Dunblane Kids Club
Day Care of Children

Dunblane Primary School
Doune Road
Dunblane
FK15 9AU

Telephone: 01786 825 670

Type of inspection:
Unannounced

Completed on:
16 November 2022

Service provided by:
Dunblane Kids Club

Service provider number:
SP2003001110

Service no:
CS2003005369

About the service

Dunblane kids club is registered with the Care Inspectorate to provide a care service to a maximum of 100 children from 5 to 16 years old.

The service operates from a purpose-built single storey premises with secure door entry system situated in the Dunblane area of Stirling.

The children have access to the very large open plan area, divided into zones and enjoy free flow access to the extensive outdoor play area.

About the inspection

This was an unannounced inspection which took place on Wednesday 16 November 2022 between the hours of 14:00 and 19:15.

The inspection was carried out by one inspector from the Care Inspectorate. To prepare for the inspection we reviewed information about this service. This included registration information, information submitted by the service and intelligence gathered since registration.

In making our evaluations of the service we:

- spoke with 15 people using the service and three of their parents. We exchanged emails with eight parents

- spoke with staff and management

- observed practice and daily life

- reviewed documents.

Key messages

Children were happy and engaged during their time at kid's club. They told us they enjoyed attending kids club and always had fun. Parents were also very positive about their experience at the service.

Staff knew all children well and valued them as individuals. Personal care plans should be further developed to ensure children's needs, wishes and choices are captured.

The staff team were motivated, enthusiastic and genuinely cared for the children.

Children had free flow access to outdoor spaces this encouraged healthy lifestyles, fresh air and active play.

Management and staff should continue to implement formal monitoring and auditing of the service to support improvement.

Children were actively involved in the planning process and the play and learning was child led.

Management should consider ways to improve the overall snack experience for all children to ensure that food choices are healthy, and the experience is relaxed and unhurried.

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.

1.1 Nurturing care and support

Children were happy, confident and relaxed in the setting, and benefitted from a warm and responsive approach from staff. We saw children were listened to in ways that encouraged them to feel valued and included. They told us they were happy at the club and they "felt safe" and they loved being outside.

All the parents we spoke to were very happy with the care and support their children received. One parent told us, "I am confident my children are well cared for and above all they are safe, we couldn't ask for a better service".

Staff knew children and families well. Parents told us that they had regular opportunities to share information with staff and that they felt included in the care of their child. This resulted in positive relationships and a strong sense of partnership working.

Personal plans were in place for all children. These were in the process of being further developed to support children to be more involved in completing the 'all about me' section. This was in the early stages. Once fully established, this will provide children with a greater sense of ownership of their next steps for play, learning and development. We signposted the manager to personal plan guidance 'Guide for Providers, Early Learning and Childcare' to help with further development of personal plans. This guidance is available on the Care Inspectorate Hub, (see area for improvement 1).

Medication was stored safely and clearly labelled. Parental permissions were in place and accurate. Long term medication forms were reviewed regularly with parents to ensure the information was current, and medication was administered safely to children. Management conducted monthly audits of medication and paperwork to maintain robust practices.

Children sat together for snack which provided opportunities for them to socialise with friends. We suggested that the service consider ways to promote children's independence, for example, making their own sandwiches and chopping their own fruit. This would support the development of valuable life skills. We found that the snack menu did not always provide healthy options in line with good practice guidance. To further support a positive mealtime experience, the service should review their procedures and ensure snack choices are healthy and meet children's nutritional needs. Practice guidance 'Setting the Table: Nutritional guidance and food standards for early years childcare providers in Scotland' would help staff support children to develop more positive relationships with food, (see area for improvement 1).

1.3 Play and learning

Children were engaged in various play experiences and activities. They were supported by nurturing and responsive staff when appropriate. Children were having fun as they played independently and cooperatively with friends. This encouraged children to develop positive relationships as they played together, shared and took turns.

Children were supported to be independent and given choice about where and what they played with. Free flow outdoor play ensured that children had daily opportunities to be active, healthy and benefit from fresh air. Staff understood the benefits of outdoor physical play for children and parents told us how much the service valued outdoor play. Staff supported a risk benefit approach which encouraged children to take risks and allowed them to develop confidence and to learn boundaries in a safe and secure environment. For example, children were encouraged to climb trees and create dens using wooden pallets.

