# Go Kids Kinnaird
# Day Care of Children

Kinnaird Primary School
McIntyre Avenue
Rae Street
Larbert
FK5 4TQ

Telephone: 07902087229

**Type of inspection:**
Unannounced

**Completed on:**
19 November 2024

**Service provided by:**
Great Oaks Kids Club (G.O. Kids)

**Service provider number:**
SP2003002658

**Service no:**
CS2007151911

## About the service

Go Kids Kinnaird operates a school-aged childcare service from Kinnaird Primary School, Larbert, Falkirk. Fifty-two children can be cared for at any one time and the service offers a breakfast club, after school club as well as childcare during Falkirk Council school holidays. There are amenities close by such as shops and have good transport links.

Children have access to a modular building in the school grounds. Within the modular building there are two playrooms, two bathrooms which are between the playrooms and an entrance area. Children can play in the school playground, using the equipment such as the agility cube and can access the football pitch.

## About the inspection

This was an unannounced inspection which took place on Tuesday 19 November 2024, we inspected from 08:00 to 11:00 and returned to the service at 14:30 until 18:00. The inspection was carried out by two inspectors 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:

- spent time with eight children.
- spoke with two families during the inspection.
- received feedback from 22 of their family members.
- spoke with eight staff on the day.
- reviewed documents.

## Key messages

• Children were supported by staff who were respectful and knew children very well.

• Play and learning experiences were led by the children which ensured that everyone was valued and respected.

• Children told us that they were able to go outside and play on the Muga with their friends.

• The staff team worked well together and had a shared vision and understanding of the quality of service they provided for children and families.

• Children experienced consistency and continuity of care because staff planned their time to support smooth transitions across the day

## 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? | 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 different parts of this key question as very good and good, with an overall grade of good. Several strengths impacted positively on outcomes for children and clearly outweighed the areas for improvement

**Quality indicator 1.1: Nurturing care and support**

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children. Therefore, we evaluated this quality indicator as very good.

Children experienced warm, caring and nurturing approaches by staff who were kind and compassionate. They were supported by staff who were respectful and knew them very well. This promoted children's independence and dignity whilst respecting the rights of all children.

The wellbeing of children was supported through the effective use of personal planning, which was captured in a range of methods such as personal plans, risk assessments and 'All About Me' forms. Children and families were encouraged to be involved in personal planning which helped staff to provide consistency and continuity across children's daily experiences. This allowed staff to respond in a sensitive and compassionate way, supporting children's needs whilst valuing their opinions.

Children were encouraged to be independent and take ownership of developing skills for life. Older children supported younger children with transitions into and from the service which encouraged children to develop a sense of responsibility. A parent shared that their child wanted to come to the service early each day to help younger children with daily routines. As a result, children were empowered to lead their own development.

Children were included in developing snack menus which promoted children's rights, and their contributions were respected. At the snack area, children had access to milk, fruit and water. The snacks available were selected by children and were healthy and nutritious. Children enjoyed spending time at snack with each other chatting and laughing together. Whilst there were some opportunities for self-serving at snack, we encouraged staff to provide further opportunities for children to be involved in the snack routine.

**Quality indicator 1.3: Play and learning**

We found important strengths that clearly outweighed areas for improvement in this quality indicator. This contributed to positive outcomes for children and, therefore, we made an evaluation of good

Children were actively involved in leading their own play and learning. They clearly enjoyed the resources on offer and were having fun almost all of the time. Staff provided a balance of planned and spontaneous experiences which promoted choice and independence. Planning approaches were child centred and responsive to children's interests. Children enjoyed some long-term play projects, for example, a child started a junk modelling project and planned what they wanted to do next session with the support of staff. Staff were enabling and empowering children to be creative and imaginative.

Children led their own play and learning experiences and their ideas were valued and respected by staff. Together, staff and children worked to develop a technology agreement which valued the children's opinions and views whilst ensuring that children were aware of keeping themselves safe online. One child commented that the arts and crafts was their favourite area within the setting, particularly the bracelet making, whilst another child loved the pampering sessions.

Children's views and opinions were embedded into how play and learning was planned. This child centred approach promoted rich and meaningful play opportunities. Children's achievements were celebrated around the service, using display boards to share photographs of their play and learning while capturing children's voice. To enhance this child centred approach, staff could improve the quality of their observations. They could more carefully consider the learning taking place by embedding children's rights into their approach.

Resources were displayed in a way that promoted choice and independence. Children had the opportunity to play indoors and outdoors. They enjoyed play for prolonged periods of time in the art area which had a wide range of materials for children to choose from. Their play was fun, exciting, and offered a sense of wonder. We discussed how children's play could be further improved, for example, offering more natural open-ended resources and loose parts such as pipes and crates. This would provide children with more challenging problem-solving opportunities both indoors and outdoors.

