Kinnoull Kids Club
Day Care of Children

Kinnoull Primary School
Dundee Road
Perth
PH2 7EY

Telephone: 07786 306 990

Type of inspection:
Unannounced

Completed on:
8 December 2023

Service provided by:
Perth & Kinross Council

Service provider number:
SP2003003370

Service no:
CS2006137898

About the service

Kinnoull Kids Club is situated within Kinnoull Primary school. The service is registered to provide an after-school care service to 32 children at any one time.

The service is in a residential area close to shops, parks, and other amenities. Children have access to the gym hall, toilet, and other school facilities. They also have access to a playground at the rear of the school.

About the inspection

This was an unannounced inspection which took place on 6 and 7 December 2023. Feedback was given on 8 December 2023. 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, information submitted by the service, and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with children using the service
- viewed six responses to our questionnaire from family members
- spoke with four staff
- observed practice and daily life
- reviewed documents.

Key messages

- Children's needs were met as they were listened to and loved by both staff and each other, which nurtured their sense of security and confidence.
- Staff were very knowledgeable on children's individual needs, likes, and preferences.
- Children were empowered to lead their own play and learning. Their interests were reflected through a responsive approach to planning.
- Most staff were skilled in supporting children through highly effective use of language and questioning strategies to further develop children's thinking and problem-solving skills.
- Children experienced an unhurried and sociable snack time.
- Staff worked very well together and valued the positive working relationships they had formed.
- Self evaluation processes were in the early stages and had started to act positively on service developments.
- Monitoring systems with a clearer focus on improving outcomes would support the service further on their improvement journey.
- Children experienced spaces and areas of play which promoted their creativity and imagination skills.
- Effective staff deployment ensured children were always well supervised and supported appropriately.

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.

1.1 Nurturing care and support

Children were nurtured and cared for by staff who knew them all very well. Staff were helpful, fun, kind, and caring in their approach towards children. The children we spoke with told us they enjoyed coming to the club and would speak to staff if they had experienced a challenging day at school. Children sought out staff for reassurance which was given with warmth and affection. We saw older children respectfully support younger children. For example, at snack time to pour their drinks or with handwashing after messy play. As a result, children's needs were met as they were listened to and loved by both staff and each other. This nurtured their sense of security and confidence and we saw all children were happy and settled in the setting. It was evident positive relationships had been formed.

Staff were very knowledgeable on children's individual needs, likes, and preferences. Effective information sharing with parents and other professionals, including the school, meant that all children had personal plans in place which enabled staff to support children in a consistent way. Children had contributed to their care plans and had identified 'something new they would like to try at the club', progress was monitored, and a 'reach for the rainbow' display was being created to celebrate their successes and achievements.

Children requiring additional support were confident and relaxed in the setting. Their individual needs were effectively meet as staff had formed positive working relationships with both families and the school. This meant supportive and familiar strategies were used to ensure continuity of care which enabled these children to be happily and fully involved in the club's routines, experiences, and activities.

Children's rights were respected, as personal care routines were carried out in a nurturing and supportive way. Staff used key information from care plans as they encouraged children to find transitional objects which provided them with comfort and sensitively talked them through their intimate care routines. This approach ensured children were consistently provided with individualised care and support.

Children experienced an unhurried and sociable snack time. They were able to choose when to have snack and sat beside their friends happily chatting about their day at school. They were provided with opportunities for responsibility and independence as they self served and poured their own drinks. Children participated in menu planning and on our second visit a few older children prepared the snack options. They told us they liked to do this, it happened sometimes but not very often. The staff team had identified this as part of their ongoing improvement work and were consulting with children on how best to embed this fully into their routines.

1.3 Play and learning

Children were engaged in fun and interesting experiences. We saw they played happily and purposefully in small groups or independently and they told us they enjoyed playing with their friends. They were confident with the club rules they had developed together which enabled them to have ownership of their club.

Children were empowered to lead their own play and learning. They had identified 'something new they would like to try at the club', progress was monitored, and a 'reach for the rainbow' display was being created at the time of inspection to celebrate their successes and achievements.

Children's interests were reflected through a responsive approach to planning. Floor books clearly evidenced children's thoughts and ideas and planning approaches were centred around their ideas. Children were very engaged in their play experiences and we observed them having fun with each other and staff. On our second visit, a science activity captured children's joy and curiosities very well as they tried several ways to melt ice. They told us, "Look at this, salt definitely works the best but I'm sure I can find something else that will work". A group of younger children were rolling balls down pieces of pipe and guttering and told us, "If I put the ball here to start with it rolls faster".

Staff were skilled at when to facilitate and support children's play experiences and when to step back and give children time and space to engage independently. At the request of children, they would seek out resources which further developed their play and learning and warmly interacted with children at the appropriate times and consistently at their level. There was a calm ambience which resulted in children's emotional security being supported and contributed to children feeling safe and secure.

Staff valued children's opinions as floor books and monthly planning sheets clearly evidenced that children plan their experiences and staff listened to their views and ideas. We highlighted that by taking more observations of children's thoughts as they play could deepen interests and learning further. This would contribute to staff supporting children to reach their full potential.

Children visited local parks and staff from the club attended school events, trips, and accompanied children to extracurricular clubs within their local community which enabled them to attend. Families valued this approach and commented, "They go the extra mile". Staff told us they had identified widening and enhancing children's experiences and engagement within their local community as part of their ongoing improvement work.

