had been developed to help the staff support and meet children's needs. We reminded
the manager that this information should be reviewed within a six-month period involving children.

Staff praised and encouraged children, with reassurance and comfort given when needed. The children we spoke with during the inspection told us they enjoyed attending the service, with some children having attended for several years.

Children had snack immediately on arrival to the service. We observed not all children ate their snack at the table choosing to move around the room. Children planned snack menus. Staff should review the snack menus in consultation with children and families to ensure healthy eating is promoted. We also discussed snack should be a safe, relaxed, social experience, where children sit down and are encouraged to be independent, for example, pouring their own drinks. Staff should use snack time as another opportunity to sit with the children and have chats/conversations about various topics to encourage and promote language and social skills. (See area for improvement 1).

Quality indicator 1.3 Play and learning

Children engaged in a range of play actives on offer. This included choosing to play indoors or outdoors. Children benefited from playing outdoors as they engaged in physical and energetic play. Exploring the water wall freely allowed children to plan, take turns and be responsible as they filled the water pipes.

A floor book had been used to capture children's play activities during school term time and the holiday periods. A range of play activities had been offered to children in the local community. This offered children the opportunity to develop understanding making sense of the world around them.

Staff supported children as positive role models as they listened to children and encouraged conversations to extend play. They joined in play showing a genuine interest knowing when to intervene to guide children to positive play. Children had freedom to play having fun.

Planning approaches taken by staff were a balance of intentional and responsive centred around individual needs of the children. Children's natural curiosity and creativity was supported to develop.

Although children were observed leading their own play and learning, a few children would have benefitted from more challenge to extend their play to help them meet their potential. We discussed with the manager children should be offered further opportunity to engage in challenging play and learning activities suitable to their interests and stages of development. Further staff development on extending children's play will help support children's further achievement and satisfaction.

Areas for improvement

1. To promote a safe, sociable, healthy snack experience, management and staff should review the food and drinks provided and the management of snack. Children should be encouraged and supported to be independent with access to healthy food and drink options.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state that:
'I can choose suitably presented and healthy meals and snacks, including fresh fruit and vegetables, and participate in menu planning.' (HSCS 1.33).

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 a welcoming and safe environment where they were settled and had ownership of their environment. They were cared for in within a bright community room located in the primary school grounds, which the service had sole use of. This room had direct access to the playground which allowed children to have free flow between indoors and outdoors. Children benefitted from fresh air and energetic play after their school day. The manager should continue with the plan to access the Astro turf football space when it is available for use.

New resources chosen by the children were easily accessible. A cosy area had been organised using soft furnishing to offer children a quieter time to watch videos or read a book. This provided opportunity for children to relax going at their own pace.

Staff carried out visual checks of the environment daily and risk assessed all areas of play to ensure they were safe for children. Written risk assessments were in place to support these checks, recording any risks and how they were minimised. We asked the manager to ensure a risk assessment for outdoor play and walking children to and from the early learning centre was also recorded and shared with staff. Children should also be included to help them to develop an awareness of what steps are needed to keep themselves safe.

Improvements to the accommodation had been made including creating a space for children's coat and bags and an additional handwashing sink in the toilets. We were satisfied that the service had appropriate infection control procedures in place to minimise the potential spread of infection. We observed children and staff carrying out handwashing at appropriate times.

Children's information was stored securely with the manager authorising any access ensuring 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.

Quality indicator 3.1 Quality assurance and improvement are led well

The manager had successfully led the staff team to have a shared vision values and aims. The staff team are established having worked together for a considerable period of time. As a team they had built good relationships with families. One parent commented;

"Staff are the best, they know my children very well".

The quality assurance system was at an early stage and there was a need to continue to develop approaches to self-evaluation. However, the manager had taken positive action to make improvements to children's overall experiences since the last inspection. This had included developing an improvement plan and reflecting on what was working well. Reflection from children should be included within their floor book alongside staff self evaluation tools. The manager should continue with her plan to develop methods further by using the Quality framework for daycare of children childminding and school aged childcare (Care Inspectorate, 2022).

The staff team met on a regular basis to discuss evaluate and plan taking account of children's previous experiences. Children's views were listened to and valued by staff. Staff consulted with children throughout their session acting on their ideas. Children's views had influenced planned play activities including making t-shirts, creating a café and during the inspection naming their Elf. Positive role modelling from staff together with taking a collective approach, supported children to develop resilience.