## How good is our setting? 4 - Good

We found important strengths that clearly outweighed areas for improvement in this key question. This contributed to positive outcomes for children and, therefore, we made an evaluation of good.

**Quality indicator 2.2: Children experience high quality facilities**

The playrooms were clean, bright and offered a range of spaces for children to make choices and develop ideas. Children enjoyed a comfortable setting that made them feel safe and gave a strong message to children that they mattered. They also had ample space for their needs. Some resources were looking tired and worn, and we encouraged staff to replace these as the service develops.

Staff implemented a variety of safety measures using detailed and concise risk assessments. This helped them to be proactive when recognising risk to keep children safe. These were detailed and concise which enabled staff to be proactive in recognising risks and implementing measures to keep children safe. Staff had developed positive relationships with colleagues in the school which meant that maintenance issues were resolved quickly.

Children told us that they were able to go outside and play on the Muga with their friends. We observed children accessing the outdoor area as soon as the area outside was safe to do so. Staff promoted children's rights and understanding about risks outdoors. Posters of children's work about safety outdoors demonstrated the knowledge and discussions between children and staff. These supported and promoted understanding of how to manage risks outside and in the community. This helped children to remain safe and healthy.

Staff received appropriate training on infection prevention and control and were confident implementing measures that kept children safe and healthy. Children washed their hands regularly and independently, demonstrating that this is an embedded part of their routine, which helped to prevent the spread of infection.

## How good is our leadership? 4 - Good

We found important strengths that clearly outweighed areas for improvement in this key question. This contributed to positive outcomes for children and, therefore, we made an evaluation of good.

**Quality indicator 3.1: Quality assurance and improvement are led well**

The staff team worked well together and had a shared vision and understanding of what they wanted children to experience in their care, play and learning. Staff had an enabling attitude towards children, offering them opportunities to lead on changes in the service, develop skills for life and learn to be independent. Families and children were regularly consulted on various aspects of the service including the vision, values and aim of the service. This helped staff to develop an informal action plan that promoted continuous improvement.

Children's ideas and opinions influenced the direction of change which created a respectful and inclusive environment for everyone to enjoy. The development of the children's council enabled children to lead and take ownership in aspects of the service, influencing change whilst ensuring that every child had a voice which was valued and appreciated.

Staff shared responsibilities and were empowered to lead on aspects of the service, such as developing a catalogue of resources for children to use to plan their play based on their interests and wellbeing. Staff told us they felt supported and valued because leaders were responsive and compassionate. A quality assurance calendar was in place, which ensured monitoring and auditing of some aspects of practice took place, promoting positive outcomes for children and families.

All staff had been included in reflecting on their own practice using relevant quality frameworks and best practice guidance. We encouraged staff and leaders to continue developing their approach to self-evaluation, using their reflections and discussions with children to implement a more formal improvement plan. This will create a stronger culture for continuous improvement informed by relevant theory and evidence and best practice.

## How good is our staff team? 5 - Very Good

We made an evaluation of very good for this key question. There was a culture of continuous improvement that did not require significant adjustment to ensure positive outcomes and experiences for children.

**Quality indicator 4.3: Staff deployment**

Children benefited from a passionate and nurturing staff team that knew them and their families well. Staff had clearly defined roles and responsibilities and communicated very well as a large team. There was a wealth of knowledge, skills, and experience across the team. Staff were respectful and supportive of each other. The whole team were warm, caring, and sensitive in their approach and demonstrated positive teamwork. This promoted a happy and secure environment for children.

Staff used their time effectively to ensure they had meaningful discussions about how to support children's wellbeing. This was frequent enough to respond sensitively and appropriately to children's needs, rights, and choices. This ensured all children were supported to achieve their potential. One parent shared, "I really don't think we could have a better bunch of caring and fabulous staff to look after our children."

Children experienced high quality care and support across the day because staff had implemented very good arrangements to staff deployment. Children's transitions were smooth and tailored to their needs, rights, and choices. This meant they experienced consistency in their care. The individual needs of children were carefully considered as part of these transitions, including who was the best person to support individual children. This helped children to become emotionally resilient while learning new routines.

New staff were introduced to children and families across a range of methods, such as through social media and posters in the service. This ensured all children and families were aware of any changes in the staff team. There were simple strategies in place to ensure that new staff learn vital information quickly and effectively ensures that children continued to have their needs, rights and choices met.

Staff carefully considered how to position themselves across the whole setting to ensure children remained safe and healthy while also enjoying quality time together. For example, they were mindful of parts of the premises that were higher risk such as being outdoors. They worked skilfully as a team so that children who needed some additional support felt included in the service. This was very well supported by effective communication across the team that was focussed on promoting positive outcomes for children and families.

## 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? | 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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