LBA After School & Breakfast Club - Craigmount
Day Care of Children

Craigs Bank Parish Church
Craigs Bank
Edinburgh
EH12 8HD

Telephone: 01313 391 490

Type of inspection:
Unannounced

Completed on:
6 December 2024

Service provided by:
Leaps and Bounds Activities (LBA) Limited

Service provider number:
SP2014012323

Service no:
CS2014327801

About the service

LBA After School and Breakfast Club - Craigmount is registered to provide an early learning and childcare service to a maximum of 50 primary school age children at any one time. Leaps and Bounds Activities (LBA) Limited is the provider. The service is provided within Craigs Bank Parish Church. The service has access to a playroom, hall and outdoor space. The service is next to local transport routes and near shops and schools.

About the inspection

This was an unannounced inspection which took place on Tuesday 3 December 2024 between 14:15 and 18:15. We returned to complete the onsite inspection on Thursday 5 November 2024 from 08:15 to 09:15 and 13:00 to 17:30.

To prepare for the inspection we reviewed information about this service. This included the last inspection report, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- received eight responses from parents to our electronic requests for feedback
- received three responses from staff to our electronic requests for feedback
- spoke with and interacted with children
- spoke with the staff team
- observed practice and children's experiences
- reviewed documents relating to children's care and learning and the management of the service.

We provided feedback to the registered manager and a senior representative from the provider group on Friday 6 December 2024.

Key messages

Staff interacted with children in a warm and nurturing manner. These compassionate approaches contributed to the creation of secure attachments and increased children's self-worth.

The personal planning template and process had been developed to become more streamlined and purposeful.

Children's ideas were valued as they were consulted on play and learning opportunities.

During the inspection, we facilitated reflection on ways to increase children's safety in the outdoor space. The service was committed to critically reflecting upon the outdoor environment more extensively to identify and address areas for improvement.

Opportunities had been provided for staff to develop their knowledge of child development, relevant theory and best practice.

The cohesive staff team provided stability for children which helped them to feel safe and secure.

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 key question as very good, where major strengths impacted on positive outcomes for children.

Quality indicator 1.1: Nurturing care and support

Positive relationships were observed between children and staff. Staff interacted with children in a warm and nurturing manner. Terms of endearment were expressed. Humour was appropriately used to help build rapport and contributed towards an uplifting atmosphere. For example, some children had decided to create angel wings and attached these to a staff member's back. Children's emotions were validated and staff offered comfort in the form of a hug. Staff spoke with children in a way that motivated and inspired them to develop their emotional resilience and a growth, 'can do' mindset. For example, when learning new skills. These compassionate approaches contributed to the creation of secure attachments and increased children's self-worth.

Mealtimes were relaxed and unhurried. This positively impacted on children's emotional wellbeing. Children were familiar with the routine which promoted their independence skills. For example, children selected their food, chose where to sit and washed their dishes. Staff sat alongside children and engaged in meaningful conversations which enabled children's social development. Staff expressed interest in the children's experiences at school and outside the club. When the children spoke about their upcoming school nativity, staff asked appropriate questions to widen this discussion. This resulted in children feeling genuinely heard.

The personal planning template and process had been developed to become more streamlined and purposeful. The Getting it Right for Every Child (GIRFEC) (Scottish Government, 2022) wellbeing indicators were used to involve children in completing their personal plans in a meaningful, age-appropriate way. Staff were insightful of children's individual needs and preferences. For example, staff were aware of triggers for children's emotional distress and put sensitively attuned support strategies in place. These helped children to feel calm and safe. Staff demonstrated their knowledge and application of attachment theory; we heard how children had developed secure attachments with certain staff and now felt more comfortable asking for and receiving support from other staff. By using the same support strategies, continuity of care was promoted. A parent said, "Staff go above and beyond to know my child as an individual. They know their interests. They are so nurturing. They are a great link between school and home. I can relax knowing my child is safe and cared for until we can pick them up".