Staff interacted well with children and engaged with them respectfully during play. They had a good understanding of how to support children's varied developmental stages and were enthusiastic in their approaches if joining in any play experiences. Children told us that they enjoyed attending the service and that the staff took care of them.

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

Staff were deployed appropriately throughout the service, which ensured children were safe and cared for. Children's transitions had been considered with the same staff member organised for drop offs and pickups to the early years centre enabling continuity of care for the younger children.

Staff communicated well with each other, and tasks were carried out without any impact on children. They presented as happy in their work, respectful towards one another, flexibly working together as needed. This contributed to creating a welcoming and nurturing space for children.

Children were relaxed and happy within the service and they confidently approached staff which demonstrated they felt safe and secure. They had developed positive friendships with peers and warm relationships with staff.

Staff were experienced in working with school age children. In discussions they were committed to support children and families by promoting positive social interactions and relationships and providing the opportunity for play in a safe environment. This helped children to build social skills and confidence. A parent agreed commenting.

"We really appreciate the service WKOOSC provide us with, and long may they continue to operate".

Identified bank staff can be called on to ensure any unplanned absence is managed. This supported children to know who will be caring for them. The manager should now develop a clear process for how any temporary staff will be deployed to best meet the individual needs of children sharing with children and their families.

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

Personal plans for all children should be consistently recorded and maintained taking account of any specific needs to plan for children's health welfare and safety needs. Plans must be reviewed within a six month period or before if needed.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state that: 'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15).

This area for improvement was made on 9 December 2021.

Action taken since then
Written personal plans had been developed to support staff plan children's care.

Previous area for improvement 2

To ensure children can access a range of suitable play, accessible resources should be available to support children to extend their thinking, develop play and provide fun. Resources and equipment should be linked to their interests and stage of development.

This is to ensure care and support is consistent with the Health and Social Care Standards which state: 'As a child I am able to access a range of good quality equipment and furnishings to meet my needs, wishes and choices' (HSCS 5.21).

This area for improvement was made on 9 December 2021.

Action taken since then
Children's views and ideas had influenced the purchase of a range of new resources suitable for their developmental stages.

Previous area for improvement 3

To ensure the environment is suitable the provider should ensure any accommodation updates are carried out as planned.

This is to ensure the environment is consistent with the Health and Social Care Standards which state: 'I experience an environment that is well looked after with clean, tidy and well maintained furnishings and equipment' (HSCS 5.22).

This area for improvement was made on 9 December 2021.

Action taken since then
Improvements had been made to the accommodation including a new handwashing sink in the toilet area, open shelving for resources and storage for children's coats and bags.

Previous area for improvement 4

The provider of the service should ensure the care inspectorate is notified of any changes to the chairperson of the voluntary management committee to enable safe recruitment checks to be carried out. Any requests for information should be submitted as part of this process.

This is to ensure care and support is consistent with the Health and Social Care Standards which state: 'I use a service and organisation that are well led and managed' (HSCS 4.23).

This area for improvement was made on 9 December 2021.

Action taken since then
No changes to the committee had been made and any requests since last inspection had been acted on.

Previous area for improvement 5

To ensure that children receive care and support, which is in line with national best practice, the manager should ensure quality assurance systems using self evaluation are further developed, with clear priorities focussed on improving outcomes for children. Consideration should be given to the following:

- A clear and manageable monitoring calendar to look at the quality of provision.
- Direct observations of children's experiences, including interactions with staff.
- A system to source and research recent guidance and legislation.
- Clear action plans for staff to support professional development and improve practice in any areas identified.
- Audit recording systems to ensure they support the work of the service and keep children safe.
- (Personal plans, child protection and safeguarding, administration of medicine and risk assessments).
- Continued use of evaluative systems such as 'Realising the Ambition' or The Health and Social Care Standards' to benchmark quality.
- Regular involvement of staff, parents, and children in evaluating the quality of the service.

This is to ensure care and support is consistent with the Health and Social Care Standards which state: 'As a child, I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance systems' (HSCS 4.19).

This area for improvement was made on 9 December 2021.

Action taken since then

The quality assurance system had been developed however required further work. See How good is our leadership quality indicator 3.1.

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?	4 - Good
4.3 Staff deployment	4 - Good

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