Kidzcare@Duddingston
Day Care of Children

Duddingston Primary School
70 Duddingston Road
Edinburgh
EH15 1SN

Telephone: 07917575572

Type of inspection:
Unannounced

Completed on:
16 October 2023

Service provided by:
Kidzcare Ltd

Service provider number:
SP2003002918

Service no:
CS2006131135

About the service

Kidzcare@Duddingston is registered to provide a care service to a maximum of 40 children at any one time of primary school age. The service operates before and after school.

The service is situated within Duddingston Primary School. The school is based in the Duddingston area of Edinburgh. The service is close to local amenities and public transport links.

Children have use of the school dining space, gym hall and school toilets. Children have access to the large outdoor space, which includes a grass playing field and playground.

About the inspection

This was an unannounced inspection which took place on Wednesday 11 October 2023 between 15:25 and 17:50. We returned to the service announced on Thursday 12 October 2023 between 07:50 and 09:10 and 14:35 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 many children using the service and five parents onsite
- received 43 completed online surveys from parents/carers
- spoke with four staff and the management team
- observed practice and children's experiences
- reviewed documents.

Key messages

Children benefited from secure, nurturing relationships with staff. Staff and families worked together to plan for children's care.

Families valued the positive, nurturing ethos within the service.

Children's emotional wellbeing was promoted through sensitive interactions and effective support from staff.

Routines of the day should be reviewed and developed to maximise children's opportunities for play and learning.

Effective staff deployment supported children's safety and wellbeing.

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?	5 - Very 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 quality indicator 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

Friendly, empathetic staff supported children well through their daily experiences. Staff were responsive and caring towards all children. These interactions enabled children to feel valued and secure. Staff were skilled in recognising and validating children's emotions helping them to navigate experiences, friendships, and routines. Children told us they felt cared for by staff and that staff kept them safe. One parent said, "The team's real strength is how well they know the children. They're also aware of how they interact with others and dynamics within the group." Another parent said, "Staff are able to be empathetic to the children's needs and to create opportunities to promote their happiness and wellbeing."

A buddy system supported children's emotional wellbeing, encouraging kindness and compassion within the group. Children who were 'Buddies' were learning about how to support others, while children who were settling in had opportunities to develop new relationships with their supportive peers.

During mealtimes, children had opportunities to be independent and make choices as they selected their own snacks and drinks and made their own sandwiches. These experiences helped children develop valuable life skills. During the breakfast club, there were less opportunities for independence. For example, staff spread the toast and crackers for children. Moving forward, children would benefit from having consistent opportunities to develop self-help skills throughout mealtimes.

Effective personal planning supported children's needs to be met. Information was reviewed regularly with families, meaning they had had opportunities to discuss their child's needs and experiences. Effective communication with parents and children enabled staff to implement strategies that were sensitive to individual needs and preferences. As a result, children received tailored care that was right for them. When describing the service's strengths, one parent said, "The staff all listen and act on wishes/interests of individual child." To help build on the positive support provided, the service could further develop the approach to reflecting on the strategies in place. This would enhance opportunities to evaluate the care provided and consider any next steps.

Children's medical needs were effectively managed, helping to maintain children's health and wellbeing. The management team reviewed medication information with parents and shared any updates with staff. Staff were knowledgeable about how to respond to children should they require help or need medication. There were a few inconsistencies in recording medication that had not been identified within management reviews. Following this feedback, the manager took steps to rectify this. To ensure consistency and clarity, the service should revisit good practice guidance, 'Management of medication in daycare of children and childminding services, (Care Inspectorate, 2014).

Quality Indicator 1.3: Play and learning

Children had fun as they engaged in a range of core activities such as arts and crafts, board games, table-football, role-play, and construction. Staff actively listened to the children and responded to their requests and ideas. This enabled them to offer additional resources or materials to aid children's participation in play.

Staff had fun with children showing them that their play mattered. One parent said, "The staff are also amazing, so friendly and good with the kids. They all seem to be having so much fun."

Children's interests were respected and at times used to plan specific activities. For example, a child with a passion for comic books was supported to lead a comic book activity for their peers. This supported children to be creative, while also promoting the confidence and self-esteem of the child leading the activity. One parent told us, "My child has learnt new skills, and their confidence has grown so much." Further opportunities to develop the planning approaches for children's play could be developed. For example, using mind-maps or floor books that children can lead on. This would help children reflect on their play and learning and further enhance the range of experiences available.

Overall, resources and experiences promoted children's creativity and curiosity. Indoors, open-ended resources such as pinecones, shells and sticks encouraged children to think creatively and work together in play. This generated lots of fun and creative discussions.

Children were able to be active within the gym hall and outdoor areas. However, to further support opportunities for all types of play indoors and outside, the service should consider the range of resources provided outdoors and build on this. A few parents commented that they would like their children to have more varied outdoor play experiences. One parent said, "It appears a positive indoors space but I'm not sure how much outdoor play takes place." The service could enhance children's experiences by better considering layout and accessibility to loose parts in the outdoor environment.

At times, the service made use of the local community to support children's play experiences. For example, children visited a local park, which promoted their health and wellbeing. To support children to feel connected to the wider community, the service could consider other links within the community and introduce these as appropriate. Some children said they would like more outings and trips in the surrounding area. These experiences could help promote children's choices and allow them to learn about the world around them.

At times, the routines of the sessions interrupted children's play and limited their choice of resources. This was particularly evident when children and staff tidied away almost all the resources well in advance of the session ending. At this time, children could only choose to play group games in the gym hall or read books. Staff told us this was due to the time they had to leave the hall at the end of the evening. To maximise children's right to play, the service should review the daily routines and tasks and adjust these to ensure they did not unnecessarily interrupt play and choice.