To further develop children's personal plans, the service was committed to documenting and reviewing children's support strategies more extensively. This will help the service to reflect on the effectiveness of strategies and the impact on outcomes for children.

Children's medical needs were well managed. These were clearly documented with regular reviews and an effective audit process in place. Alongside this, robust systems were in place to ensure children's allergy and dietary needs were met. For example, individualised health care plans outlined helpful control measures. This meant that staff were well equipped to meet children's health needs. A parent told us, "My child has developed medical conditions since starting with the club. They are regularly updating my child's personal plan and checking everything is correct. Communication on my child's health is excellent".

Quality indicator 1.3: Play and learning

Children actively led their play and learning. They comfortably explored the environment and selected their preferred resources. Children sustained engagement in their choice of activity. For example, some children expressed their creativity and engaged their imagination using arts and crafts resources. This demonstrated that children felt safe and secure to become immersed in play and learning that was purposeful.

Children's ideas were valued as they were consulted on play and learning opportunities. A floor book captured children's experiences and voices. Some children had expressed that they wanted to knit. Staff provided resources and modelled this. Staff recognised the therapeutic value this had on children's emotional wellbeing. Children developed their leadership skills as they shared new techniques with their peers.

Football was another popular activity. When emotions became heightened, staff facilitated discussions to empower children to identify solutions. This resulted in the children taking ownership for agreeing expectations and consequences. Children were practising strong values, including empathy and respect and achieved a sense of fairness.

The service was committed to strengthening the documentation of children's play and learning by highlighting the learning value of experiences along with significant observations. This will help promote a culture of focusing on the impact of experiences on outcomes for children.

Staff facilitated skilful interactions which resulted in children achieving developmental progress. Gentle encouragement was used to widen children's skills and experiences at a pace that was right for them. In this way, children's self esteem and confidence grew. Staff were present and genuinely interested in children's play. This contributed to children's sense of worth. Parents' comments included; "Staff are active and involved with the kids when they are playing". We encouraged the service to develop staff's use of questioning and wondering aloud to help extend children's thinking.

How good is our setting? 4 - Good

We evaluated this key question as good, where several strengths impacted on positive outcomes for children.

Quality indicator 2.2: Children experience high quality facilities

The service was housed in a community building. The staff team had worked hard each session to ensure the environment was welcoming with resources set out ready for children's arrival. This let children know that they mattered and helped to motivate children to engage in play and learning. Children had access to indoor and outdoor play. This promoted children's sense of autonomy. Staff recognised the benefits of fresh air for children's health and wellbeing. There was ample space to move and explore. Children's creative work was displayed which contributed to children's sense of value and ownership of the service.

There was a variety of play and learning opportunities to develop a broad range of skills. For example, children used their imagination to explore small world vehicles and garages. Balance, coordination and spacial awareness were developed as children navigated the outdoor environment on scooters.

We encouraged the service to consider how resources could be more attractively displayed to spark children's curiosity and to add greater depth to children's play and learning. This would enrich children's play.

During the inspection, we facilitated reflection on ways to increase children's safety in the outdoor space. The service promptly acted upon our advice to make the boundary more secure, improve the lighting, and developed a risk assessment to reflect more robust control measures. Moving forward, the service was committed to critically reflecting upon the outdoor environment more extensively to identify and address areas for improvement.

The cleanliness of the environment positively contributed to children's health and sense of value. Daily risk assessments were in place to help achieve this. There was a shared sense of pride within the community of the presentation and maintenance of the building.

Accidents and incidents were well managed and comprehensively documented. Actions taken in response to a child becoming hurt or injured reflected the service's strong ethos; children were listened to and their emotional needs met. This included staff understanding the significance of children's transitional objects from home in the form of cuddly toys and staff deploying themselves effectively so they could spend time with children until they felt better. Regular audits of accidents and incidents were carried out to identify any learning to minimise risk.

How good is our leadership? 4 - Good

We evaluated this key question as good, where several strengths impacted on positive outcomes for children.

