The Kidz Stop Ltd
Day Care of Children

151 Dean Road
Bo'ness
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Telephone: 01506 828 007

Type of inspection:
Unannounced

Completed on:
15 January 2025

Service provided by:
The Kidz Stop Ltd

Service provider number:
SP2004004701

Service no:
CS2003037432

About the service

The Kidz Stop Ltd is registered to provide a care service to a maximum of 64 children aged from three months to those not yet attending primary school. The out of school care can accommodate a maximum of 50 children.

The service is located in Bo'ness, Falkirk. The nursery accommodation is a large detached property with outdoor play areas. The out of school care is close by within a local community centre. The service is close to local schools, shops, parks and other amenities.

About the inspection

This was an unannounced inspection which took place on Monday 13 January 2025 between 09:00 and 17:30, and Tuesday 14 January 2025 between 09:15 and 15:15. We visited both the nursery site and the out of school care building. 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 in the service
- reviewed digital responses from 13 families and five staff
- spoke with five families in person
- spoke with staff and management
- observed practice and interactions with children
- reviewed documents.

Key messages

• Children benefitted from a calm environment with lots of natural light.

• Staff were warm, kind and caring in their approach towards supporting children.

• Children were busy and engaged in their play as they were supported and encouraged by staff.

• Children would benefit from a wider variety of open ended, natural and real life resources to promote their natural curiosity and creativity.

• A respectful atmosphere ensured children's experiences were positive and appropriately supported throughout the day.

• The service should continue to develop and embed robust self-evaluation and quality assurance processes.

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 nurtured and cared for by a responsive staff team who knew them well. Staff were warm, kind and caring in their approach towards children. It was evident that positive relationships had been established with children and most families. Almost all families provided positive feedback about the relationship staff had with them and their children. Some parents described staff as "friendly, kind and approachable." One family told us, "Staff are very welcoming, understanding and know my child well including their interests and dislikes." As a result children felt loved and secure as their overall wellbeing was supported and their needs were met.

Children's privacy and dignity was considered as staff sensitively carried out personal care. They were vigilant in changing children when required, as well as at regular times. This meant children's rights were promoted and ensured they were comfortable as care routines reflected family preferences, and supported the needs of individuals.

Nutritious meals were provided for nursery children. We observed lunchtimes to be a mostly calm, unhurried, positive social experience for children. They were encouraged to develop independence skills as they selected their food, and tidied away their dishes. In most playrooms staff sat with children and supported them to develop confidence and important life skills. For example, encouraging children as they practised cutting their food using cutlery. They recognised and celebrated children's attempts and achievements.

We asked the out of school club to consider ways to ensure snacks were healthy and nutritious. We highlighted best practice guidance, such as 'Setting the Table' and suggested using this as they involved children in planning nutritional snack menus. This would provide opportunities to promote and discuss the benefits of a healthy diet and lifestyle.

Personal plans had been developed by staff and represented the views of children and families. Most of these were reviewed and updated regularly with families. Children with specific needs had more detailed plans. This helped to ensure all staff had a good understanding of how strategies could be used to support individuals. As a result children's overall wellbeing was supported as they experienced consistent routines and continuity of care.

Quality Indicator 1.3 - Play and learning
Children were having fun as they explored all that nursery and the out of school club had to offer. They told us that they liked coming to nursery and 'the club', and enjoyed playing with friends. Children were busy and engaged in their play as they were supported and encouraged by staff. Some effective questioning provided opportunities for children to think about their learning. For example, as staff asked them, what do you think might come next? Staff interactions and acknowledgement of children's achievements meant children were developing confidence in their abilities and promoted their self-esteem.

Planning approaches were responsive to children's needs and interests, and were often done in the moment. Younger children's interests were skilfully responded to by staff as they explored 'The Gruffalo'

story. Staff recognised the opportunity to promote numeracy skills as they counted the number of eyes. They were creative in their approach as they made 'Gruffalo crumble' with children. This brought the story to life and sustained children's interest.

