First 4 Kids SCIO Stenhousemuir
Day Care of Children

Stenhousemuir Primary School
Rae Street
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Larbert
FK5 4QP

Telephone: 01324 473 325

Type of inspection:
Unannounced

Completed on:
31 January 2023

Service provided by:
First 4 Kids a Scottish Charitable Incorporated Organisation

Service provider number:
SP2018013072

Service no:
CS2018364504

About the service

First 4 Kids SCIO Stenhousemuir is registered to provide a care service to a maximum of 30 children at any one time.

There is a peripatetic manager arrangement in place.

The service is based in Stenhousemuir Primary School. The areas used include the lower and upper gym hall with a kitchen area, and children's toilets just off the hall. A door directly off the hall that led into the car park was used when families collected children. Children were able to access two outdoor areas to enable children to benefit from fresh air and exercise.

About the inspection

This was an unannounced inspection which took place on Tuesday 17 January 2023 between 15:20 and 17:45. We provided feedback on Tuesday 31 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, 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 and three families
- spoke with staff
- observed practice and daily life including staff interactions with children
- reviewed documents.

Key messages

- Staff had developed strong nurturing relationships with children as a culture of respect was embedded in practice.
- Children had developed strong friendships with their peers.
- Children could lead their play enjoying a variety of fun experiences.
- Quality assurance is being developed to help identify what the service does well and areas for improvement.
- The management team supported staff well through changes.

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

1.1 Nurturing care and support

Children felt valued and secure because staff listened to them and treated them with kindness and respect. Children said they 'liked coming to their club spending time with their friends.' They said that they 'enjoyed chatting with staff and that they listened to them.' We could see that respectful interactions and caring approaches by staff met the needs of children and supported their overall wellbeing.

Children's overall wellbeing was supported through the development and review of personal plans that included important information about them. Staff knew children well and worked together to ensure their approach was consistent when responding to children's individual care and support needs. The organisation had recently introduced a new personal plan format. We suggested that detailed information of how children are supported and cared for should be recorded to ensure consistency for children. Children's voices and the views of families should also be represented in personal plans. This would enable staff to support children and ensure that they felt valued and respected as an individual.

Snack time supported children to have opportunities to develop their independence and to have choices. Children had helped plan the snack menu, prepare the snack and serve their friends. Staff were close by to supervise children as they chopped fruit, but allowed them to be independent in their task. This helped promote children's confidence and self-esteem. Nutritious snacks were provided and snack time was an enjoyable, unhurried experience. Children had opportunities to develop friendships and chat with staff.

Staff were clear about their responsibilities in respect of safeguarding children, and described the process they would follow if they had any concerns. Training had been organised so staff could refresh and update their knowledge in respect of child protection issues.

1.3 Play and learning

Staff valued a child's right to play. The play work principles supported them to provide children with opportunities to develop life skills and learning through their play experiences. A wide variety of resources including board games, crafts, construction, and physical games helped children to make choices. Achievements were celebrated with children proudly telling us they 'were good at drawing, building and writing.' Children were happy and having fun as they developed important skills such as sharing and communicating. We suggested that more loose parts and open ended play opportunities would support children to further develop their creativity and problem solving skills.

Children's play experiences were shared with families through floor books and displays. Children's voices were represented through the photographs, drawings and writing. This meant they were able to recall their learning experiences, celebrate, and share their achievements with others. Staff planned to extend the use of the floor books to show children's involvement in planning their play experiences. We would support this and encourage staff to use the SHANARRI wellbeing indicators to help identify outcomes for children and the next steps in their care and support.

Children's health and wellbeing was supported through spending time outdoors. They used the playground for ball games and large physical play. Children told us they 'liked to play football' and use the 'trim trail.' Children were developing an understanding of the importance and benefits of an active lifestyle.

How good is our setting? 4 - Good

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

2.2 Children experience high quality facilities

Children were made to feel welcome because staff had created a warm, welcoming, and calm environment. Notice boards were available to display children's work and information to be shared with families. Parents were welcomed into the play space to collect children. This meant children and families felt included and valued in the service.

The layout of the open planned space enabled children to relax and enjoy their play experiences. Staff had reflected on how the space would support children's needs. They used the top hall and the outdoor space for physical games. The bottom hall was well organised and enabled children to access areas for playing and exploring a range of experiences. A tent was available for children needing a quiet space to be alone or in a small group, but we suggested that staff and children continue to develop quiet, cosy areas to enable groups of children to rest and relax after a busy day. Children enjoyed a calm play session that supported their individual choices.

Children's health and wellbeing was supported through effective infection prevention and control routines. The environment was clean, tidy, and well ventilated. Hand washing was embedded in practice, and regular cleaning took place.

General risk assessments were in place and reviewed regularly. We suggested the service develop risk assessments further giving consideration to specific situations. This would include families dropping off and collecting children from the car. We would encourage children to be involved in risk assessments across the service. This will support them to keep themselves safe.

How good is our leadership? 4 - Good

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

3.1 Quality assurance and improvement are led well

The organisation's mission statement, "to provide child-centred play spaces where all children entrusted to our care will be respected, engaged and flourish in a stimulating, safe and creative play-led environment..." and the fun and welcoming ethos was promoted by the management team. This was evident in the kind interactions and positive relationships we witnessed throughout the inspection.

Children and families felt valued and listened to because staff had developed positive relationships with them. Information was shared regularly on noticeboards, through an online platform, and the use of text messages, emails, and face to face chats. They felt included in a service that understood the importance of good communication to support positive outcomes for children.

A development plan was being created to identify areas for improvement within the service. Staff had started to evaluate the service and had some awareness of 'A quality framework for day care, childminding, and school aged childcare.' They were encouraged by management to contribute their thoughts and evaluations to the development plan. We suggested that the views of families and children should also be considered and included in the plan as a starting point to future improvements. Continual development and improvement of the service, where staff worked well together, would support children to achieve their potential.

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.

4.3 Staff deployment

Children felt safe and secure in the service because staff had formed trusting and positive relationships with them. Management and staff understood the importance of providing continuity of care and developing positive attachments with children. Families spoken with said they 'were happy with the service' and 'were confident that children were safe, happy and having fun.'

The management team recognised and valued the importance of ensuring the service was always appropriately staffed. Children were warmly greeted by staff who safely transported them to the service. This meant children benefited from a positive transition so they felt welcome in the service. Staff supported one another through effective communication so that the needs of children and families were met. They were flexible and worked together to ensure they were deployed effectively to ensure the safety and wellbeing of children.

Staff worked well together to ensure children were safe, having fun, and engaged. They had developed their skills and knowledge through training and use of guidance. Staff felt supported by the manager as they had opportunities to reflect on their work and identify areas for their professional development. For example, developing how they recorded observations would help them support positive outcomes for children. To help staff gain confidence in their role, management should continue to build on these. This will promote staff motivation and help to provide quality experiences for children.

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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