# Kidzcare@Parsons Green
## Day Care of Children

Parsons Green Primary School
Meadowfield Drive
Edinburgh
EH8 7LU

Telephone: 07824 327 533

**Type of inspection:**
Unannounced

**Completed on:**
31 August 2018

**Service provided by:**
Kidzcare Ltd

**Service provider number:**
SP2003002918

**Service no:**
CS2006132518

## About the service

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website at www.careinspectorate.com.

Kidzcare@Parsons Green is an out of school care service that is provided by Kidzcare Ltd. The service operates from Parsons Green Primary School and provides care before school and after school. The service is registered to provide a care service to a maximum of 40 children at any one time of primary school age. The accommodation used at the time of the inspection includes the gym hall, dining area, school toilets, library, computer suite and playground for outdoor play.

We carried out an unannounced inspection of this service on Thursday 30 August 2018 and the inspection continued on an announced basis on Friday 31 August 2018. Feedback was given to the manager during the inspection.

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure they have the best start in life, are ready to succeed and live longer, healthier lives.

We check services are meeting the principles of Getting it Right for Every Child (also known as GIRFEC), Scotland's national approach to improving outcomes and wellbeing for children by offering the right help at the right time from the right people. It supports them and their parents(s) to work with the services that can help them. There are eight wellbeing indicators at the heart of Getting it right for every child: safe, healthy, achieving, nurtured, active, respected, responsible and included.

## What people told us

We saw children enjoyed a variety of activities and resources throughout the inspection. This included arts and craft activities and outdoor play. Children we spoke to were positive about the service and told us what they liked to do. We saw that the majority of children were confident and content within their environment and their interactions with staff. For newer children who had just started, staff were looking at implementing further strategies to help meet their needs and support care routines.

Several parents who spoke with us during the inspection were complimentary about the service including the experiences, care and support that their child received from staff.

We sent 14 care standards questionnaires to the service to give to parents to complete. Three of these were returned to us with those parents confirming that they were happy with the quality of care their child received at the service.

A written comment from a parent included:-

'The staff team at After School Club has been consistent since my (Child's school year identified) started. In addition when they then go to the summer club at (Venue named), Kidzcare ensure that a staff member the children know will be there. Any limitations in resources or appropriateness of venue is due to the facilities available at the school. I believe they use the space they are given well'.

## Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their improvement plan and quality assurance paperwork. These demonstrated their identified priorities for development and how they were monitoring the quality of the provision within the service.

## From this inspection we graded this service as:

| | |
|---|---|
| **Quality of care and support** | 4 - Good |
| **Quality of environment** | 4 - Good |
| **Quality of staffing** | 4 - Good |
| **Quality of management and leadership** | 4 - Good |

## Quality of care and support

### Findings from the inspection

Staff demonstrated that they knew the children in their care well. There were effective processes in place to gather information to support children's individual care needs which were reviewed regularly in consultation with parents. This included information about the stepped approach to support children with any medical conditions, allergies or other known care needs. The provider had recently introduced a new system to outline how the wellbeing indicators were being taken into account as part of children's personal plans. The effectiveness of this process to support positive outcomes for children would be assessed as part of the review process.

Staff had completed child protection training and were knowledgeable of the procedures to follow in the event of any concerns about children in their care. All staff including relief staff were also informed if there were any individual health care needs for children to ensure they were aware of the support and action that may be needed. This helped to keep children safe.

Staff were respectful and professional in their interactions with children. Staff promoted positive behaviour strategies and children were reminded of the boundaries to maintain safety. The majority of children knew the routine of the service and settled quickly into their chosen play. Further support was needed by staff to enable the new primary one children to be confident in their environment and routines within the club. For example further assistance was needed with their lunchtime routine on a Friday and also to support them when accessing the toilets used by the service due to their location.

The snack routine had been improved to support children's independence and choice. Snack was unhurried and children could choose when to have snack. This enabled children to be able to sit and enjoy relaxed time with their peers. Children were able to self serve their chosen snack foods and this should be further extended so they could also pour their own drinks. Staff prepared snack in advance which meant that opportunities for children to be involved in this process were limited. Further action should be taken to enhance the presentation of snack, promote further independence and to support children to have the opportunity to be involved in the snack routine.