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.

2.2 Children experience high quality facilities

Children benefitted from a setting that was bright, clean, comfortable, and welcoming. Children arrived at the club and sat together to share their daily news from home or events that had happened during their day at school. Families were invited into the setting to collect their children and were warmly greeted by staff. These approaches resulted in a welcoming and friendly environment which ensured children felt safe and secure.

Children relaxed and had space to regulate their emotions in a 'zone of regulation'. Since the last inspection, a large cupboard had been renovated into a comfortable and nurturing space. Children lay on cushions and mats, relaxed, and read books or played with resources that encouraged them to engage in quieter experiences. Children made effective use of this space which provided them with a safe and homely area. Some children told us, "It gets noisy, at times, in our zone of regulation" and "It's meant to be our quiet area to chill". We highlighted to staff that they should consider revisiting what the purpose of this area is for with all the children to ensure it remains a quieter space for children.

Staff had successfully created areas of play within the large hall which developed children's independence and promoted their creativity and imagination. Resources were easily accessible which enabled children to self select and make their own choices. We saw children played cooperatively in small group which helped

them build positive relationships with their peers and develop their social skills. Children would benefit from the provision of real-life experiences, natural materials, and loose parts being enhanced to further enrich their play and learning. Some children and families told us that they would like to see more challenging resources in the club. One child told us, "They ask what we like, and we can write it in the floor book, I'd like better toys for my age, but I'm not bored". We were confident this would be addressed as the service had identified this through their monitoring and was part of their ongoing improvement work.

Children did not have free-flow opportunities outside due to the layout of the building and lack of sufficient lighting outside for the time of year. However, they were given the choice to visit the 'top hall' for participation in more physical activities. We went to the 'top hall' with a group of children who worked cooperatively together to agree on the rules of a game of dodge ball. We heard lots of joy and laughter as they ran around engaged in more active play. Additionally, a play practitioner had visited the service to support with outdoor play and the staff were working hard to find solutions to the lack of lighting in the school playground. We asked the service to consider if children could access the outdoors for a short time as soon as they arrive at the club.

Children benefitted from a secure environment as staff worked well together to ensure they removed potential risks to children and robust risk assessments were in place which supported their practice. However, while the responsibility of cleaning the school toilets was with contracted cleaners, we asked staff to check toilets were clean and tidy prior to children attending the club.

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.

3.1 Quality assurance and improvement are led well

The vision, values, and aims of the service were in place. However, they had not been reviewed for some time and were generic to all Perth and Kinross kids clubs. In addition to these, we suggested that staff consider forming their own vision, values, and aims to reflect the individual needs of the children and families using this service.

Leaders were visible, well organised, and committed to making improvements within the club. They were responsive to our suggestions throughout the inspection and it was evident they were passionate about providing positive outcomes for children and their families. This approach of working collaboratively together to improve outcomes was driving forward improvement and impacting positively on staff morale. The team had established strong working relationships, enabling a positive ethos of mutual trust and respect between them. This resulted in a happy, secure, and supportive environment for children and their families.

Staff had taken significant steps to embed a sense of commitment to continuous service improvement and were aware that high quality play and learning needs to be at the heart of the service.

Improvement planning identified realistic targets and was starting to impact positively on improving outcomes. Action plans were used to monitor identified areas for improvement. We highlighted that progress with actions should be monitored in a timely manner to support a continuous pace of change.

Staff understood their roles in reviewing and evaluating developments within the service which demonstrated their confidence in making the changes needed to improve outcomes. Self evaluation and

monitoring systems were in the initial stages and some views had been gathered from families to influence positive change. However, we found monitoring mainly focused on systems. For example, 'Has a question of the month been developed?', which it had, yet no meaningful information had been gathered for some time. We highlighted that having a clearer focus on improving outcomes would support the service further on their improvement journey.

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.

4.3 Staff deployment

Staff worked well together to create a welcoming environment for children. They felt fully supported by each other and valued the positive working relationships that had been built within their team. They communicated in a respectful way and spoke with enthusiasm and passion about their roles, which demonstrated positivity and commitment to their work.

Staff had a good mix of skills and experience to meet children's needs. They told us of training they had attended and were knowledgeable on best practice guidance and how they used this to provide positive outcomes for children. The team were motivated, enthusiastic, and clear about their roles and responsibilities. They complemented each other well which resulted in a skilled and happy workforce. They had established strong working relationships and a positive ethos of mutual trust which promoted a supportive environment for children and their families. As a result, children were safe, happy, and thriving.

Effective staff deployment ensured children were always well supervised and supported. Children were always accounted for as staff undertook regular headcounts and complied a register of children leaving the main hall to play at the top hall. Staff used radios to communicate and children were supervised when coming back to the main hall to meet their parents. Children were safe and secure as families had to use a secure entry system into the school and then again to gain access to the club.

Staff were enthusiastic about providing quality play and learning for children. They had established very good relationships with children and their families which supported children to flourish and feel safe in the service. Families held the staff team in high regard and their comments included, "flexible, helpful staff, very caring nurturing setting" and "Kinnoull team are great".

Children received continuity and consistency in their care as familiar staff to the children were used for extra support or any unplanned absences. They knew children very well and enjoyed their role in supporting key staff within the club.

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

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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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