Observations of children's play and learning were recorded within learning journals for children in nursery. These were shared with families at meetings throughout the year. Staff recorded older children's out of school and holiday club experiences within floorbooks. Children in both settings were keen to show us their folders and floorbooks as they revisited and shared their play and learning experiences. Next steps in learning were not always meaningful which meant that children's progress and development may not be recognised and celebrated. The staff team were motivated to learn more about recording significant learning observations and were participating in further training. This may support them to identify meaningful next steps, opportunities to extend learning and provide appropriate challenge for children. It may also provide important information as they introduce tracking and assessing systems to record children's progress over time.

Many children in nursery accessed free flow opportunities to enjoy outdoor play and learning throughout the day. This meant children's choice and independence was promoted. Children attending out of school care told us how they enjoyed playing in the nearby school grounds. Positive and respectful relationships supported children to vote and make decisions on accessing the playground. As a result, children's play and learning opportunities were enhanced through strong connections to their local community.

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 benefitted from a calm environment with lots of natural light. Consideration had been given to soft lighting in playrooms and some cosy, comfortable spaces had been developed. We discussed with staff ways in which they might soften some areas further to create a more homely environment. For example, with more rugs and cushions. Staff and management were receptive to feedback. They responded positively and quickly to advice and suggestions given throughout the inspection.

Indoor and outdoor environments took account of children's age and stage of development. Resources were organised and developmentally appropriate throughout and across the service. Children had some opportunities to explore natural, open ended and real life resources. They would benefit from a wider variety to promote their natural curiosity and creativity **(see area for improvement 1).**

Staff had a good understanding of the positive impact that outdoor play had on children's overall wellbeing. Most children had daily access to the nursery's enclosed outdoor area, which offered them choice. Children told us they liked playing outside and that they had fun playing with their friends. There was space for them to develop gross motor skills and quiet, covered areas where they could play and rest. This carefully considered layout supported children to lead their play and have fun with friends. Staff told us of plans to improve the outdoor area accessed by the youngest children.

Risk assessments ensured children's safety was promoted as potential risks had been minimised. Children were supported to be healthy and safe through mostly effective infection, prevention and control practices. Cleaning routines, alongside hand washing routines supported a safe environment and reduced the spread of infection.

Areas for improvement

1. To support children's learning and development, the provider should ensure children have opportunities and access to explore a wider variety of natural, open ended and real life resources. These should provide opportunities for children to be creative and develop their natural curiosity.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state, '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 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 improvements are led well
The manager and staff team were committed to delivering a quality service for children and families. They valued the importance of establishing and maintaining strong relationships to ensure a sense of belonging. The values of the service were evident in the nurturing interactions we witnessed during our visit. Older children attending the out of school club told us how they influenced decisions as they were encouraged to share their thoughts and ideas. As a result, children experienced a positive ethos, and felt valued and respected.

The manager supported staff and ensured the pace of change for the service was appropriate. An action plan had been developed, and some improvements were evident. For example, quality assurance systems were being introduced and were beginning to have a positive impact on children's experiences. We discussed ways to further develop these with the manager. Self-evaluation processes were at an early stage. The impact of this, on outcomes for children, could not yet be measured. The motivated manager and staff team should continue to develop and embed robust self-evaluation and quality assurance processes. This will further support a culture of continuous improvement that secures consistently positive outcomes for children and families **(see area for improvement 5 under 'What the service has done to meet any areas for improvement we made at or since the last inspection')**.

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
Children benefitted from a staff team who had a range of skills, knowledge and experience. Staff communicated and worked well together to ensure children were safe and engaged in play and learning experiences throughout the session. They were proactive when anticipating where and when support might be needed. This created a respectful atmosphere which ensured children's experiences were positive and appropriately supported throughout the day.

Staff were flexible in moving between indoors and outdoors to support children's play and ensure appropriate supervision at all times. They engaged with children at their level and were responsive to their cues, contributing to children's enjoyment and positive experiences. Staff knew children well and secure

relationships between them had been established. Children were supported by staff in ways which were appropriate to meet their needs. One family told us, "My child loves going to nursery, has a strong relationship with the other children and the staff." This meant that children felt safe, secure and happy in a service where a caring staff team nurtured and supported them.