### Requirements

**Number of requirements:** 0

### Recommendations

**Number of recommendations:** 0

**Grade:** 4 - good

## Quality of environment

### Findings from the inspection

The indoor areas used by the service were suitably ventilated and lit and were monitored by staff. This included staff carrying out daily visual checks to assess the safety and cleanliness of the environment. Any concerns were reported to the school and a record of this kept by the service. This meant that any issues reported could be monitored and feedback sought about the action to be taken. For example, action was due to be progressed regarding the cleaning of the hall curtains.

There was access to the library and the computer suite for younger children until the school hall was available at the end of the school day. During this time children enjoyed reading and table top games with staff. Due to delay in the accessibility, the play areas in the main hall were still being set up while children were present. Children helped staff with this preparation and there was a clear routine of where key resources were located also taking into account any requests. However, further action should be taken to enable staff to be able to prepare and set up the areas to be used prior to children's attendance.

Parents and visitors had to be given access to the building by staff via the secure entry system. Processes were in place to monitor the children's attendance with contact made to families if children did not arrive when expected. Children who left the main hall to go to the toilet or go outside to play with staff, recorded where they were going. This meant that children's whereabouts were known to all staff and helped keep them safe.

Wall displays shared information with families including staffing, snack and key activities planned. Progress was being made to use photographs to outline how the wellbeing indicators were being met through experiences and activities at the service.

Children were supported to be active through the provision of a range of activities and resources both indoors and outdoors. Children were able to make choices about what they wanted to do and requested additional resources to extend their play and meet their interests during the session. Further progress was to be made to extend the resources and opportunities provided for older children attending in consultation with them and their parents.

### Requirements

**Number of requirements:** 0

### Recommendations

**Number of recommendations:** 0

**Grade:** 4 - good

## Quality of staffing

### Findings from the inspection

There was a welcoming atmosphere in the service and staff were respectful in their communication with parents and children. Staff worked well together and supported each other to complete routines and deliver activities throughout the day. Staff responded to children's care needs and children were clearly comfortable in approaching staff when they needed to.

Staff were committed to continue with their own professional development. Staff were registered with the Scottish Social Service's Council (SSSC). Action had been taken to support staff to start relevant training to meet their SSSC conditions of registration criteria. Systems were in place for the manager to carry out annual appraisals to help identify staff training needs and provide evaluative feedback about their role. Further action was needed to ensure that regular support and supervision meetings were held with staff to further support them in their role and with training needs/progress.

Information about the staff team working in the service was displayed including their photographs. Further information would be beneficial to display about staff training achieved so that parents were aware of the key skills held by staff.

Induction checklists were carried out for new staff and relief staff supporting the session. This ensured staff knew about key aspects of the service delivery and their role. Information about relief staff in attendance, should also be shared with families so they are aware of who has been caring for their child during the session.

Regular team meetings as well as daily briefing meetings took place. Staff were able to contribute to these meetings and their ideas and suggestions were valued. Staff took responsibility for key roles during the session including the set up of the play areas and the delivery of key activities. Further consideration should be made to the deployment and number of staff in attendance to support the roles and responsibilities that are carried out throughout the session.

### Requirements

**Number of requirements:** 0

### Recommendations

**Number of recommendations:** 0

**Grade:** 4 - good

## Quality of management and leadership

### Findings from the inspection

There were some quality assurance processes used to support the assessment and improvement of the service including feedback from families. An improvement plan outlined the action planned to develop the service and this was now due to be reviewed. The provider's general manager visited the service to carry out observations to help assess practice and support consistency within the organisation. Feedback was given to the manager as part of this process. Further action should be taken by the manager to develop formal quality assurance processes to observe and assess staff practice, key care routines and aspects of the environment. This may help to identify where further support or action was required more regularly.

The manager worked alongside the staff team to deliver the service and daily staff briefings and regular team meetings helped to them to evaluate the sessions and exchange information. Although best practice documents were shared with staff, a clear written record of this should be kept to outline the learning and action taken as a result of this.

There was a commitment from the provider to support the professional development of the manager and staff team through a variety of in-house training opportunities. Further information about training was to be clarified by the manager to enable her to meet her SSSC conditions of registration. Since the previous inspection a member of the staff team had been appointed to the role of depute manager. As their role included taking responsibility for the service in the manager's absence, leadership opportunities were provided to experience and carry out key roles and responsibilities. This was to ensure they were confident and knew what was expected of them during the session.

