CK Childcare
Day Care of Children

Rashielea Primary School
North Barr
Rashielea
Erskine
PA8 6AE

Telephone: 01418 126 803

Type of inspection:
Unannounced

Completed on:
22 November 2022

Service provided by:
Carli's Kindergarten Ltd

Service provider number:
SP2007009038

Service no:
CS2008180365

About the service

CK Childcare is registered to provide a care service to a maximum of 24 children who are over 4 years of age and who will be attending school after the summer holidays up to 14 years of age. The service is based within 'the hut' at Rashielea Primary School in Erskine. Children from Rashielea Primary school and Bargarran and St John Bosco Primary schools attend the service. Children had access to the school gym hall and outdoor areas, including the playground, an adjacent grass area and Boden Boo woodland.

About the inspection

This was an unannounced inspection which took place on Tuesday 16 November between 14:50 and 18:00 and Wednesday 17 November 2022 between 07:50 and 09:00. 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:
- spoke with several children using the service
- spoke with staff, manager and provider
- observed practice and daily life, including staff interactions with children
- reviewed documents.

Key messages

•Children were happy, settled and engaged in play activities.

•Children experienced positive relationships with staff and each other.

•Children benefitted from the opportunity for physical and energetic play.

•Staff communicated well and were developing as a team.

•Staff should include strategies in children's personal plans to ensure they continue to meet children's needs and individualised care and support.

•Management and staff were committed to the future development and improvement of the service; therefore, they should continue to implement a quality assurance calendar.

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?	5 - Very 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

Quality Indicator 1.1: Nurturing care and support

We evaluated this quality indicator as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Children were valued and respected as individuals. They benefited from warm, caring, inclusive and nurturing care and support. As a result, the children were happy, confident, and safe and had a lot of fun in the service.

Children's personal care plans included the Getting it Right for Every Child (GIRFEC) SHANARRI wellbeing indicators, which are Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, and Included. The service should continue to develop care plans to reflect how the staff will meet children's individual health, safety, and welfare needs and involve the child, their family and other professionals involved in children's care and support to ensure children achieve their full potential.

Children enjoyed sitting and eating together in a relaxed and unhurried atmosphere, chatting with their friends. The snack table was inviting for children with a table cloth, vase of flowers and utensils. Children were encouraged to make snacks, promoting independence and social skills. Fresh water was available throughout the session. In addition, the snack menu accounted for current nutritional guidance, and the options were mainly healthy. The staff consulted children on menu options which were a basis for the shopping list and were displayed in the foyer daily for the parents.

The breakfast club was a social experience for children. Staff supported the children by sitting and chatting with them while playing board games and making snowflakes for the Christmas wall display. Children had a good selection of breakfast cereals from which they could independently select from the dispensers. However, only some children chose breakfast as they had already eaten at home.

Children were protected from harm by staff who clearly understood their responsibilities and were aware of potential signs of abuse, and the correct processes to take should this be needed. The staff team worked well with families and offered support; they had links with the local primary schools and worked closely with them to meet children and their family's needs.

Procedures for storing and administering medication were in place and in line with best practice guidance. Two children required medication administered at the time of inspection.

Quality Indicator 1.3: Play and learning

During the visit, children were encouraged to follow their interests and curiosities. Lead their play with many opportunities to make choices about their time in the service. As a result, staff fully involved children in fun experiences. We saw children playing pool and board games with their peers and the staff, playing on the computer and making arts and crafts. The staff team were readily available to extend children's play experiences. One example was while playing the trivial pursuit game; the staff member encouraged one child to use the world map displayed when answering questions relating to geography; this supported the child in gaining further knowledge about the world around them.

Children were happy and engaged while playing in the gym hall; they had opportunities to be active, responsible, independent, and included. Staff involved children in discussions when deciding on which games to play. The games the children chose were Octopus, Andy's coming home and football. The older children explained the rules of the games to the younger children when required. The staff observed children while they played independently and offered encouragement, support and praise such as "well done" and "that's it, you have got it".

Through discussion with staff, it was evident they shared an understanding of the resulting impact play had on children's sense of fun, enjoyment, learning, and development. Staff told us how the interests of children were at the centre of their planning approaches for play and learning. We saw floor books and mind maps with children's contributions. We discussed the importance of children documenting their own play and learning, which the service has started to apply. This inclusive approach will further raise children's self-esteem and confidence. One child told us, "We mind map about what we want to do, we get what we ask for most of the time, only not if it's things like a new building or something."

