CK Childcare
Day Care of Children

Dargavel Primary School
Arrochar Drive
BISHOPTON
PA7 5HP

Telephone: 01418126803

Type of inspection:
Unannounced

Completed on:
4 May 2023

Service provided by:
Carli's Kindergarten Ltd

Service provider number:
SP2007009038

Service no:
CS2021000366

About the service

CK Childcare is registered to provide a care service to a maximum of 70 primary school aged children at any one time. The service is based within Dargavel Primary School in Bishopton. During the operating times, the service will exclusively use the dining hall within the address and access the school playground and multi use games area (MUGA).

About the inspection

This was an unannounced inspection which took place on 25 April 2023 between 15:15 and 17:30 and 26 April 2023 between 07:30 and 09:00 and 14:30 and 17:45. Feedback to the management team was provided on 4 May 2023. One inspector from the Care Inspectorate carried out the inspection. To prepare for the inspection we reviewed information about this service. This included registration information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:

- Spoke to children during their play
- Observed practice and experiences for children
- Spoke with the staff and the management team
- Received written feedback from eighteen parents and carers via email
- Received written feedback from three staff via email
- Reviewed documentation.

Key messages

• Positive attachments contributed to children feeling supported, valued and loved.

• Warm, caring, and nurturing approaches of staff helped build positive relationships and supported children's wellbeing.

• Play spaces reflected children's interests and offered rich play experiences.

• Communication strategies were informative and encouraged participation.

• Quality assurance systems should support continuous improvement for children and their families.

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?	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? 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.

Quality Indicator 1.1 - Nurturing care and support

The children were confident, happy, and settled. They said they enjoyed attending the service and commented, "I get to be a helper" and "It's fun". Parents agreed, were very happy with the care service provided, and commented that the staff knew their children well, their hobbies, likes, and interests. In addition, many parents commented that their child loved attending the service and did not like it when collected too early. It was clear that children and staff had formed positive attachments, contributing to children having a sense of belonging as part of a group.

Children experienced nurturing care and support from a staff team who respected each child as an individual. The staff were warm, caring, kind, and responsive in their approach. Affection, laughter, and chatter were plentiful, ensuring that children felt loved, supported, and valued, contributing to a nurturing approach to children's wellbeing. Children told us who would help them if they needed support, with one child commenting on how the staff cared for them when they had a fall. Parents agreed, commenting, "I have high confidence in the staff and feel very comfortable with my kids being in their care" and "I really like all the staff at Carli's out of school care. They truly know my kids and want to do all they can to help".

Staff worked with families involving them in decisions about their child's care. This was reflected in children's personal plans, 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. Parents agreed that staff shared their child's plan, which included their child's targets and needs, with one parent commenting, "It incorporates a section allowing the children to have their own voice heard". This partnership approach meant that all children were respected and valued as individuals.

Wellbeing meetings were in place to meet the needs of all children. Children who required additional support were supported by caring, nurturing staff who worked well with families, the school and relevant external agencies to support and enhance children's outcomes.

Medication and administration records were stored safely, reviewed, and updated in consultation with the child's parents. In addition, the medication had the child's name and date of birth marked on the bag to ensure each child's medication was easily identifiable in an emergency. We asked the service to ensure that the information gathered accurately corresponded to the prescription guidance so that staff could continue to support children's health, wellbeing, and safety.

Staff provided children with healthy and nutritious breakfasts and snacks. The menus met children's dietary requirements and food preferences. Mealtimes were well organised, unhurried, and supportive of children's needs. A calm, relaxing atmosphere where some staff sat with the children to create a positive social experience. Children's involvement promoted independence and encouraged the development of essential life skills. Parents agreed, commenting, "It is great to get the kids involved with making them" and "The staff guide the process, but children help make menu plans for snacks; these are healthy and nutritious".

Quality Indicator 1.3 - Play and Learning

Children were meaningfully and actively involved in leading their play and learning through a balance of spontaneous and high-quality indoor and outdoor experiences that promoted their choice and independence. One parent agreed, commenting, "There are a huge range of activities for them to get involved in, some are supervised, while others are self-led".

Management and the staff had created a play environment with well-considered innovations and creative approaches that engaged children's imagination and enriched their play and learning. For example, the baking and cooking activities were an exciting way for children to develop their literacy and numeracy skills, problem-solve, work collaboratively with their peers and an adult, and learn about cause and effect and life-long skills. The children said they enjoyed making pizza, soup, and macaroni. Many parents agreed, commenting, "My daughter loves going every week and has particularly enjoyed the cooking/baking aspects and having a taster to come home with" and "They love to chop the vegetables for soup/measure water- they now help me in the house!" During the feedback session with the management team, they told us about their plan for children to learn about sowing, growing and harvesting vegetables and had since bought compost and seeds.

Planning approaches for play were child-centred and responsive to children's interests. For example, children's voices were evident in mind maps. Staff used observations to tune into children's experiences and understand how each child learns to ensure maximum engagement, assessing and recording children's progress and achievements. Parents agreed, commenting, "The staff know his interests, and he often comes home with arts and crafts reflecting his interests" and "They know her very well and her likes. Often engage her in activities she enjoys". As a result of the highly responsive approach to play, children were developing a broad range of lifelong learning skills.