Quality indicator 3.1: Quality assurance and improvement are led well

Building positive relationships between children and staff was at the heart of the service's ethos, so children felt comfortable and enjoyed their time at the club. This was evident within our inspection findings as documented within quality indicator 1.1: Nurturing care and support. The service's investment in recruiting and upskilling staff was another priority area and resulted in the creation of a cohesive team with a shared value base.

Opportunities had been provided for staff to develop their knowledge of child development, relevant theory and best practice. Staff not yet qualified were in the process of completing qualifications. Core learning had been identified for all staff. Following training, staff were encouraged to reflect on how new learning would influence their practice. We provided suggestions on ways to refer to knowledge and skills gained from training courses during routine practice, for example when creating support strategies as part of children's personal planning. This would help to ensure that new skills and knowledge became embedded in practice in a meaningful way. Achievements were highlighted along with opportunities for learning. This helped to promote a culture of reflective practice and increased staff self-awareness and emotional intelligence. Moving forward, we encouraged the management team to develop a coaching leadership style to help increase staff capacity. This approach would help ensure that regardless of the manager's presence or direct input, positive outcomes would be more likely secured for children consistently.

An improvement plan was in place. Areas of improvement identified were having a positive impact on outcomes for children. For example, the service had improved mealtimes. This included the nutritional value of the food provided. This was informed by the best practice document, 'Setting the Table; Nutritional Standards and Practice Guidance for Early Learning and Childcare Providers in Scotland' (Scottish Government, 2024). Children were consulted with on menu planning. Staff facilitated discussions to help raise children's awareness of the nutritional value of food and to develop consideration towards peers with dietary needs. As a result, children learnt to negotiate and make compromises for the benefit of everyone's health and wellbeing. Children told us about their involvement in cooking activities and the numeracy and life skills they had gained.

The improvement plan made reference to children's rights, the GIRFEC (Scottish Government, 2022) wellbeing indicators and relevant documents. This helped demonstrate staff knowledge of relevant policy and best practice. We advised to streamline the service's improvement plan and to use the findings within this report to help shape the priority areas moving forward. We suggested how policy and best practice documents could be used more extensively, including making use of the quality illustrations and improvement and support questions within 'A quality framework for day care of children, childminding and school-aged childcare' (Care Inspectorate, 2022). This would help make quality assurance processes and self-evaluation more robust.

How good is our staff team? 5 - Very Good

We evaluated this key question as very good, where major strengths impacted on positive outcomes for children.

Quality indicator 4.3: Staff deployment

Staffing levels were effective in ensuring high quality outcomes for children. High staff to child ratios were in place during the walk to school. This helped to keep children safe and meant that staff could spend quality time engaging in meaningful conversations with children, so they felt more relaxed starting their school day. Children's individual needs were accommodated to provide more tailored support. As a result, care and support were provided at a pace that was right for children and upheld their dignity.

Deployment of staff was well managed. Clear roles and responsibilities were assigned to staff. For example, one staff member oversaw the entrance area so children felt welcomed on their arrival and they were recorded on the register for safety. Other staff were engaged with the children at play. Staff were spread across the different spaces, which meant that children had a choice of where they wanted to spend their time.

Leaders were attuned and effectively responded to situations to enable staff to fully meet children's needs. For example, a staff member was providing emotional containment to a child when another child approached. A leader discreetly supported the other child, which meant that both children's experiences were validated by staff who were emotionally present.

The cohesive team provided stability for children which helped them to feel safe and secure. Staff spoke positively about the care they received from each other and how they had inspired each other's practice. Staff commented on the approachable and supportive management team. Parents' comments included; "Staff are friendly, professional and communicate well".

There was a shared value base amongst the staff team. Staff were respectful towards children and were committed to uphold children's right to be involved in decisions that affected them. This was evident in the empowering approach used by staff to inspire children to become solution focused and to collaborate with children to help shape child centred planning systems, as noted within key question 1, 'How good is our care, play and learning?'. Staff actively listened to children, giving them the confidence that staff genuinely wanted to get it right for them.

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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