Kidz Out of School Care
Day Care of Children

23 Lindsaybeg Road
Chryston
GLASGOW
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Telephone: 07588210366

Type of inspection:
Unannounced

Completed on:
17 April 2023

Service provided by:
Kidz Out of School Care Limited

Service provider number:
SP2021000144

Service no:
CS2021000240

About the service

Kidz Out of School Care is registered to provide a care service to a maximum of 36 primary school aged children at any one time.

Care is provided from Cadder Lodge Hall in Chryston, North Lanarkshire. The service is close to parks, schools, shops and other amenities. Children have exclusive use of the hall whilst the service is operating and can access toilets and a secure garden to the rear of the property.

About the inspection

This was an unannounced inspection which took place on 17 April 2023. The inspection was carried out by two inspectors 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 children using the service and five of their family members
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children were happy, settled and comfortable in the setting.
- Staff interacted warmly with children, helping them feel loved and valued.
- Children participated in play experiences that were stimulating and supported their development.
- Children felt that they mattered as their voices were heard and choices respected.
- Self-evaluation contributed to positive outcomes for children and their families.
- Staff deployment supported meeting children's needs.

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?	5 - Very Good
How good is our leadership?	5 - Very 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 found significant strengths in aspects of the care provided and how these supported positive outcomes for children. Therefore, we evaluated this key question as very good.

1.1 Nurturing care and support

Children were confident, happy and settled. They told us that they enjoyed attending the service and commented, "I like coming here, there's lots to do" and "I like it here, it's so good." Parents agreed adding, "we are very happy with the care provided."

Warm, caring and nurturing approaches were used by staff. Cuddles, laughter and chatter were plentiful, ensuring children felt loved, supported and valued. All children agreed that staff were caring and met their needs. They said, "staff are very caring and always want to check up on you" and "the staff are all very friendly, we all really like them."

Staff worked with families involving them in decisions about their child's care. This was reflected in children's personal plans which were supporting them to be safe, healthy, active, nurtured, achieving, respected, responsible and included. Children actively contributed to their plans ensuring their views were respected and acted upon.

Children were sensitively supported to recognise and regulate their responses to strong emotions. Feelings check-in stations, posters and one to one support had helped children overcome difficulties, supporting their mental wellbeing.

Children's medical needs were well understood by staff. Medication records were reviewed regularly and updated where needed to ensure safe administration. We asked the service to store medication with the child's name and date of birth on the bag. This would ensure it was easily identifiable in an emergency.

Older children shared how impressed they were that the service sensitively provided period products in the bathrooms. They said "we think it's a really good idea that we have period pads in the bathroom in case we need them. That really is important for our age." This supported children's wellbeing and ensured they had the products needed to support their health.

The snack provided was nutritional and met children's dietary requirements. Parents and carers commented positively on the quality of food available stating, "snacks provided are good, healthy and filling after a day at school" and "there's plenty of variety." Children had the opportunity to adapt the menu to suit their tastes and were developing skills for life as they helped prepare and serve food.

1.3 Play and learning

Children had fun as they participated in experiences that met their interests. They independently led their own play, promoting their choice and independence. For example, by planning experiences, creating their own games and transporting materials to develop their ideas. Parents were very happy with the experiences offered to children. They said "there's always a lot to do and my child comes home with baking and crafts they have made", "the staff make learning fun" and "the experiences are all about what the children want to do."

Children's opportunities for play and learning were enhanced through strong connections with the local community. They often visited the park, local horses and shops. One child said, "it's fun to go to the park, we go there a lot" and another added "going to see the horses is my favourite thing to do."

Children were encouraged to take positive risks that built their resilience and confidence. For example, staff supported children to assess hazards and agree solutions when using physical equipment.

Staff interacted skilfully during play to extend children's ideas and curiosities. They asked questions to extend children's skills and thinking and sensitively provided equipment that challenged children's learning. This helped children progress their learning.

Planning approaches were child centred and focused on children's interests. For example, they had planned a mini topic on countries all over the world. Staff empowered children to bring their ideas to life and provided materials to support their investigations. On the day of our visit children excitedly asked us to join them as they tasted Spanish food.