The children were happy, confident, and content. They smiled and laughed as they played with their friends and had good connections with the staff. Staff supported children's emotional resilience through nurturing approaches to secure their wellbeing, including the right to play. Parents agreed that their children enjoyed attending the service. One parent commented, "The variety of activities they provide exceeded my expectations". As a result, children were progressing well while having fun.

A wide range of play and sports experiences outdoors supported children to be active, get fresh air, have fun, develop their skills and confidence, build friendships, and celebrate their successes.

Children were encouraged to take positive risks that built their resilience and confidence. For example, staff supported children in exploring potential hazards and developing solutions when participating in science, cooking, creative and physical play experiences using mind maps and small group discussions. This approach helped children think critically and develop risk management skills which kept them safe.

How good is our setting? 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.

Quality Indicator 2.2 - Children experience high quality facilities

The setting was clean, furnished to a high standard and welcoming, with plenty of natural light and ventilation. It gave a strong message to children that they matter and had ample space for their needs.

The manager and staff created an indoor and outdoor environment that was sensitively structured and accounted for all children's development and learning stages. Various materials provided supported children's play and learning. As a result, children benefited from imaginative, interactive, and creative experiences indoors and could freely access the outdoors each day. This allowed children to burn off energy after school and supported good mental and physical wellbeing. Parents agreed, with one commenting, "He particularly enjoys outdoor play due to the large MUGA. He also likes games" and "Children are happy, playing well, and the sessions seem well-organised and structured".

There were well-functioning arrangements for monitoring, maintenance and repairing equipment, with damaged items promptly repaired or replaced.

Staff worked well together to identify and remove risks to children both indoors and outdoors. They ensured children were safe, secure, and accounted for at all times in the environment without compromising children's activities. As a result, children enjoyed challenging, fun play experiences.

Effective quality assurance practices ensured that robust infection prevention and control and food safety practices provided high levels of safety for children. For example, handwashing and regular cleaning prevented the potential spread of infection.

Children's information was securely stored and managed, protecting their rights. For example, staff kept documents in a locked cupboard within the school to safely store children's personal files.

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.

Quality indicator: 3.1 Quality assurance and improvement are led well

Management and staff engaged well during the inspection process and were welcoming, friendly and open to our suggestions, demonstrating a commitment to improvement.

The manager promoted the shared vision, values and aims that helped staff understand how to meet the needs of children and their families. These included providing a home from home environment for children to assist them with settling into the setting and developing meaningful relationships with their peers, adults, and carers. Families were happy with the care provision, commenting, "They have been amazing with myself and my son, helping us both with the transitions, getting my son to help with tidying up etc, as they think he is happier when he is busy. I am very grateful to all the staff for that," and "They have done so much more for me and my family than I can ever thank them for and so much more than we deserve. I truly appreciate them and their help".

The service used communication strategies that were informative and encouraged participation. This included emails, social media, and the Seesaw app. All parents agreed that communication was good, with one parent commenting, "We like the updates on the online platform, which are a great way to see all the fun. I feel very well-informed through the range of methods they use".

Quality assurance systems, including informal and formal monitoring, were in place and carried out by the management team. They were familiar with Care Inspectorate's 'A quality framework for daycare of children, childminding and school aged childcare' and had started using the evaluation tool to reflect and support improvement within the service, which included the views of parents, children and staff. Parents agreed, commenting, "Our opinions are regularly sought in a range of ways. I feel that when I offer my views, they are welcomed and considered by the team" and "The out of school care staff often ask for opinions and advice (from both me and my kids) which is often taken on board". This supported a culture of collaboration where all stakeholders felt valued and listened to.

Staff felt professionally and personally supported by the management team to carry out their roles. They received regular feedback on their work and participated in improvement conversations, with children's care and wellbeing being the focus of all improvements.

The improvement plan for the service had clear, focused areas and priority action points, including parent and family engagement, supporting children's individual needs and wellbeing, and community involvement. However, the management team agreed that the service needed time to fully implement the priorities for change and measure the impact on children. We look forward to seeing how well the service progress on future inspections.

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.

Quality Indicator: 4.3. Staff Deployment

The management team recognised the importance of ensuring that the service was staffed appropriately as essential to the wellbeing of children in the service. Staff were confident in their roles and communicated well as a team when tasks took them away from their areas of responsibility. They worked well together to maintain quality engagement with children and were flexible and responsive. This contributed to effective supervision and continuity of care in meeting the needs of each child.

The staff were at the forming stage of team development, and effective use was made of their different experience, knowledge, and skills to ensure the children's positive and safe experience in the setting.

Appropriate policies and procedures were in place to maximise staff attendance, and staff understood the impact of unplanned absences on the service provision. Wellbeing reviews and information sharing helped keep staff motivated and informed of any change, creating a positive workplace. This meant that staff were happy to be at work, building a consistent team to support children in their care.

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?	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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