The children told us they had fun at the service. The staff were really nice and always positive. They liked playing with the Lego, arts and crafts and participating in malleable experiences such as gloop and playdoh. When asked if anything could be better, children told us they would like more football, games and another PlayStation. The manager and the staff team will continue to review the play and learning experiences offered to children.

How good is our setting? 5 - Very Good

We evaluated this key question as very good because there were major strengths in supporting positive outcomes for children.

We found the accommodation to be bright, homely, warm and welcoming. There was comfortable seating with a couch for all the children to rest and relax and an additional area for the primary 5 - 7 children to allow them to have their own space when required. This area was separated using a curtain. It was cosy and homely with a couch, table and shelf. One child told us, "I was happy when I got to P5 and could use the P5 - 7 area - I felt happy because XXXX and I sometimes come in and read in it after school".

The staff team ensured the health and safety of children's play environments by keeping logs for cleaning and risk assessments that included risk benefits to children. As a result, the service effectively implemented relevant health and safety legislation and removed or minimised any potential play hazards.

We saw that children were involved in mind map risk assessments. For example, for the tinkering area, children's comments included, "We have to wear goggles", "Be careful", and "Respect our resources". This approach supported children to develop their social communication skills and language, have a voice, build resilience and confidence through risk-taking and challenge, make connections, problem-solve, and deal with new and challenging situations.

The storage of children's confidential files and records were stored safely, and staff were aware of the need for confidentiality around the information shared with them.

There were well-managed infection control practices within the service, and almost all children and staff carried out handwashing at appropriate times throughout the day. The safe practices helped to minimise the risk of any spread of infection within the service.

How good is our leadership? 4 - Good

We evaluated this quality indicator as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

The management team had started monitoring and auditing all service areas to support the continued development of out-of-school care. In addition, we saw evidence that children and some parents had participated in evaluating the service through ongoing discussions and more formal methods such as questionnaires.

An improvement plan was in place with identified priorities for development, including an update to the outdoor play area and resources. In addition, staff spoke about consulting and involving children in all aspects of the service, including choosing and purchasing resources and equipment. One staff member told us, "I have always been involved in the development of the improvement plan. We have meetings with the manager, we gather consultations from the children to develop the plan. We share this with the children and parents and write down the improvements we have done this year."

Management and staff had some knowledge of 'A quality framework for daycare of children, childminding and school aged childcare' to support assessment and evaluation within the service. One staff member told us, "We recently met with our manager to discuss the improvement plan and give our input. Both myself and my colleague said we would like to see improvements in resources in particular for the outdoor area. Our feedback was used to write one of the points in the improvement plan. Another staff member said "I am involved in self-evaluation against various documents; we look at quality indicators, measure practice and the environment and make improvements.

The service had relevant policies in place that supported the safe and smooth running of the service. The manager shared these with parents and staff to support practice and ensure children's health, safety and wellbeing continued to be maintained.

The staff used various methods to communicate and share information effectively with families. Parents received information through email, Facebook, WhatsApp messaging and daily chats at handovers. The communication approaches contributed to positive partnership working and ensured children's care routines and needs were supported and met by staff.

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.

The deployment of staff ensured children were kept safe; they had varying skills and experiences and worked well together.

Staff told us that they felt supported and appreciated in their work by the management team. However, formal appraisals were still to take place following the pandemic. The manager spoke about reinstating these to support staff wellbeing and practice. One staff member told us, "I can meet with my manager anytime. I have been supported professionally and on a personal level".

The manager recently developed a staff training matrix, and the staff were committed to developing their knowledge, skills, and practice. We saw evidence that the staff team had completed mandatory training and self-chosen courses.

The staff should now record how training or professional reading has improved their professional development and how it has impacted children in their care to support better outcomes.

Records showed that staff had registered with the relevant regulatory body, the Scottish Social Services Council (SSSC). In addition, one staff member was working towards a relevant childcare qualification as part of their SSSC registration requirements. We discussed with the provider and manager the importance of ensuring all staff were on the correct section of the register based on their roles and responsibilities. They agreed that registration procedures would be adhered to moving forward.

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?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very 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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