Planning was child led and children were able to use suggestion boards to share their wishes and choices with staff. This approach encouraged children to feel valued, respected and included. We asked the service to consider ways in which children can evaluate and reflect on their learning, for example using floor books. This would provide children with further opportunities to share their opinions and shape their own experiences.

Procedures were in place that created a safe environment for children. For example, risk assessments were in place and staff used these to minimise potential risk. This meant that children were safe.

Areas for improvement

1. The service should, to effectively support children's care and development, processes for documenting personal plans should be improved. Plans should reflect children's interests, wishes, and choices need to ensure the best outcomes. They should be reviewed regularly with parents. Minimum of every six months.

This is to ensure that I experience high quality care and support that is right for me and is consistent with Health and Social Care Standards (HSCS) 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)

2. The service should review the snack time experience for children to identify where improvement can be made to ensure children are provided a healthy balanced snack and have a calm, social experience where staff support them to develop life skills.

This is to ensure that I experience high quality care and support that is right for me and is consistent with the Health and Social Care Standards (HSCS) which state that: 'I can enjoy unhurried snack and mealtimes in as relaxed an atmosphere as possible'. (HSCS:1.35)

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.

2.2 Children experience high quality facilities

The purpose-built premises were clean, well ventilated and welcoming. Children benefitted from spaces to rest and relax. Areas were organised to promote children's interests and choices. For example, construction, imaginative play resources and art areas supported a wide choice for children in their play. Children benefitted from daily outdoor play opportunities and told us they loved using the multi area in the playground and playing tennis with friends.

Careful consideration had been given to creating a space for the oldest children. This area had been developed in consultation with children and they had developed their own play space, resources and rules for their room. Children told us they liked having a separate space to use and felt responsible in keeping this area tidy. This empowered children and supported them to feel valued, included and respected.

Children's safety was carefully considered when moving between indoors and outdoors with staff conducting regular headcounts to make sure all children were accounted for. The entrance to the premises was secure with access only to authorised adults. Effective communication systems were in place. Staff used walkie talkies to contact colleagues, and this further ensured children's safety.

Infection control procedures were in place which supported children's safety. For example, areas were clean as staff cleaned surfaces before children played. We asked the service to consider effective handwashing at key times and ensure this was embedded in routines and to limit the use of hand sanitiser. This would further support children's health and wellbeing.

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.

3.1 Quality assurance and improvement are led well

Management and staff team had strong values and promoted a positive nurturing experience for all children using the club. Families told us they valued staff and trusted them with their children's care. They felt their children were safe and had lots of fun. One parent told us, "Staff focus on getting the children outside, in all weathers. My child loves being outdoors". Positive relationships with families ensured that information was shared and that children were supported well by staff. As a result, parents felt involved in their child's learning. This enabled them to talk with their child about their experience.

Some quality assurance systems were in place but should be further developed to ensure continuous improvement. We suggested the service use parent and child feedback to support the development of an improvement plan.

Regular consultations showed how staff, parents and children were involved in evaluating the service and sharing their views. Feedback was acted upon to make improvements to the service and outcomes for children.

Staff had regular team meetings with management. Staff used this time to discuss individual children, planning and training. We suggested that the service could also use this time to familiarise themselves with best practice documents and a quality framework for day-care of children, childminding and school-aged childcare to ensure they continued to provide quality experiences for children and families.

How good is our staff team? 4 - Good

Children were welcomed on their arrival by a member of management. This approach showed children they mattered and were valued.

Staff were responsive and motivated. They encouraged children to make choices and lead their own play. They supported children to access outdoors, and a variety of activities within the play space. Interactions between staff and children were caring and responsive. For example, staff supported a young child to join in with a game as they noticed they were on their own. This sensitive approach ensured children felt valued and included.

Staff provided individualised support by effectively engaging with children and took account of their views when setting up activities and experiences. Staff were flexible and supportive of children's interests. This encouraged children to feel valued and included.

All parents were happy with the service and were confident their children were safe, happy, and having fun. Parents told us, "My child really benefits from the individual care and really values the relationships with other children and staff".

Staff communicated well with each other when carrying out necessary tasks or leaving the play space. This helped to ensure children's needs were being met. Walkie talkies were used effectively and allowed staff to move between areas to support children.

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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