How good is our setting? 4 - Good

We evaluated this quality indicator 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 had enough space to meet their needs. The main play space was large and bright with plenty of natural light. The large gym hall was available during some parts of the session, giving children more space to be energetic and active. Spaces and resources were developmentally appropriate. This helped to keep the varied age range of children motivated and engaged. Cosy spaces had been created to help the hall feel more homely. These spaces provided children with opportunities to rest and relax, alone or with their peers.

At times, the play space could become quite noisy. To support children's experiences and comfort, the service should continue to develop the environment and layout and make adjustments that could aid the reduction of noise across the space.

Spaces were well-maintained and clean. Staff carried out regular checks of the spaces and reported any maintenance issues. This helped to promote children's safety and wellbeing.

Toilet and handwashing facilities were available in such numbers to meet the needs of children. However, one block of toilets often smelt unpleasant. The service took appropriate steps to minimise the odour, which did lessen as the session progressed. They carried out checks, created additional ventilation and used scented sprays. However, to ensure that children experience consistently high-quality facilities, the provider should work with the landlord to address the issue.

Handwashing practices needed to improve. While children attending in the afternoon were supported to wash their hands before eating, this was not consistent during the breakfast club. As a result, there was a risk of germs spreading. Also, children were not being supported to develop good hygiene routines. To ensure children's health and wellbeing is promoted, the provider, manager and staff should help children to implement safe and effective handwashing practices in line with good practice guidance (see area for improvement 1).

Areas for improvement

1. To ensure children's health and wellbeing is promoted, the provider, manager and staff should implement support children to carry out safe and effective handwashing practices.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I experience high quality care and support based on relevant evidence, guidance and best practice' (4.11).

This is to ensure practice is consistent with the good practice guidance in 'Infection prevention and control in childcare settings (day care and childminding settings)', (Health Protection Scotland, 2018).

How good is our leadership? 5 - Very Good

We evaluated this key question as very good, where there were major strengths that were impacting positively on outcomes for children.

Quality indicator 3.1: Quality assurance and improvement are well led

Positive working relationships between, the manager, staff, children, and parents contributed to a shared ethos for the service. One parent said, "Fantastic setting with a positive ethos and exceptionally well led by manager."

A rights-based approach to supporting children was used within the service. Staff checked in on children's feelings and supported them to express their needs. Tools such as a visual resource list helped all children make choices and request the resources they were interested in. Staff helped children to take ownership of their environment, giving them responsibility for resources and each other. The tools and strategies used to support children, evidenced respect for their needs and promoted their emotional wellbeing. One parent said, "The team run a fantastic setting with the care of children at the forefront of the service."

Quality assurance, including self-evaluation and improvement plans supported a culture of continuous improvement. The manager and staff used self-evaluation tools to explore key areas of practice and planned improvements that enhanced outcomes for children. For example, in relation to transitions they had developed a welcome letter for children and extended the buddy system to include younger children as buddies. These improvements supported children to feel included and welcomed into the service.

Parents and children were able to provide feedback and influence the service in a variety of meaningful ways. For example, children could make suggestions and contribute to daily check-ins to express their wishes and needs. Parents and children were sent a questionnaire that enabled them to share their views and make suggestions for improvement. Feedback from the questionnaire was shared with all families allowing them to see satisfaction levels and creating an ethos of transparency. One parent said, "The manager is so responsive to the children's needs, and is a great communicator to us as parents, the staff team, and the children. The culture is very positive - it's a happy, nurturing environment." As a result of the positive approach to communication and collaboration, parents and children felt listened to and valued.

How good is our staff team? 5 - Very Good

We evaluated this key question as very good, where there were major strengths that were impacting positively on outcomes for children.

Quality indicator 4.3: Staff deployment

Staff were deployed to maximise the wellbeing and safety of children across the day. Staff were positioned across the space. This supported interactions and enabled them to respond swiftly to children's changing needs. Staffing arrangements had been stable, which meant children were cared for by a consistent staff team, who knew them well. As a result, children were content and well supported.

There were enough staff available to meet the competing needs of children and tasks required to run the service. Staff worked well together, as some completed tasks such as environment checks while others remained focused on engaging with children. At times during the breakfast club, only one staff member was available to organise the food and engage with children at the table. This meant there were some missed opportunities to promote this mealtime as a social experience. The service should review the breakfast routine to support consistency across the mealtime experiences.

Effective use was made of the experience, knowledge, and skills across the staff team. Staff strengths were identified and used well to support children. For example, a staff member with a particular skill in using visual communication tools provided this support to individual children. Children benefitted from a staff team who were enabled to develop their skills and undertake relevant training. For example, training in relation to children's mental health had been provided and was used well by staff to develop support strategies. As a result, children were being effectively and sensitively supported by staff. A child told us, "The staff are great - really nice." One parent said, "Lovely staff: very friendly and relaxed and fun but very professional too and take children's welfare and needs seriously."

Experienced staff supported newer staff to develop their interactions and helped them to understand their role in the service. Induction arrangements gave staff time to become familiar with the needs of the children and enabled them to develop their confidence and skills. This resulted in children experiencing predictable consistent engagement from adults that supported their wellbeing. Parents expressed high levels of satisfaction in relation the quality of staff. One parent said, "It's such a strong team and they all seem very

competent at their jobs. The manager, depute manager and the others do a fab job!" Another parent said, "All the team are fab! The manager and depute are so nurturing and organised. My kids are especially fond of the other staff too."

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?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good

How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànain eile ma nithear iarrtas.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.