### Requirements

**Number of requirements:** 0

### Recommendations

**Number of recommendations:** 0

**Grade:** 4 - good

## What the service has done to meet any requirements we made at or since the last inspection

### Previous requirements

There are no outstanding requirements.

## What the service has done to meet any recommendations we made at or since the last inspection

### Previous recommendations

#### Recommendation 1

Further quality assurance systems should be developed to assess the quality of the provision in line with best practice. For example risk assessment, monitoring of the environment and improving upon the layout and provision of activities and resources. The service should clearly record areas identified for improvement and the action taken as a result of consulting best practice documents. For example 'My world outdoors'.
National Care Standards for Early Education and Childcare up to the age of 16:-
Standard 6 - Support and development.
Standard 14 - Well-managed service.

**This recommendation was made on 14 June 2017.**

**Action taken on previous recommendation**
The General Manager for Kidzcare visited the service to carry out observations and feedback about the service. An improvement plan had been developed by the service to outline key priorities for action. Risk assessments had been updated along with a checklist to outline the planned layout and provision of resources. We were told that best practice documents were shared in managers' meetings held by the provider and disseminated to the service through the team meeting.

#### Recommendation 2

The provider should consider how they promote the SHANARRI wellbeing indicators with children and how these can be part of their personal plan reviews in consultation with parents.
National Care Standards for Early Education and Childcare up to the age of 16:-
Standard 3 - Health and wellbeing.
Standard 6 - Support and development.

**This recommendation was made on 14 June 2017.**

**Action taken on previous recommendation**
A new wall display was being developed with photographs outlining how the wellbeing indicators were achieved at the service through varied activities or experiences. A new personal plan form had been introduced to gather information from children using set questions about the wellbeing indicators. This information was to be used to support meeting children's needs and interest in consultation with parents every six months.

#### Recommendation 3

There should be a written agreement outlining where the after school club is to be located to support consistency and positive outcomes and choice for children. Clear information must be in place to outline how the service will be delivered with the set up of a variety of meaningful play opportunities to facilitate choice for children. A written risk assessment of the areas should be documented. If any concerns are identified including the availability of space, then this should be recorded with a record of the action taken.
National Care Standards for Early Education and Childcare up to the age of 16:-
Standard 2 - A safe environment.
Standard 5 - Quality of experience.

**This recommendation was made on 14 June 2017.**

### Action taken on previous recommendation

Information was now in place regarding the space to be used within the school including a daily routine list and arrangements for a Wednesday when the main hall was not accessible until later in the session. Risk assessments had been carried out. Information outlined how the space available was to be managed to support positive outcomes for children.

### Recommendation 4

Further action should be taken to review and expand upon the activities and resources for children. For example books in the quiet area, den building and role play opportunities. The presentation of resources should also be considered to facilitate children to be able to use their imagination and reach their full potential. For example the extension of art and craft materials.
National Care Standards for Early Education and Childcare up to the age of 16:-
Standard 5 - Quality of experience.
Standard 11 - Access to resources.

**This recommendation was made on 14 June 2017.**

### Action taken on previous recommendation

The provision of resources had been expanded upon to support children's interests and requests. Further action was being taken to improve upon the resources for older children in consultation with them.

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

## Enforcement

No enforcement action has been taken against this care service since the last inspection.

## Inspection and grading history

| Date | Type | Gradings | |
|---|---|---|---|
| 14 Jun 2017 | Unannounced | Care and support<br>Environment<br>Staffing<br>Management and leadership | 4 - Good<br>Not assessed<br>Not assessed<br>3 - Adequate |

| Date | Type | Gradings | |
|---|---|---|---|
| 18 Jun 2014 | Unannounced | Care and support<br>Environment<br>Staffing<br>Management and leadership | 4 - Good<br>4 - Good<br>4 - Good<br>4 - Good |
| 15 Sep 2011 | Unannounced | Care and support<br>Environment<br>Staffing<br>Management and leadership | 5 - Very good<br>Not assessed<br>5 - Very good<br>Not assessed |
| 24 Jun 2010 | Unannounced | Care and support<br>Environment<br>Staffing<br>Management and leadership | 4 - Good<br>4 - Good<br>Not assessed<br>Not assessed |
| 29 Jan 2009 | Unannounced | Care and support<br>Environment<br>Staffing<br>Management and leadership | 4 - Good<br>4 - Good<br>4 - Good<br>4 - Good |

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