The manager recognised and valued the importance of ensuring the service was appropriately staffed at all times. Absence management was managed to support continuity of care for children with staff who were familiar to children. Staff were flexible and breaks were planned to minimise the impact on children whilst making sure staff had time to rest and be refreshed.

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

For children to have the right care at the right time, the provider should ensure that where strategies are identified by parents, other professionals, outside agencies and the service, these should be consistently implemented.

This is to comply with Regulations 4(1)(a) of The Social Care and Social work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 211/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'If I am supported and cared for by a team or more than one organisation, this is well-coordinated so that I experience consistency and continuity.' **(HSCS 4.17)**.

This area for improvement was made on 13 July 2023.

Action taken since then

We observed children being supported by staff. Strategies were used consistently to ensure children had the right care at the right time.

This area for improvement has been met.

Previous area for improvement 2

To ensure children experience consistently positive interactions that prioritise their emotional needs, the provider should embed staff understanding and implementation of nurturing and supportive practices.

This is to ensure that care and support is consistent with Health and Social Care Standards (HSCS) which state that: 'I experience people speaking and listening to me in a way that is courteous and respectful, with my care and support being the main focus of people's attention' **(HSCS 3.1)** and 'My care and support meet my needs and is right for me' **(HSCS 1.19)**.

This area for improvement was made on 7 March 2024.

Action taken since then

All children experienced consistently positive interactions with staff who were nurturing. This supported their emotional wellbeing.

This area for improvement has been met.

Previous area for improvement 3

To ensure children experience high-quality play and learning experiences, the provider should support staff to further develop skills, knowledge and practice related to play and learning. This should include but not be limited to:

- ensuring spaces, resources and interactions provide consistently supportive and interesting provocations to aid children's play and learning
- continuing to develop approaches to planning for children's learning
- developing the quality of observations of play and learning to help inform children's next steps and support progression.

This is to ensure that care and support is consistent with Health and Social Care Standards (HSCS) which state that: 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes' **(HSCS 3.14)** and 'As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open ended and natural materials' **(HSCS, 1.31)**.

This area for improvement was made on 7 March 2024.

Action taken since then

The service demonstrated that progress had been made in aspects of this area for improvement. Planning approaches had been improved and staff spoke confidently about how this was working and the impact on children's learning opportunities. Positive interactions supported children's play and learning experiences. Resources and play spaces provided opportunities for children to explore and have fun. These should continue to be further developed to promote rich play and learning opportunities.

This area for improvement has not been fully met and will be restated in this report.

Previous area for improvement 4

To ensure children experience a consistently positive and safe environment, the provider should ensure risks are continually assessed and managed through effective practice and ongoing maintenance work.

This is to ensure that care and support is consistent with Health and Social Care Standards (HSCS) which state that: 'My environment is safe and secure.' **(HSCS 5.17)**.

This area for improvement was made on 7 March 2024.

Action taken since then

Ongoing maintenance was well managed. New systems had been put in place and were supporting continual assessment and were effective in identifying, reporting and resolving any damages and/or repairs.

This area for improvement has been met.

Previous area for improvement 5

To ensure the quality of children's experiences improve further, the provider should ensure the service embeds robust quality assurance and self evaluation processes. This is to support a culture of continuous improvement that secures consistently positive outcomes for children and families.

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

This area for improvement was made on 7 March 2024.

Action taken since then

Positive progress had been made in developing and implementing quality assurance systems which was supporting improved outcomes for children. Some aspects could be further developed, for example, recording of children's chronologies and child protection information, as well as medication files. Self-evaluation was at an early stage of development.

This area for improvement has not been fully met and remains in place.

Previous area for improvement 6

To ensure staff can fully meet children's needs at all times, the provider should review and improve staff deployment during busier times of the day, such as mealtimes and departure times. This would include, but not be limited to ensuring there are enough staff present to meet the varying needs of all children.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My needs are met by the right number of people.' **(HSCS 3.15)**.

This area for improvement was made on 7 March 2024.

Action taken since then

Staff were effectively deployed throughout the day to meet children's needs.

This area for improvement has been met.

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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