First 4 Kids SCIO Bonnybridge
Day Care of Children

Bonnybridge Community Education Centre
Bridge Street
Bonnybridge
FK4 1AA

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:
CS2018364516

About the service

First 4 Kids SCIO Bonnybridge is a day care of children service. The service operates within a Bonnybridge Community Centre. Facilities are one level and children have access to the gym hall with nearby toilet facilities. They have access to enclosed outdoor areas that include an all weather pitch outdoor play.

The service is registered;

Number(s) and Age(s) of person(s) to whom service may be provided:
1. To provide a care service to a maximum of 40 primary school age children at any one time

Any other conditions unique to the service:
2. Adult:child ratios will be a minimum of:
•3 years and over -1:8 if the children attend more than 4 hours per day, or
•1:10 if the children attend for less than 4 hours per day•If all children are over 8 years old and over 1:10
3. During the operating times the service will have the exclusive use of areas within the premises as designated by the Centre Manager.

There is a peripatetic manager arrangement in place.

About the inspection

This was an unannounced inspection which took place on Thursday 19 January 2023 between 14:30 and 17:45. 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, variation information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with four children using the service and five of their parents/carers
- spoke with four staff and management
- observed practice and how children were supported in their play and with routines
- reviewed documents

Key messages

- Children experienced being cared for in an inclusive and supportive way as a culture of respect was embedded in practice.

- Children could lead their play and participate in a range of activities.

- Quality assurance is being developed to help identify what the service does well and areas for improvement.

- The staff team worked well together to provide quality care for children.

- 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 on positive outcomes for children.

Quality Indicator 1.1: Nurturing care and support

The positive ethos within the service meant that a culture of respect and inclusiveness was embedded. Positive interactions from all staff had supported children to have a sense of belonging within the service. This had enabled children to develop nice friendships with each other which contributed to them having fun together. Children therefore, felt valued and were confident about contributing their ideas and views within the service.

Effective communication with families meant partnership working with parents was well established. As a result, staff talked knowledgably about the needs of children and how they were supported and met. Regular sharing of information kept everyone up to date. One parent said "We work in partnership. Michelle shares information every day. They (staff) use SHANARRI and this is evident in practice."

Importance was placed on children's emotional well-being as they had opportunities to share how they were feeling. Children felt valued as staff listened to them and answered questions they had. As a result children were empowered as their rights were respected. These positive interactions enabled children to build resilience. When gathering information about feelings, staff could explore why they have said that to make it a more meaningful process.

Nutritious snacks were provided by the service. Children contributed to the menu and helped to serve it. Everyone was invited individually to come for snack, where they chose they wanted to eat and drink. Children enjoyed the social time as they laughed and had fun when they chatted with their friends. Snack time could be further developed by involving children more in preparing the food.

The organisation was in the process of updating care plans for children. Staff were knowledgeable about children's needs and how they supported them. However not all information about techniques or strategies was recorded. Staff should consider how they are personalised with parents/carers and children's input so they reflect children's unique experiences. Regular sharing of information will help ensure that the strategies are effective at supporting children. (See area for improvement 1).

Quality Indicator 1.3: Play and learning

Children benefited from a range of resources activities that were readily available to them and supported their interests. This meant children led their play as they had choice about what they wanted to do. We saw used their imagination, were creative with craft activities and organised board games. One child said "I like board games." Staff joined in children's games, used questions and made suggestions which supported them to talk about their play.

Observation was used to record how children participated in activities. How children benefited was noted and cross referenced to their individual plans. For example, making new friendships or developing in confidence. These could be further developed to show how this information is used to plan 'next steps' for individual children to support their interests and development.

Staff used the well-being indicators when they observed how children benefitted from activities. We saw how children had developed their physical abilities as they explored the natural environment, learned life skills and organised events. Observations could be further developed to show the outcomes for individual children and used to plan 'next steps' to continue their interest. To make this more meaningful, staff could talk in more detail with children about what they liked and why. This would help inform further developments in children's play to provide positive outcomes.

Children had the opportunity to evaluate their experiences. To make this more meaningful, staff could talk in more detail with children about what they liked and why. This would help inform further developments in children's play to provide positive outcomes.

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.

A safe, welcoming and well organised environment had been created for children. They had access to a spacious area that offered a variety of play opportunities. As a result, children had space to play physical games and room to extend their imaginative play. As a result, we saw that children influenced the pace of their day as staff supported their choices.

The spread of infection was minimised as the environment was well ventilated and regular cleaning took place. General risk assessments were used to support a safe environment. Children were supported to be aware of and assess risk. For example, we saw children were familiar with the well-established routines in place when they walked back from school. To further promote safety, consideration should be given to adding specific assessments for individuals circumstances.

The outdoor space available offered children spacious and safe areas to play in. They could organise their own games in the all weather pitch. Children developed confidence in their physical abilities as they learned about and managed risk as they ran around and participated in active games such as 'tig'.

Appropriate systems were in place that ensured all information about children was stored securely. The service worked with the community centre committee in respect of maintenance.

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.

The management team and committee were committed to providing a quality service. They had supported staff and children through changes in the organisation and at individual sites. As a result, the staff team was stable and felt supported to develop their skills and confidence in their role.

Staff implemented the organisation's mission and vision statement. This created an inclusive environment which meant parents, carers and children felt involved, valued and listened to. They contributed their views about the service, which helped confirm what was going well as well as areas for development. As a result, the positive ethos promoted partnership working. One parent confirmed "I'm happy to raise queries as I know they (Staff) will listen to me."

We concluded that a range of formal and informal systems were used to gather views of families. Children told us they were asked their views about the service which influenced what was provided. This information could be further explored with children and used to help develop and extend activities. This would mean children would see how they influence change within the setting.

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 on positive outcomes for children.

Quality Indicator 4.3 - Staff deployment

Staff changes had been managed so children benefited from the mix of staff skills and experience within the team. As staff were clear about their roles and responsibilities, they worked well together. Effective communication and their flexible approach meant children's changing interests and needs were supported at all times.

Transition was well managed as routines were well established for collecting children from local their primary schools. These embedded systems promoted children's safety. Children felt welcome as they were warmly greeted by staff as they arrived.

Regular meetings between staff and managers offered opportunities to reflect on their work and identify areas for professional development. Staff confirmed they had an induction when they started and felt supported by the staff team. To help newer staff gain confidence in their role, management should support them to develop their skills and knowledge to meet children's needs. This will promote staff motivation, develop team work 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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