Kinross After School Club
Day Care of Children

Kinross Primary School
Station Road
Kinross
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Telephone: 07453 065 143

Type of inspection:
Unannounced

Completed on:
16 November 2023

Service provided by:
Kinross After School Club

Service provider number:
SP2003002176

Service no:
CS2003010128

About the service

Kinross After School Club is a day care of children service situated within Kinross Primary School. The service is registered to provide care for a maximum of 70 primary school aged children.

The service is in a residential area close to local shops, parks and other amenities. Children have access to the dining hall, gym hall and toilet facilities. They have free flow access to the school playground.

About the inspection

This was an unannounced inspection which took place on 14 November 2023 between 14:30 and 18:00 and on 15 November 2023 between 14:25 and 17:55. 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 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
- received feedback from 21 families
- spoke with staff and management
- observed practice and children's experiences
- reviewed documents.

Key messages

- Children experienced caring, nurturing interactions from staff who knew them well.
- Children had fun and were engaged in play throughout the sessions, playing independently and cooperatively with friends. Children told us they would like more involvement in planning activities.
- The manager and staff had a clear vision about the development of the service and were passionate and committed to drive forward improvement.
- A culture of self-evaluation for improvement had been created and supported staff to reflect on practice. A more focused improvement plan should be developed to support improvement in key areas.
- Children were cared for by the right number of staff to ensure they had consistently positive experiences.
- Staff worked together as a team and communicated well to ensure children were effectively supervised and supported.

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?	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

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 warmly greeted into the setting. They experienced caring, nurturing interactions from staff who knew them well. Staff were attuned to children's individual needs and were responsive and compassionate. This helped children to feel happy and confident. Children enjoyed coming to the club. They told us that the staff were kind and nice and that they felt comfortable to ask them for help. This demonstrated children felt safe and that they had developed positive attachments with staff. Families were very positive about the care their children received. Their comments included: "Staff are very encouraging, engaging with children and welcoming" and "The staff are amazing, kind and caring."

Children were fully involved in developing their personal plan which meant that staff had up to date information about their current interests, likes and dislikes. Staff were knowledgeable about each child and had developed clear strategies of support tailored to children's individual needs. Partnership working with families and good communication with the school supported staff to meet children's needs effectively.

Children experienced a relaxed, sociable snack as they sat with their friends, chatting, and eating together. They had some opportunities for independence, for example, they were able to spread their own bread and snack helpers served snack to their friends. Children's involvement in self-serving could be increased to further promote responsibility.

Children's medical and dietary needs were understood and well managed by staff which helped to keep children safe. Where appropriate, children were encouraged to be independent when managing their medical condition and were given support and reassurance from staff when needed. This helped to increase their confidence.

Quality Indicator 1.3: Play and learning

Children had fun and were engaged in play throughout the sessions. They played independently and cooperatively with friends and enjoyed a range of activities which supported their learning and development. Staff were responsive to children's interests, for example, if children requested resources, these were provided which helped to extend their play experiences. Staff effectively facilitated children's play and learning. They recognised when to give children time and space to lead their play independently and provided support and interaction when invited by children. This supported good quality play and learning experiences. However, children told us they would like to be more involved in planning. Although children had the opportunity to share ideas about resources and experiences through the wishing tree, staff planned the activities on offer. Floorbooks were in the very early stages and there was scope for these to be developed to meaningfully and actively involve children in shaping their play experiences.

Children had good opportunities for physical, active play both indoors and out and enjoyed a range of experiences such as skipping, football and parachute games. A selection of resources indoors gave children opportunities to engage in different play types including imaginative play and risky play. For example,

children experimented travelling on wiggle cars at different speeds. As a result, they were enabled to push their own boundaries and build self-confidence.

Staff and management had identified that children were not yet accessing the community. They were in the process of planning outdoor experiences in nearby woods to enhance children's play and learning.

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 an environment which was clean and well ventilated. They had plenty of space to play and made good use of the dining hall, gym hall and outdoor area, moving confidently between the areas. Staff created different play spaces in the dining hall using display boards. Whilst this had a positive impact on creating smaller play spaces, the boards were brightly decorated and had the potential to be overstimulating. A comfortable area with bean bags, rugs and cushions was well used by children. They told us they enjoyed relaxing in this space, chatting with their friends and reading books. One child told us that this area could still be noisy. Staff planned to add a canopy to create a more quiet, enclosed space.

Children were supported to stay safe outdoors as they worked with staff to identify and minimise risks. They were involved in securing the playground gates with staff and created a visual boundary to highlight the areas they could play in. This gave children responsibility in keeping themselves and others safe when playing outside. Children enjoyed spending time outdoors, and on darker nights, the boundaries were adjusted to ensure children played in spaces which were lit. The addition of headtorches created a fun and exciting experience for children and contributed to creating a safe environment.

Children had access to a good selection of developmentally appropriate resources such as board games, arts and crafts and den building. They engaged well with the loose parts on offer. However, they would benefit from a larger selection of open-ended materials as part of core provision to enrich their play experiences and provide further opportunities for curiosity, problem solving and creativity.

Infection, prevention and control measures were effective. Children were well supported to wash their hands at key times throughout the session. This helped to minimise the potential spread of infection.

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 and staff had a clear vision about the development of the service and were passionate and committed to drive forward improvement. Families were very positive about the leadership of the service. One family commented that the manager "is innovative and continually looking to improve the service." The vision, values and aims reflected the service provided and were embraced by staff to create a nurturing and inclusive ethos.

Children and families were meaningfully involved in developing the service and their views were actively sought. Children shared ideas and suggestions in a variety of ways such as making wishes to the wishing tree. Their feedback was responded to in a fun and engaging manner. Families were encouraged to give feedback for example, through regular questionnaires. Their feedback was responded to through a newsletter and used as a starting point for future improvements. As a result, children and family's views were valued, listened to and respected.

A culture of self-evaluation for improvement had been created and supported staff to reflect on practice. An improvement plan had been developed, however, it did not provide clear and achievable targets. A significant number of areas for development had been identified, many of which were ongoing tasks. This meant that improvements were not easily measured. The manager confidently discussed the key improvement priorities. A more focused plan should be developed to support a continuous cycle of improvement and ensure changes lead to positive outcomes for children and families.

The service had not made relevant notifications to the Care Inspectorate regarding current committee members. We advised this be carried out as a matter of priority to ensure children are safe and protected. The notification was submitted following the inspection.

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.

Quality Indicator 4.3: Staff deployment

The manager recognised the importance of ensuring the setting was appropriately staffed to meet children's needs. Children were cared for by the right number of staff to ensure they had positive experiences. Staff worked together as a team and communicated well to ensure children were effectively supervised and supported. They were responsive to children's play and moved flexibly throughout the play spaces to provide effective support, interaction, and engagement. Effective systems were in place to ensure children were accounted for at all times.

Staff were respectful and supportive of each other. This created a nurturing environment for children and families. Children were well supported by staff who knew and understood their individual needs. As a result, staff and children had developed positive relationships. Consideration had been given to the differing skill mix and experience of staff to ensure that children received high quality care and support. Families told us they were confident that staff had the appropriate skills, knowledge and experience to care for their children.

A positive ethos within the setting helped to minimise absences. The staff team were stable and consistent, which ensured families knew which staff were supporting their children. Effective arrangements were in place in the event of absence, with the manager providing support. This meant that children and families experienced continuity and consistency of care.

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	5 - Very 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?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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