Kirklandpark After School Care Service
Day Care of Children

Kirklandpark Primary School
Kirklandpark Avenue
Strathaven
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Telephone: 07752 873 861

Type of inspection:
Unannounced

Completed on:
17 February 2023

Service provided by:
Kirklandpark After School Care Service

Service provider number:
SP2003001452

Service no:
CS2003006383

About the service

Kirklandpark After School Care is located within Kirklandpark Primary School, in a residential area of Strathaven, South Lanarkshire. The service is registered to provide a care service for a maximum of 50 children attending primary school.

The service is close to local primary schools, green spaces and shops. The children are cared for in the school dinner hall with access to the gym hall and playground.

About the inspection

This was an unannounced inspection which took place on 16 and 17 February 2023 between 14:30 and 18:00. We provided feedback to the service on 17 February 2023 at the end of the inspection. 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:

- spoke with children using the service and eight of their family members
- spoke with four staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children experienced kind and caring interactions, helping them to feel safe, valued and loved.
- Snack times could be reviewed to support children's independence skills.
- Children had developed meaningful peer relationships in the setting.
- Families commented positively on the service and felt their children experienced good care.
- Toys and materials should be reviewed to help ensure children experience a variety of deep and meaningful experiences to support their interests and extend their thinking.
- Management should consider formalising self evaluation to identify and support improvements needed within the setting.

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 and settled in the setting. The positive ethos within the service meant that children were confident and looked forward to attending. Children commented positively on the service and one child told us "It's a great place."

Staff interactions with children were warm, kind and responsive to children's requests. This helped children to feel confident with the adults providing care. One child commented "I can speak to [staff member] if I am worried about things." This meant that children felt valued and enabled them to build resilience. The use of feelings displays situated on the walls around the room supported conversations around emotions with children and contributed to their positive wellbeing. One parent commented positively on the care their child receives and told us "I feel staff really know him and care for them."

Children were familiar with snack routines and confidently told us about this. One child commented "Snack is just over there. I had brioche bread, but I didn't want anything on it, it was nice." Children enjoyed sitting with their peers whilst they ate, chatting and laughing. One parent commented on the quality of food and told us "Both of my children are well fed here. There is a lot a variety at both breakfast and after school. There are plenty of healthy options." We discussed with the service the need to further develop mealtimes to support children's independence skills through self service food and drinks. The service agreed to review this.

Personal plans were in place for children and these highlighted their achievements being acknowledged and celebrated. Likes and dislikes were noted and this helped staff to meet children's needs. These were in the process of being reviewed with parents to help ensure they were accurate and up to date. We reminded the service that personal plans should be updated every six months, or earlier if needed, to ensure they contained relevant information that supported meeting children's needs.

Parents commented positively about the service, however, they told us they would prefer to enter the building when dropping off and picking up their children. Comments included "it would be nice to come in to talk to new staff and get to know them. It's important to know the people caring for your child" and "only issue is not getting into the service, that's hard, almost feel disconnected." We shared these comments with the manager and highlighted the benefits of inviting parents into the setting to strengthen relationships that support meeting children's needs. The manager agreed to address this.

1.3 Play and learning

Children had developed positive peer relationships and laughter, chatting and joy was felt within the service. When children arrived from school, they were keen to engage with toys and materials straight away. One child told us "I like colouring, I colour in all the time."

Children were able to use their imagination with some resources and enjoyed role play. One child told us "we are playing families, I'm the teenager." Some opportunities for children who were den building and

developing problem solving skills could have been better supported by staff. Consideration could be given to staff approaches to help ensure children experience deep, meaningful play.

Children made use of the toys and materials that were accessible to them. For example, crafts, role play and making potions. Moving forward, the service should review toys and materials to help ensure these support and extend children's play and learning. Providing rich, meaningful toys and materials would contribute to support children's natural curiosity and stimulation. For example, developing natural materials to extend children's play and learning and a more varied range of toys and materials. We made an area for improvement at the last inspection and whilst there has been some improvement, we have reworded this to reflect improvements still needed (see area for improvement 1).

Opportunities for children to engage in physical play included access to the outdoors and the use of the gym hall. One child told us "you have to ask if there's space outside, sometimes there's space and sometimes there's not." We agreed with the manager that this could be further developed to help ensure children could choose where to play to support their choices and wishes. For example, enhancing opportunities to move between indoors and outdoors freely.

