Canmore Out of School Club
Day Care of Children

Canmore Primary School
Eversheed Drive
Dunfermline
KY11 8RF

Telephone: 07515 189 471

Type of inspection:
Unannounced

Completed on:
20 November 2023

Service provided by:
Fife Council

Service provider number:
SP2004005267

Service no:
CS2014327480

About the service

The service is registered to provide care to a maximum of 24 children at any one time, from an age to attend primary school to 14 years. The service will have exclusive access to areas of the premises as designated by the headteacher.

The service is located in Canmore Primary School in Dunfermline. Children had access to an open plan area, the library, the gym and outdoor areas.

About the inspection

This was an unannounced inspection which took place on Thursday 16 November 2023 between 15:00 and 18:15. Feedback was given to the manager on 20 November 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:

- spent time with the children using the service
- spoke with or received emails from seven of their family members
- spoke with staff members and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children experienced nurturing care and support from staff.

- Children had regular opportunities to explore inside and outside.

- Children had fun as they explored the different resources available.

- Children benefitted from committed and passionate leadership.

- The service should continue to develop opportunities for children to explore loose parts play by expanding on resources that are offered to children.

- The service should update their child protection policy to ensure that the care inspectorate is notified of concerns in a timely manner.

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

Quality indicator 1.1: Nurturing, Care and Support

Children experienced interactions with staff that were nurturing and respectful. Staff spoke to children at their level and always used a calm voice. Staff knew children's individual care needs and responded sensitively and appropriately if children became upset. One parent told us, "Staff are lovely. They nurture, engage and support children effectively." This meant children were respected and valued.

Personal plans were in place for all children. These highlighted children's likes, dislikes and any individual needs. Staff knew children very well and discussed confidently children's individual interests and needs. Personal plans were not consistently updated with families. Some families told us they were not meaningfully involved in developing their child's care plan. We shared this with the service who had plans to further develop quality assurance systems to ensure consistency. This would further ensure children receive care which is tailored to their individual needs.

Some cosy spaces were available for children to rest and relax. For example, an area had been developed with bean bags and blankets for children in the gym hall. We suggested this area be further developed to ensure that children have access to cosy, homely spaces to rest and relax. This would further support children's emotional well-being.

Mealtimes were social and relaxed experiences for children. Children helped staff prepare food by cutting up fruit, baking or heating up pasta. We suggested the service review some of the food on offer to ensure that the sugar and salt content is in line with best practice guidance. This would further support children to develop healthy relationships with food.

Staff sat with children at snack for most of the time. Staff ensured this was a social experience and spent time talking with children about their day at school. Families joined the table to eat with children which made this a homely, relaxed experience. There was a short time when staff left the table, leaving children to eat on their own. We suggested staff review this time to ensure there is always one staff member sitting with children while they eat. This will further ensure it is a social experience for children.

Systems for recording medication were in place, including parental permissions, storage information and records of administration. Medications were reviewed regularly and stored appropriately. This meant children's individual medical needs were fully considered.

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.

Quality indicator 1.3: Play and Learning

Children were having fun and playing throughout the session. They moved confidently and freely around the play spaces. This told us that they felt safe and secure in the environment.
Staff responded well to children's interests. Some children had recently shown an interest in knitting and this was available for children to explore. A variety of opportunities for children to access were available; for example, an area to paint, draw or make dens. As a result, children benefitted from a range of experiences.

The indoor play space had been well developed to reflect children's interest and supported them to lead their play. We observed children exploring happily and confidently throughout the visit. Some spaces outside could be further developed to ensure they reflect the quality experiences inside; for example, by extending on resources such as more natural materials and loose parts. This would support children's developing curiosity, problem solving skills and broaden their opportunities for fun, exciting and challenging play.

Floor books and some wall displays had been developed to record observations of children's learning and experiences. Children were meaningfully involved in recording their experiences as they wrote directly in the book. The team supported children's emotional wellbeing very well; for example, they were nurturing and caring with their approach if children became upset. Children had opportunities to reflect on their learning with staff and their friends. As a result, children enjoyed their time at the service.

Planning approaches were responsive and reflected children's interests. Some children told us they were able to choose what they would like to do in the club and what activities were planned. Other children told us that they thought the staff were fun and they felt listened to. As a result, children felt valued and respected as individuals as they were actively listened to and their thoughts and contributions were valued.

How good is our setting? 4 - Good

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

Quality Indicator 2.2: Children experience high quality facilities

The indoor spaces provided welcoming and interesting areas for children to explore. Resources were available to children such as paint, a parachute, den making material and others. This ensured children benefitted from a range of resources which supported their interest.

There was a limited amount of resources outside which supported children's developing curiosity and problem solving. Parents told us that some of the resources needed to be updated and replaced. The service had highlighted this area as a priority for improvement. We encouraged the service to continue with their plans as this would ensure that children's developing curiosity and problem solving are well supported.

