Childcare Connections - St John Vianney Day Care of Children

Ivanhoe Crescent
Edinburgh
EH16 6AU

Telephone: 01316 641 742

Type of inspection:
Unannounced

Completed on:
30 August 2022

Service provided by:
Childcare Connections Limited

Service provider number:
SP2003002864

Service no:
CS2003011927

About the service

Childcare Connections - St John Vianney is registered to provide a care service to a maximum of 32 children at any one time aged from primary school entry to 14 years.

The service is an after school and holiday club run from St John Vianney RC Primary School in the Southside of Edinburgh. Children have access to the main play space, two playgrounds and toilet area. Children also have access to additional spaces within the school such as, the gym hall, computer suit and sensory room. The service is in the heart of a local housing estate and close to local bus routes.

About the inspection

This was an unannounced inspection which took place on 16 August 2022 between 14:30 and 18:00. 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
- gathered feedback from families
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Feedback was given via video call on 30 August 2022 to the manager.

Key messages

- The service should continue to develop their quality assurance processes to support positive outcomes for children and families.
- The service needed to further develop the snack time experience to promote independence skills.
- The service should review how children freely access resources to support their current interests and learning.
- Children experienced positive relationships that supported their overall wellbeing and development.
- Staff had created a culture of continuous improvement and were committed to their ongoing professional development.
- Staff communicated well together, were flexible and supported each other to work as a team to benefit 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?	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 made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children and young people's experiences.

Quality Indicator 1.1: Nurturing care and support

Children experienced warm, caring nurturing approaches which supported their overall wellbeing. Children were approaching staff to ask for support and staff responded in a sensitive way. One child shared, "I love it there is nothing I would change". This contributed to children feeling safe and included within the setting.

Snack time needed to be further developed to promote children's independence and confidence. The snack routine at times felt task orientated. For example, children were not part of the preparation or serving of their own snack. Through reflective discussion the service had already self-identified this as an area for improvement. The service should proceed with their plans to develop their snack routine and recognise this as an opportunity for children to develop life skills, promote social skills and build positive relationships.

Personal plans were in place for all children. The service updated these in partnership with children and families. The service kept a record of ongoing communication and agreed strategies that were in place to support individual children. The service should review how support strategies are recorded to ensure that they are clear and easy for staff to access. This will contribute to children feeling safe, secure and valued within the service.

Medication was stored in line with good practice guidance. The service had clear stepped approaches in place for staff to follow. Staff were able to confidently talk about children's individual needs and what their medication was for. This contributed to children's overall safety, health and wellbeing.

Quality Indicator 1.3: Play and Learning

Children were meaningfully and actively involved in leading their play and learning. For example, children worked together with staff to detail the planning for the week ahead and agreed on activities and experiences that interested them. Through discussions with children they were able to share examples of where they had led on the planning process. One child shared, "I chose baking and making things". This supported children to feel valued and respected and supported them to develop their own ideas and interests.

Children were able to choose where they spent their time. For example, children were freely moving between indoors and outdoors. This supported children's overall health and wellbeing. Evidence gathered showed that towards the end of the day, children's choices were limited as staff became more focused on practical tasks, such as clearing up. The service should develop their end of day routine to support their good practice to continue to the end of the session. This will support children to have rich play and learning experiences throughout the whole day.

How good is our setting? 4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children and young people's experiences.

Quality Indicator 2.2: Children experience high quality facilities

Children experienced a welcoming, inviting environment that was furnished to a high standard. Quality furnishings such as the wooden library tree/coffee table and natural colours added to the quality of the environment. This sent a strong message to children that they were valued, important and that they matter.

Staff worked well together and with children to identify and talk about risks within the setting. Children were being actively encouraged by staff to risk assess their own play. For example, staff supported children to risk assess an outdoor experience and used skilled questioning to support children to look at possible risks and consider reasonable safety measures. As a result, children were able to continue their play and be aware of how to keep themselves and others safe. We discussed with the service the importance of reviewing risk assessments following any accidents or incidents within the space and recording any actions taken. This will support children to access a safe environment that promotes challenge and risk through play and will aid further improvements.

Children had access to a variety of resources that reflected their current interests and learning. For example, staff used their knowledge of children's current interests and previous learning to select additional resources for the environment. Children were also supported to access further resources from a resource cupboard with adult support. The service should develop storage solutions that would allow children to independently access additional resources to extend their own interests and learning.

How good is our leadership? 4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children and young people's experiences.

Quality Indicator 3.1: Quality assurance and improvement are led well

The service had worked hard to develop their quality assurance systems. Evidence gathered showed that these were having an impact on practice. For example, monitoring and evaluation systems meant that key areas of practice such as medication and personal plans were in line with good practice guidance. The service had begun to use the Care Inspectorate, A quality framework for daycare of children, childminding and school-aged childcare (2022) to evaluate and inform their practice. The service was keen to continue to develop their self-evaluation practice and use this information as a starting point for future improvements. This would bring about positive change to outcomes for children and families.

Management were in the process of developing a new improvement plan for the service. We discussed the importance of children, families and staff having an opportunity to contribute their thoughts and ideas to identify areas for improvement. The manager recognised that this would contribute to a shared vision for moving the service forward. The service should continue to develop an improvement plan that is meaningful to the children, families and staff. This will support and contribute to positive outcomes and experiences for children and families.

The service was committed to a culture of continuous improvement and staff were supported to access training that supported their ongoing professional development. Staff demonstrated their learning and shared examples of where training had supported their practice and improved outcomes for children. As a result, children experienced high quality interactions and experiences.

How good is our staff team? 4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children and young people's experiences.

Quality Indicator 4.3: Staff deployment

Staff communicated well together and were flexible and supported each other to work as a team to benefit children. For example, staff communicated throughout the day and moved between spaces to support children's play and learning. However, at busier times of the day such as mealtimes and departure times staff became task orientated and this impacted on children's experiences. The service was committed to reviewing arrangements for busy periods of the day and ensuring these were well planned for. This will support children to have positive experiences which supports their learning and development, across their whole day.

Staff spoke about their different skills, knowledge and experience and how this contributed to positive outcomes for children and families. For example, some staff shared that they had an early years background and how their experience and best practice knowledge had supported them in their current role. As a result, children were supported by skilled, experienced staff who recognised and understood their individual needs.

Staff had developed positive relationships with children, families and other professionals to support positive outcomes for children and families. For example, staff had built a strong relationship with the primary one teacher within the school. The primary one teacher shared, "I have a great relationship with staff and we share information on a daily basis about children's day and speak about different strategies that we can try". This contributed to children experiencing consistent care across their day and supported positive transitions.

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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