Kingfisher Club - Woodpecker House
Day Care of Children

Chalmers Hall
Main Street
Linlithgow Bridge
Linlithgow
EH49 7PR

Telephone: 07760768565

Type of inspection:
Unannounced

Completed on:
28 November 2022

Service provided by:
Kingfisher Club

Service provider number:
SP2003003097

Service no:
CS2004058449

About the service

Kingfisher Club - Woodpecker House is registered to provide care to 50 children from school entry to 16 years.

The service is provided from Chalmers Hall in Linlithgow Bridge. The children have access to a large hall area, a smaller room, a large enclosed outdoor play area and supervised access to a kitchen area. The majority of children attending are collected from Linlithgow Bridge Primary School and they walk to the club with staff.

About the inspection

This was an unannounced inspection which took place on 23 November 2022 between 14:00 and 18:15 and on 28 November 2022 between 14:45 and 17:00. Feedback was given to the service at the end of the second visit between 17:00 and 18:30. 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 six people using the service and three parents via email
- spoke with four staff and management, and one volunteer
- observed practice and daily life
- reviewed documents.

Key messages

Positive, loving relationships resulted in confident children who were settled and relaxed in the service.

Planning approaches were child centred and led by children's interests and choices.

Children's feedback was encouraged and they were asked for snack, planning and activities ideas.

Children had access to a broad range of age-appropriate resources that reflected their current learning needs and interests.

The service was in the early stages of developing approaches to quality assurance and self-evaluation to support improvement.

The outdoor space was not easily accessible due to poor lighting in the darker evenings. The service should consider ways in which this situation could be overcome to ensure that all children have daily opportunity for outdoor play.

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

Positive, loving relationships resulted in confident children who were settled and relaxed in the service. Children told us, "I like the staff, they are kind" and "the staff play top trumps with me". Parents felt included and appreciated that staff took the time to share important information about their children with them. They told us, "The staff are all 100% amazing and every one of them give the impression they really care about my child as an individual. When I collect my child, staff are always quick to share my child's progress and insight into their afternoon."

All children enjoyed and looked forward to the varied and nutritious snack and asked staff what was for snack as they walked to the service from school. Children told us, "I like the food" and "we can go and ask if we want more fruit." Staff were aware of children's food allergies and cultural needs and had a robust system in place to keep children who had such needs safe and well. Water was available throughout the session to keep children hydrated and a fruit bowl was accessible should they still be hungry after snack was finished. This showed that children were respected and valued. The snack experience was unhurried and relaxed which resulted in children enjoying the opportunity to chat with their friends. Moving forward, children should be encouraged to self-serve snack, this would offer them choice and independence. Staff should consider sitting with children at snack time to enhance social opportunities and meaningful conversations.

Children were supported to build resilience and achievements were recognised, celebrated, and displayed on the achievement wall. All children received a birthday gift which demonstrated that they mattered and were valued by the staff. Children were respected and confidently asked to have their model creations photographed and some children chose to keep unfinished models safely stored away for them to continue their creation on their next visit to the club.

Improved personal plans had been recently introduced. The plans contained sections to gather appropriate information about children's wishes, health, learning, and wellbeing needs. Staff used information contained in the plans to support children's overall needs. This new system was in the initial stages and should continue to be effectively embedded. Management should continue to quality assure personal plans to ensure they are regularly reviewed with children and families and that important dates are recorded. This would ensure that the overall current needs of children were being supported.

Quality indicator 1.3: Play and learning

Planning approaches were child centred and led by children's interests and choices. Children were having fun and were all engaged in play throughout the session. There was a range of activities available for all age groups and children confidently requested toys if they were not accessible. Children appreciated the range of play experiences offered and told us, "I like playing football" and "I like designing and making art, the balls and foam bricks."

Staff were in tune and responded to children's needs and interests. Examples included supporting older children to take forward projects to challenge their thinking and promote teamwork.

Children were asked which resources they would like out to play with in the coming days. Staff recorded this in a book and evaluated children requests at the end of the week to support the planning of future play experiences for children. Similarly, children were given choices. During the inspection they voted to keep the lights off and enjoy the cosy red glow from the wall heaters, which created a warm and nurturing environment. One child that we spoke to told us "We always get votes." This demonstrated that staff valued children and listened to their ideas and opinions.

Staff should consider writing forward plans, in consultation with children. This would include children and allow them to make informed choices about leading their play and learning. Written plans should be displayed so that children can see what is planned for in the following days.

