Crossford Out of School Club
Day Care of Children

Crossford Primary School
Dean Drive
Crossford
Dunfermline
KY12 8PE

Telephone: 07860 957 889

Type of inspection:
Unannounced

Completed on:
27 January 2023

Service provided by:
Fife Council

Service provider number:
SP2004005267

Service no:
CS2014323392

About the service

Crossford Out of School Club is registered to provide a day care of children service to a maximum of 16 children at any one time, from age 4 to 16 years.

The service operates within Crossford Primary School, close to public transport and local amenities. Children have access to a general purpose room, dining area, gym hall, toilets and two outside playgrounds. A nearby kitchen area is available for the storage and preparation of snacks.

About the inspection

This was an unannounced inspection which took place between 24 January 2023 and 25 January 2023. Feedback was provided to the manager on 27 January 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 a number of children using the service
- gathered feedback from seven parents and carers
- spoke with management and staff
- observed practice and children's experiences
- looked around the areas used to provide the service
- reviewed documents

Key messages

- Children experienced nurturing care and positive interactions.
- Children were happy, confident and enjoyed the company of staff.
- Children enjoyed spending time with their friends and liked the play experiences on offer.
- Positive relationships with families supported continuity of care.
- Play experiences should now be enhanced to offer children more challenge and creative play opportunities.
- Snack time experiences could be improved to promote children's independence.
- Quality assurance, monitoring systems and evaluations could be enhanced to promote continual improvements and outcomes for children and families.

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?	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

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on the children's experiences.

1.1 Nurturing care and support

Children experienced nurturing care as they were warmly welcomed into the service. Positive relationships and interactions with staff showed children they were respected, listened to and valued. This promoted children's feeling of being safe and well cared for.

Parents told us they and their child were supported well to experience an effective settling in period. They made positive comments about the level of information shared about their child throughout their time in the service. Effective information sharing with families promoted continuity of care between the home and childcare setting.

A variety of information gathered about children helped staff to provide the right level of care and support. Information was regularly reviewed and included contributions from children and families. This helped to ensure information remained current and further promoted continuity of care. Management were in the process of reviewing the level of information detailed in children's personal journals. We suggested consistent recording of children's identified next steps and progress will strengthen the use of these journals and support children's continued achievement.

Most children were supported very well to express and understand their emotions. This promoted self confidence, security and positively impacted on children's all round wellbeing. Physical comfort when needed reassured children and promoted a feeling of safety and being well cared for. Children told us staff were caring and they felt safe and looked after.

Strategies were in place at specific times for children who required additional support. We encouraged the service to continue evaluating children's individual needs and ensure appropriate strategies are developed and consistently used to support children at all times. This is to ensure all children continue to experience a calm and enjoyable care environment.

Children enjoyed an unhurried, social and inclusive snack time. Their views and suggestions were actively sought. This demonstrated to children they mattered and encouraged ownership of their experiences. Individual dietary requirements were supported well to protect children's health and wellbeing. There was scope to further promote children's independence and contribution to the daily snack experience. For example, consistent opportunities for children to set the table, pour drinks and self select foods.

Staff were confident in taking action to meet the specific medical needs of children. Timely reviews of medications enabled staff to promote children's health and wellbeing. Written documents should be updated to meet the services own policies and national guidance. This includes ensuring all relevant information is gathered. This will further support children's safety.

1.3 Play and learning

Children were happy and relaxed throughout most of their time in the service. They had fun as they confidently explored and engaged in the activities available in the playroom and outside. Children told us they liked to play outside, with board games, on the Wii, arts and crafts and building things with lego and knex. One child spoken to commented there was lots to do but there could be more choice. The service should now consider enhancing resources to further promote creativity, exploration and discovery. This would support children's continued learning and enjoyment.

On arrival from school, children were able to freely choose what they wanted to play with, supporting individual choice. Some children would benefit from support when making the transition between school and the service. We suggested reviewing the arrival routine to enhance children's emotional wellbeing and promote a calm environment. For example, providing a positive balance between spontaneous and planned play experiences.

Staff proactively supported children's choice to play inside or outside. This empowered children to take ownership of their time. Children particularly enjoyed playing football, basketball and on a trim trail. This promoted their physical wellbeing. Children spoke confidently about the rules for outside play. Consideration should be given to enhancing risky play opportunities. This will support children's enjoyment, learning and understanding of keeping themselves and others safe.

Children were given a variety of opportunities to evaluate and express their views on the daily experiences available. For example, floorbooks and an evaluation book. Staff used these and their knowledge of children to successfully plan activities which were of interest. This empowered children take ownership of their own experiences. Parents told us staff were child centred and listened to their children's views.