How good is our setting? 5 - Very Good

2.2 Children experience high quality facilities

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children. Therefore, we evaluated this key question as very good.

The environment took account of children's stage of development. Spaces indoors and in the garden reflected children's interests and contained toys and materials that supported play and learning. The service was furnished to a high standard, giving children the message that they mattered.

The hall was a comforting space where children could relax, refresh and self-regulate, supporting their wellbeing. The use of cosy cushions and soft lighting created a calming ambience within which children felt safe. One child said, "It's just a nice place and I like the lights, they make me feel nice and calm." Older children accessed a private area on the stage, giving them time to chat and relax in a way that met their needs. They told us "we like how we have our own space on the stage, we are older and need that time away from the younger ones just to be ourselves."

Children benefited from accessing outside each day. It gave them the freedom to burn off energy after school, supporting good mental and physical wellbeing. Recent refurbishments of the garden, including the addition of an outdoor classroom, mud kitchen and tipi maximised children's choices. All parents commented positively on children's access to the garden and one said, "there is a new outdoor area which is great for the kids."

Children were protected from harm through a variety of safety measures. For example, secure entry to the premises, safe collection from school and safe storage of hazardous materials. Accidents and incidents were managed well to support children's health and wellbeing. Regular audits of accidents led to action which prevented repetition, contributing to keeping children safe. Families commented on safety within the environment and one said "I definitely feel the environment is safe. There's secure entry and always plenty staff to watch the children."

Infection control practices created a safe environment for children and their families. For example, handwashing and regular cleaning prevented the potential spread of infection.

Children's information was securely stored and managed, protecting their rights. The service had a locked cupboard within the rented premises to keep children's personal files stored safely.

How good is our leadership? 5 - Very Good

3.1 Quality assurance and improvement are led well

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children. Therefore, we evaluated this key question as very good.

Leaders promoted a shared vision that helped staff to understand how to meet the needs of children and their families. The vision, which included treating children with respect, offering choices and using nurturing approaches was observed in practice to meet children's needs. Families were very happy with the way care was provided and one parent commented "we are very happy with the care provided and feel our child is treated almost like family when in their care, which is everything we could ask for in a childcare service."

The views of children were sought to support all developments of the setting. Children had the autonomy to plan the day to day running of the service, including what experiences were offered, choosing where to play and developing snack menus. They told us "we can do what we want to do, we decide." This ensured that children felt valued and included.

The service recognised that parents and carers know and understand their children best. They worked alongside them, valuing their contributions to develop a greater understanding of children's needs. The service used very good communication strategies that were informative and encouraged participation. For example, newsletters, online journals and social media pages. All parents and carers told us that communication was exceptionally good.

Self-evaluation supported the delivery of high quality care and support. Staff reflected on best practice guidance and learning to identify any gaps in practice. This meant the the service was continually developing and evolving in a way that improved outcomes for children.

Staff were fully supported to carry out their roles. They received regular feedback on their work and participated in improvement conversations. Staff told us this was carried out sensitively and respectfully with children's care being the focus of all improvements.

How good is our staff team? 5 - Very Good

4.3 Staff deployment

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children. Therefore, we evaluated this key question as very good.

Staff were positive, caring and enthusiastic individuals who placed children at the heart of their work. They knew children and families well and worked in partnership to meet needs. Parents praised staff and told us, "all the staff are excellent with the kids," "it's plain to see how much the staff love the kids in their care" and "you can clearly see how much the focus of the children are everything."

Deployment of staff supported good supervision of children, keeping them safe. The innovative use of ear pieces meant that staff could easily communicate when a task took them away from their work. This helped to ensure that children were accounted for and that they received the support they needed when they needed it.

Children's wellbeing was supported through very good staff deployment. Skilled, knowledgeable and experienced staff were well distributed to support others where needed. This meant that children received consistently high quality care.

Staff had participated in training that had led to improvements in children's experiences. For example, training about autism had improved the equipment and experiences offered to children with additional support needs.

The manager worked with staff to minimise unplanned absences. Wellbeing reviews and sharing of information helped keep staff motivated and informed of change, creating a positive workplace. This meant that staff were happy to be at work, creating a consistent team to support 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?	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?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good

How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good

How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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