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.
The setting was clean, well-furnished, and welcoming. There was plenty of natural light and ventilation. Such qualities within the environment supported children's overall wellbeing. Children were kept safe and protected from harm because the setting was well maintained, with a secure door entry system and good infection, prevention, and control measures in place. Similarly, staff had daily and weekly risk assessment checklists to complete before children arrived at the setting. This demonstrated that staff effectively risk assessed to reduce hazards to children.

Children had access to a broad range of age-appropriate resources that reflected their current learning needs and interests. For example, plentiful craft materials to develop creativity skills, and dinosaurs and large blocks were available as these were favourites. Children were allowed to choose resources and knew that they could ask to access further resources from a resource cupboard with adult support.

Cosy corners were created using soft beanbags for children to relax and spend quiet times alone or with friends. There was scope to further develop such spaces to be more homely to increase opportunities for children to be content and feel safe, which gives a sense of care and wellbeing.

The outdoor space was not easily accessible due to poor lighting in the darker evenings. One child said that they missed not getting outdoors as much. The service should consider ways in which this situation could be overcome to ensure that all children have daily opportunities for outdoor play. This would support children to have greater freedom to participate in physical play and enhance emotional wellbeing.

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 Leadership of play and learning
The service was in the initial stages of developing approaches to quality assurance and self-evaluation to support improvement. The manager was becoming familiar with the good practice guidance: 'A quality framework for daycare of children, childminding, and school-aged childcare' (Care Inspectorate, 2022). Plans were in place for management to begin to use this as a self-reflection tool to evaluate performance and identify gaps in quality provision. This would enhance positive experiences and outcomes for children.

Children's feedback was encouraged, and they were asked to contribute their ideas for snack and for planning activities. Their voice was used to evaluate if any improvements could be made which supported them to feel included. Parents that we heard from also told us that they felt their views were sought and one parent said, "Every year we have a review formally, otherwise parents are encouraged in regular emails to ask for their comments." As a result, children and families felt valued and important within the service.

The manager had reflected on the quality of the service and had identified strengths and areas for improvement. An action plan had been created which identified areas to be developed. The service would benefit by including staff, children, and parents in this to ensure that their views are listened to and actioned. The service should take time to evaluate and recognise progress made and use this information to further support improvement to enhance outcomes for children.

The manager effectively led the staff team and was clearly committed to sustaining and improving quality experiences and outcomes for all children. The manager was planning to embark on degree level studies to further enhance their good practice. Staff received regular wellbeing meetings and support and supervision which provided opportunities for staff to be clear on their responsibilities and development needs. Support and feedback were used constructively to build effective and professional relationships and was valued by these members of staff. This created an atmosphere of mutual respect and trust.

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.
Arrangements for staff absences, whether planned or unplanned, were effectively managed to support minimum disruption to children's routines. Staff were redeployed from the other Kingfisher Club when absences occurred. Most children knew the staff from the other club, which resulted in continuity of care and wellbeing.

To support a positive ethos within the service and promote health and wellbeing, positive relationships between staff and management had been developed. Staff told us they enjoyed their work and could approach the manager if they had any concerns. This helped staff to feel supported at their work. Staff worked well together as a team to support children and their individual needs. Daily tasks were organised well, with minimal impact on children's care.

Management valued the importance of having experienced and well-trained staff who had the knowledge and ability to engage with, and support children's care and learning. An induction process and comprehensive staff training manual were in place to help inexperienced staff gain necessary knowledge and skills and become familiar with the service policies and procedures. This ensured consistency in care and service delivery.

Moving forward, management should consider how staff could be effectively deployed to ensure that children have daily access to outdoor play. This would allow children freedom to independently choose and direct their play experiences.

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

We recommend that, with the support of the provider, the service further develop and streamline quality assurance systems to ensure they can proactively identify strengths and areas for improvement internally. Consideration should be given to developing an improvement plan using formal quality assurance documents and current best practice guidance documents to measure and assess practice and continue to improve outcomes for children.

This is to ensure care and support is in line with the Health and Social Care Standards 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 6 December 2019.

Action taken since then

The service had developed quality assurance systems. Whilst some of these systems were in an early stage, the impact on safety and wellbeing for children was evident. For example, through robust risk assessment systems and the development of personal plans. The manager should continue to embed effective self-evaluation and quality assurance procedures into practice, this would include involving staff, children and parents in progressing the action plan.

This area for improvement was 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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