How good is our setting? 4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on the children's experiences.

2.2 Children experience high quality facilities

Children enjoyed a safe, clean, spacious, well maintained, bright play environment. Furnishings within the playroom were in a good state of repair and appropriate to the children in attendance. The layout of resources and play areas enabled children to freely move around and access most toys, games and activities with ease.

Cosy areas where children could rest, relax and be alone enabled them to set the pace of their play and further supported their emotional wellbeing. To support children's desire for quieter activities, the service should consider enhancing the provision of books.

Displays of children's artwork promoted their sense of inclusion and belonging. These reflected children's current interests such as learning about the Chinese New Year. Children's sense of belonging was further promoted with designated spaces to store their personal belongings. They proudly showed us where they kept their own belongings, art work and projects they were working on. This also promoted independence as they took responsibility for their own storage space.

Relevant risk assessments and maintenance procedures supported children's continued safety. These were clear, regularly reviewed and informed staff of their responsibility of keeping children safe and well. Consideration should be given to involving children in developing and carrying out risk assessments. This would promote their understanding of a safe environment. Visual checks carried out before children arrive should be enhanced to ensure the removal of cleaning products left behind by others who share the space.

Effective action was taken to reduce the spread of infection and promote children's health and wellbeing. Children were encouraged to follow positive hand and respiratory hygiene. To further prevent the spread of infection all staff should wash their hands before touching and serving food. The routine for cleaning toys and resources could be enhanced by developing a systematic approach. This will enable a clear audit to ensure all resources are cleaned within a timely manner.

Children's personal information was stored securely to ensure families privacy and dignity. Information was accessible to relevant staff whilst remaining confidential. Children remained safe with access to the premises being monitored through a secure entry system.

How good is our leadership? 4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on the children's experiences.

3.1 Quality assurance and improvement are led well

Management and staff had a shared understanding what was important in the setting. This helped to create a caring environment where children and families were at the heart of the service.

Parents made positive comments about the level of communication and the variety of methods used. Effective information sharing meant families were kept up to date about what was happening in the service and at an organisational level.

Children and families were encouraged to influence the service through discussions, questionnaires and consultations. The service had identified auditing of family's views as an area of improvement. This would support evaluations, quality assurance and the development of improvement plans which fully embed the contributions of children and families.

Positive working relationships promoted effective communication between staff and management. This contributed to a respectful environment where all staff were kept informed about what was happening in the service. This helped to ensure staff remained knowledgeable about their roles and responsibilities.

The manager regularly visited the service to support staff, engage with children and informally monitor staff practice and children's experiences. Informal feedback to staff and gathering their views promoted reflective discussions and contributed to the overall improvement plan.

The current improvement plan and quality assurance methods were progressing well. A quality assurance calendar supported the manager's overview of specific aspects of provision, for example children's files, staff training and medication. We discussed how this could be enhanced to formally monitor staff practice and play experiences. This will help identify improvements in outcomes for children and the development of action plans.

Consideration should be given to how staff can take an increased role in continuous evaluation and quality assurance. To support this staff should develop a better knowledge and understanding of the document 'A quality framework for daycare of children, childminding and school aged childcare' and the 'The Playwork Principles.'

How good is our staff team? 4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on the children's experiences.

4.3 Staff deployment

Children benefitted from caring staff who supported them to remain safe and happy in the care setting. Strong relationships between staff and children were forming, children invited them into their play and enjoyed their company as they happily chatted to them. Staff listened to children and were genuinely interested in their views, lives and overall wellbeing. A good example of this was staff researching information to support children and families' differing beliefs, language and lifestyles.

Staff were very nurturing throughout the day and interactions were mostly positive and supportive of children's learning and emotional wellbeing. However, there were times when the language used during periods of unwanted behaviours did not reflect the ethos of the service. We spoke to staff and suggested ways positive language could be used to better support children's understanding of the impact of their behaviours. This would help to promote a calm environment.

Children were familiar with staff who cared for them. This was due to consistent use of staff from other services when core staff were absent. This contributed to continuity of care and children remaining secure.

Communication throughout the day supported staff deployment to continually meet children's needs, including when staff were involved in other duties. This enabled appropriate supervision of children's play and their continued safety.

Effective use of staffs differing interests meant children could enjoy a wider variety of experiences, for example sports and outdoor learning.

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

Children should be supported to be fully involved in developing and reviewing their personal plan.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that; "My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices." (HSCS 1.15)

This area for improvement was made on 3 July 2019.

Action taken since then

Children contributed to their individual Learners Journals and other records which supported staff to provide the right level of care and support. Although these records were under view this recommendation was met.

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?	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?	4 - Good
4.3 Staff deployment	4 - Good

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