Kinmylies Out of School Club
Day Care of Children

Caretakers House
Kinmylies Primary School
Assynt Way
Inverness
IV3 8PB

Telephone: 07747 847 645

Type of inspection:
Unannounced

Completed on:
10 March 2023

Service provided by:
CALA Out of School Care

Service provider number:
SP2010011111

Service no:
CS2010278931

About the service

Kinmylies Out of School Club is registered to provide a care service to a maximum of 18 children, age from two years up to primary school age. The service is provided by CALA Out of School Care.

The service is located within the grounds of Kinmylies Primary School in Inverness. Children have access to two playrooms, a quiet room and toilets. There is a fully enclosed garden area to the rear of the premises.

About the inspection

This was an unannounced which took place on 8 March, 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, registration information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with six children using the service
- reviewed feedback from families
- spoke with five staff and management
- observed practice and daily life
- reviewed documents
- spoke with visiting professionals.

Key messages

- Children were very happy and relaxed in the setting.
- Staff had a very good understanding of children's needs and worked closely with families and other professionals to ensure high quality care and support for all children.
- Children were engaged in activities that promoted their imagination and curiosity.
- Effective quality assurance had identified areas for improvement, such as the range of resources available in the out of school club.
- Staff were committed to improving their skills, knowledge and understanding to ensure positive outcomes for children.

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

1.1 Nurturing Care and Support.

Children were very happy and relaxed. They experienced caring, warm and nurturing approaches to their personal care and learning needs. This contributed to children feeling safe and secure. Children had developed close bonds with staff members. To support children to be happy and confident, staff had effectively used personal planning information to enhance individualised care, support and learning opportunities. Staff knew the children very well which supported the development of strong, trusting and respectful relationships.

Staff had very good links with other professionals and outside agencies. They worked together to ensure that strategies were in place to support children to feel included and contribute to the life of the setting. Staff were very knowledgeable about children's wider circumstances and the impact these could have on them. This meant that children received the individualised support they needed to meet their full potential.

Snack and mealtimes were calm, relaxed and inclusive. For example, children who needed extra support with eating and drinking joined their peers. Staff ensured that children were supported to develop independence skills, such as pouring their own drinks and spreading. Staff were aware of the risk of choking during mealtimes and were very focused on children. Children attending out of school club told the inspector they enjoyed planning the snack menu. Staff recognised the importance of these daily routines in developing strong relationships with children. As a result, children enjoyed a positive social experience.

1.3 Play and learning.

Children were having fun as they played. Staff supported all children to explore their environment, and provided a range of rich play and learning experiences based on children's interests. Staff supported children's developing language, literacy and numeracy through skilled interactions. Children were developing their imagination and curiosity as they explored sensory play opportunities, such as water play and a farm created using a variety of textures.

Children were directing their own play, free from adult directed activities. Staff were very knowledgeable about child development and used this knowledge and understanding to support individual children. For example, staff recognised children's preferred type of play and were confident in providing further opportunities to consolidate learning. This very responsive approach supported children to develop their confidence and develop a range of lifelong skills.

Children attending out of school club recorded their play and learning through floor books. This supported children to reflect on their play and share it with their families. As a result, children were happy and progressing well. This was highlighted as a strength by parents, who told us they were very happy with the progress their children were making.

How good is our setting? 4 - Good

We evaluated this quality indicator as good. There were a number of important strengths which taken together clearly outweighed areas for improvement.

Children were confident in their environment, which was warm and welcoming. They were able to access resources independently. Some resources available to children reflected their current interests, including some real-life items and natural materials. This supported their developing curiosity and imagination. However, children would benefit from a broader range of rich and stimulating resources to support their play and learning. We identified missed opportunities for curiosity and problem solving for children attending the out of school club. The management team had identified this as an area for improvement and were in the early stages of reviewing resources and adding open-ended materials to extend children's play.

Effective processes and procedures were in place to maintain the setting and resources. Staff could call upon specialist support in the event of equipment needing repaired. As a result, children's play and learning was not negatively impacted unnecessarily.

Robust infection prevention and control measures promoted children's health and wellbeing. This included supporting children's understanding of personal hygiene routines, such as wiping their nose and washing their hands effectively. All playrooms were well ventilated, clean and uncluttered. As a result, children were supported to play and learn in a safe environment.

How good is our leadership? 4 - Good

We evaluated this quality indicator as good. There were a number of important strengths which taken together clearly outweighed areas for improvement.

The vision, values and aims of the setting had been shared with families. This meant that they knew what they could expect for their children attending the setting. Some parents had made comments about these. This showed they were confident that their voice would be heard, and they could be involved in the life of the setting. The management team and staff were keen to increase opportunities for parents to be meaningfully involved and were developing different forums, such as online forums, to engage with parents.

Quality assurance processes were effective in identifying areas for improvement. For example, reviewing resources available within the out of school club, and developing the garden. The recently appointed manager was familiar with the processes in place and told us she would continue to support the staff team to continually evaluate the service they provided. This meant that staff felt confident in their ability to sustain improvement.

Staff regularly undertook self-evaluation, using best practice guidance such as 'Realising the Ambition', and were in the early stages of self-evaluating against other national guidance. This supported them to provide high quality experiences for children. As a result, children and their families benefitted from improved outcomes.

How good is our staff team? 5 - Very Good

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

Effective staffing supported positive outcomes for children. Staff were enthusiastic and motivated in their roles. They had undertaken additional training, for example, moving and handling, to ensure they had the skills and knowledge to support children to reach their potential. This meant that children received high quality care and support from staff who were trained and competent.

Children experienced continuity of care from the staff team, who knew all children well. Staffing levels for younger children provided high levels of interaction, and support for children who needed additional help. The management of staff absences within the out of school club supported minimum disruption for children. As a result, children experienced consistent and stable care.

The staff team worked well together, communicating clearly when they were leaving an area or attending to children's personal care needs. Staff shared the responsibility for tasks, which supported the positive ethos within the staff team, and ensured effective supervision of children. This meant that children benefitted from high quality engagement throughout the day.

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?	5 - Very Good
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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