Inside, spaces were set up with a variety of resources to allow children to lead their own learning and have fun. One child told us they would like to have more books. We shared this with the service that had plans to extend on resources that they offer to children. This would further ensure children benefitted from a rich play and learning environment.

Children benefitted from regular access to indoor and outdoor spaces to explore. This enabled children to have choice, direct their own play and supported them to be active and healthy. Fun experiences for children such as exploring the garden in the dark with torches were on offer. This ensured children benefitted form interesting and exciting experiences.

Infection prevention and control practices were well embedded across the service. Children and staff were seen regularly washing their hands, in line with good practice. They were confident and familiar with these routines. This minimised the potential for the spread of infection.

Risk assessments were in place and regularly reviewed. These highlighted hazards and appropriate actions to minimise potential risks to children and staff. As a result, children and staff were safe as risks had been minimised.

How good is our leadership? 4 - Good

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

Quality Indicator 3.1: Quality assurance and Improvements are well led.

The leadership team were passionate about the service and engaged well throughout the inspection process. Staff shared with us that the manager was approachable and supportive in their role. Staff told us that there was regular communication and opportunities to meet to discuss the key strengths of the service and areas to improve. Children benefitted from a committed staff team that knew the positive impact they could have on their experiences and outcomes.

Children, parents and carers were involved in self-evaluation of the service through informal feedback, Microsoft forms and a floor book. We saw examples of when feedback contributed to the service improvement and was used to improve the service. This included providing more opportunities to the children to explore outside and developing experiences that were on offer for children. We could see progress was being made in areas of the improvement plan, contributing to positive outcomes for children and their families. This showed children benefitted from a service that continually improved.

Quality assurance processes were mostly in place; however, we noted that there were areas where the manager should improve these. For example, quality assuring personal plans should be carried out regularly. This would ensure children continue to benefit from high quality care and support.

While policies were reviewed regularly, they did not always reflect the most up to date guidance. The setting should review the child protection policy to ensure that it reflects current and best practice guidance. This should include notifying the Care Inspectorate of any allegations of abuse regarding service users. This would ensure that all appropriate actions have been taken and that children were protected from harm (see area for improvement 1).

Areas for improvement

1. To ensure that the children are safe and protected from harm, the manager should ensure that the child protection policy is reviewed and updated to ensure it reflects best practice guidance. This is to include notifying the Care Inspectorate of any allegations of abuse regarding service users.

This is to ensure that care and support is consistent with the Health and Social Care Standard 3.20 which states that, "I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities."

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 quality indicator as very good.

Quality Indicator 4.3: Staff deployment

Children benefited from a nurturing and caring staff team. Positive relationships had been developed. One parent told us, "Staff are very approachable and ensure they build positive relationships with the children and parents." As a result, staff knew the children and families very well.

Staff had clear roles and responsibilities. They were respectful and very supportive of each other. They were warm, caring and sensitive in their approach and demonstrated positive team working. This promoted a happy, loving, and secure environment for children.

Systems were in place to ensure that information relevant to individual children's care was shared effectively. Staff spoke confidently about children's individual needs. As a result, children experienced care that was tailored to them.

Regular team meetings and staff training opportunities helped staff to reflect on their practice, learning and development. The leadership team ensured that an overview of training was kept. Staff spoke confidently about their recent training; for example all staff were confident with their own child protection policies and procedures. This supported children to benefit from consistent quality experiences. Staff told us they felt valued and supported by management and the wider team. This positive and supportive ethos meant that children were well supported as a result of the nurturing care they experienced from all staff.

The leadership team recognised and valued the importance of ensuring that the service was appropriately staffed throughout the session. Daily tasks and operational activities were planned in a way that minimised the impact on children. Staffing levels allowed for staff to support children's individual needs where required. Effective staff deployment meant staff were supporting experiences and were able to meet all children's individual needs well.

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

To support children to be healthy and active, the manager and staff should provide more opportunities for children to spend time outdoors.

Reference: National Care Standards for Early Education and Childcare up to the age of 16. Standard 3. Health and Wellbeing.

This area for improvement was made on 3 March 2017.

Action taken since then
Children had regular access and opportunities to spend time outdoors. Therefore this area for improvement has been met.

Previous area for improvement 2

The manager and staff should further develop the quality assurance system to ensure:

a. there is a focus on improving the quality of children's experiences and
b. children's views are used to develop and improve the service.

Reference: National Care Standards for Early Education and Childcare up to the age of 16. Standard 13. Improving the Service.

This area for improvement was made on 3 March 2017.

Action taken since then
Clear actions had been taken on an improvement plan which was improving experiences for children at the service. Children's views were valued, respected and listened to by the staff members in the service. Children told us they felt listened to and were able to discuss what they would like from the club. Therefore this area for improvement has been 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	5 - Very Good

How good is our setting?	4 - Good
2.1 Quality of the setting for care, play and learning	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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