Areas for improvement

1. To support and nurture children's natural curiosity and learning, management should review and enhance the play experiences offered to children. This includes, but not limited to, reviewing the toys and materials to help ensure these provide rich, meaningful opportunities.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that:
'As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity' (HSCS 2.27).

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

A safe, welcoming and organised environment had been created for children. This was bright, clean and well maintained. Children had access to a spacious area where they had room to move, play and socialise with their peers.

Children engaged well with experiences and opportunities that were table based. Staff could consider how to make best use of spaces to offer further opportunities for children, for example, utilising floor space. This would help provide positive alternatives and support children's movements and play opportunities, including further developing social interactions and stimulation.

Some soft furnishings, for example a rug, cushions and materials to create dens were available to offer children spaces to relax. Further development of cosy spaces, for example, position of these, would help provide children with opportunities to relax in quiet, comfortable spaces. This would help contribute to children relaxing after a day at school.

Infection prevention and control measures were in place. Handwashing routines took place at relevant times throughout the session. For example, before eating. Cleaning of surfaces took place before and after food was served. This helped reduce the potential spread of infections.

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 improvements are led well

Informal self evaluation took place which helped identify areas for improvement. For example, identifying staff training needs. The service should now formalise self evaluation to support improvements and to help evaluate the impact of changes. To support meaningful reflections, staff and management should make use of best practice documents to help support meeting children's needs and interests.

Weekly staff meetings helped ensure information was shared between staff. Some reflection on toys and materials had taken place during some of these meetings. Continuing with this and taking steps to improve would contribute to more learning opportunities and support children's interests.

There had been recent changes to the staff team and the committee recognised the importance of ensuring staff were safely recruited. Staff recruitment was reflective of best practice guidance and helped ensure people were safe to work with children.

Regular newsletters as well as emails were used to share information with parents. Most parents were happy with the communication from the service. However, one parent told us "it would be good to come in and see what the children are actually doing. The kids don't tell you anything." Further consideration could be given to how daily information is shared with parents on their child's day.

The committee of the service was actively involved in the service to offer support and have oversight. Management, staff and the committee worked well together and this allowed opportunities for all to develop leadership skills. The manager spoke positively about this and how this has had a positive impact on their development.

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.

4.3 Staff deployment

Staff changes had been managed well and children benefitted from staff working well together to create a welcoming environment. Staff communicated regularly throughout the day and at staff meetings helping to ensure the right information was shared at relevant times. There were enough staff to support children's needs and staff were responsive to children's requests.

The deployment of staff in the playroom supported supervision of children and contributed to their heath and wellbeing as well as safety. The staffing model offered opportunities for one to one times with children

should they need it. Staff were mindful of children's feelings and responded to their cues for extra support. This contributed to children feeling loved, safe, included and respected.

Children independently came to the service after school. On arrival, staff took a register to make sure all expected children were present. However, this took some time and we discussed ways that procedures could be adapted to ensure that children were accounted for quickly. The manager and committee agreed to look at this transition period and review to ensure this is robust and effective.

The committee of the service held Annual General Meetings (AGM) to discuss matters affecting the club. This included contingency plans for staff absences to ensure there was a continuity of care for children. The committee recognised the importance of developing staff skills and offered support and guidance to management and staff. This helped empower and enable staff to take on roles and progress in their career.

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

Written personal plans must set out how the service will meet the child's individual needs and next steps. These should include any additional risk assessments relevant for individual children, if needed. Plans need to be reviewed at least once in every six months.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that: 'My personal 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 2 November 2021.

Action taken since then

Each child had a personal plan in place which highlighted their likes, dislikes and medical needs. Best practice document tools were used to highlight children's needs. For example, my world triangle. Therefore, this area for improvement is met.

Previous area for improvement 2

Further opportunities for children to relax when they are in the service should be developed as well as opportunities to develop children's curiosity and extend thinking. Consideration should be given to free flow access to outdoors throughout the session.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that: 'As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity'. (HSCS 2.27)

This area for improvement was made on 2 November 2021.

Action taken since then

This area for improvement was partially met and we have rewritten this to reflect this in the body of the report and made a new area for improvement under 'How good is our care, play and learning 1.3'.

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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