Craigiebarn Owls Out of School Care Club
Day Care of Children

c/o Craigiebarns Primary School
Brington Road
Dundee
DD4 7UH

Telephone: 01382 458 366

Type of inspection:
Unannounced

Completed on:
19 January 2024

Service provided by:
Craigiebarn Owls Out of School Care Club

Service provider number:
SP2004004902

Service no:
CS2003041544

About the service

Craigiebarn Owls Out of School Care Club is a daycare of children service, registered to provide a service to a maximum of 34 children from the age of three years up to and including age 14 years (if they are attending nursery in their pre-school year or attending a primary school).

The service operates from the grounds of Craigiebarn Owls Primary School east of the city of Dundee. The children are accommodated within a portacabin. It is run by a voluntary committee of parents and carers of children attending the service.

About the inspection

This was an unannounced inspection which took place on 17 January to 19 January 2024 between 15:00 and 18:00. One inspector carried out the inspection.

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.

In making our evaluations of the service we:

- spoke with children and five parents using the service
- 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 had a good level of 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?	5 - Very 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? 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: 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. One parent commented that, "it is a great place for my child to attend they love it".

Good communication between families and staff at drop off and pick up supported continuity and consistency of children's care. Staff were knowledgeable about the children who attended the club on a regular basis, including strategies to support them. This enabled staff to meet their needs effectively. Children's personal plan supported staff to have the most up to date information about their current interests, likes and dislikes. This ensured they got the support they needed to reach their full potential.

All staff were proactive in safeguarding children. Children's voices were listened to, this ensured they felt safe to share any fears or concerns they may have. The manager liaised well with the primary school, to ensure information was shared effectively to protect children. The management team kept core training, such as child protection, a priority for staff development to ensure they were confident of their role and procedures in safeguarding children.

Children experienced a relaxed sociable snack as they sat with their friends, chatting and eating together. They were fully involved in the preparation and planning of their snacks. Staff recognised the value of creating a nurturing snack experience as they took the time to speak with children and support them as necessary. As a result, they were fully supported and kept safe.

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.

Staff responded well to children's needs and wishes. Children were included in the planning and their suggestions, such as drawing with eyes closed were used to create fun and interesting activities for them to take part in.

Children benefitted from being involved in their local community. They had opportunities to go on walks and be involved in events within the school. This supported children to feel valued and connected.

Staff demonstrated skilled interactions, such as being down at children's level and facilitating play. Engaging and respectful interactions resulted in nurturing conversations that promoted openness and good attachments. This enabled children to feel safe, secure and well cared for.

Floor books were in the early stages of development. Photographs were used to showcase different activities and events. These could be enhanced further to enable children to be more actively involved in reflecting on their play experiences.

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 comfortable, with plenty of natural light and some ventilation. Parents told us, "the area is always warm and cosy when the children come in from the cold". Staff had added a wellbeing tent following consultation with children. This enabled them to have a relaxed area, where they could practice mindfulness to support their mental health. There was scope to enhance the homely feel through warm lighting and refreshing of decor.

The indoor and outdoor environments took account of children's stages of development, interests and curiosities. All parents agreed or strongly agreed that their child had the opportunity to play outdoors every day. Children had access to a good selection of developmentally appropriate resources, such as board games, arts and crafts and toys. They engaged well with the resources on offer. As a result, children had good opportunities to develop their social and life skills. 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.

The setting was not always secure. Gates were open in the playground, which could result in children leaving the service unattended. Additional safety measures, such as regular head counting and designated boundaries that children were told not to pass, were in place and were managed well by staff. The manager was reflective of the potential risks and was proactive in ensuring children were safe. **(See Area of improvement 1)**

Infection Prevention and Control procedures should be improved. Staff did encourage children to wash their hands before eating; however, this was not carried out effectively as there was no soap for them to use. Furthermore, the food preparation area and snack space were not always cleaned effectively. The manager and staff actioned improvements promptly, such as clearing some clutter and ensuring that soap was readily available. We signposted the manager to the 'e-Bug programme' operated by 'UK Health Secretary Security Agency' and 'Infection prevention and control in childcare settings (day care and childminding settings)' guidance to support with further improvements. **(See Area for improvement 2)**

Areas for improvement

1. Children should be kept safe at all times.

To do this the provider should at a minimum ensure:

a) Staff are aware of the factors which raise the potential risk of children leaving the environment unsupervised and take action to prevent any occurrences.

b) The premises must be secure, including the main entrance and outdoor boundaries.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My environment is secure and safe' (HSCS 5.19).

2. Children's health and safety should be promoted through effective Infection Prevention and Control.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My environment is secure and safe' (HSCS 5.19).

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 service's vision, values, aims and objectives were shared with parents within a welcome brochure. These included but were not limited to, "children will be treated as individuals and with respect" and "to create an environment that children want to come to". We highlighted that wellbeing appeared to be a strength in the service as children had the wellbeing tent, enjoyed yoga and they had Wellbeing Wednesdays; this was not reflected within their vision, values and aims. The manager told us these were due to be reviewed to ensure they were right for children.

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 displays and planning sheets. 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 quality assurance system was in place to promote continuous improvement. Staff told us that there was regular communication and opportunities to meet, to discuss the key strengths of the service and areas for improvement. For example, staff meetings were used to raise standards and allowed staff an opportunity to take forward any passions or interests they had. For example, developing planning sheets to better support children's views and interests being taken forward.

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. The manager confidently discussed the key improvement priorities, many of which were ongoing tasks. As these were not well recorded, the impact of changes made were not easily measured to ensure they were having a positive impact on children's outcomes. 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. **(See Area for improvement 1)**

Areas for improvement

1. To improve outcomes for children, the manager should develop an effective system of quality assurance, including self-evaluation.

This should include but is not limited to:

a) supporting staff to develop their knowledge and understanding around self-evaluation processes and use these reflections to improve practice

b) develop a clear and effective plan to maintain and improve the service

c) meaningfully involve children and families in the development of the service

d) develop and implement an effective monitoring programme.

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

'I can be meaningfully involved in how the organisations that support and care for me work and develop' (HSCS 4.6); and

'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

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 leadership team were passionate about the service and engaged well throughout the inspection process. Staff shared with us that the manager was approachable and supportive in their role. Children benefitted from a committed staff team that knew the positive impact they could have on their experiences and outcomes.

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. One parent told us, "my child absolutely loves attending breakfast club, the ladies are amazing with the kids".

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?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very 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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