

Tayport Out of School Club Day Care of Children

Tayport Primary School
Queen Street
Tayport
DD6 9NS

Telephone: 07515 189486

Type of inspection:
Unannounced

Completed on:
5 March 2024

Service provided by:
Fife Council

Service provider number:
SP2004005267

Service no:
CS2003039572

About the service

Tayport Out of School Club provides a before school, after school and holiday care service to a maximum of 32 children of an age to attend primary school. Fife Childcare Services provided the service which is part of Fife Council.

The service operates from within Tayport Primary School. Children had access to the dining room/gym hall, two large playground areas and any other areas of the school with agreement from the head teacher.

About the inspection

This was an unannounced inspection which took place on Monday 4 March 2024, between 14:45 and 18:00 and Tuesday 5 March 2024, between 15:00 and 17:30. 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, registration information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spent time with the children using the service
- received feedback or spoke with eight of their family members
- spoke with staff members and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children were relaxed, happy and having fun.
- Staff were kind and caring towards children and they had built positive nurturing relationships with them.
- Children benefitted from a staff team that were passionate and committed to taking forward improvements.
- Parents commented positively about the quality of care and experiences received at the setting.
- Children's learning and experiences were documented very well and allowed them to reflect and share their experiences with their friends.
- Mealtime experiences should be further developed.

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?	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?

4 - Good

We evaluated this quality indicator as good, where several strengths impacted positively on children's outcomes and clearly outweighed areas for improvement.

Quality Indicator 1.1: Nurturing care and support

Warm, caring and nurturing approaches were used most of the time. One parent told us, "The staff are all lovely, helpful and compassionate". Children and staff enjoyed spending time together, laughing and chatting with each other. This helped children feel loved, supported and valued. All children we spoke to agreed that staff were caring and met their needs. They told us that they enjoyed attending the service. Children spoke about their experience and described staff as kind. As a result, we found children were confident, happy and settled.

All children had personal plans in place. These included their likes, dislikes and information about their care needs. Parents told us that they felt involved in plans to support their child. Children were meaningfully involved in developing their own plans. They spoke confidently about their next steps and how staff supported them. As a result, children felt valued and their voices were respected.

Children were able to rest, as spaces had been well thought out. Pillows, blankets and other resources had been used creatively to develop areas for children. This meant children had time to reflect on their day as they relaxed. They told us that this was their favourite part of the club. This allowed children to have time away from the busier room.

There were missed opportunities to support children to recognise and manage their feelings appropriately. To ensure that children are supported to understand and manage their emotions and staff have the skills and knowledge to support this, the service should develop their approach to supporting emotional wellbeing **(see area for improvement 1)**.

Healthy and nutritious snacks were provided by the service. Mealtimes were mostly valuable social experiences. Children's play was interrupted as all children went to snack together. They had snack together and spoke with each other about their day. Staff and children told us that they helped to prepare snack and got to choose what they would like to eat. There were photos in the floor book which showed them cutting up fruit and cooking. On the inspection days, children did not help to prepare snack or set the table. The service should continue to develop the snack time experience to ensure that there are limited interruptions to children's play and they have consistent opportunities to develop life skills **(see area for improvement 2)**.

Appropriate forms and permissions were in place for the administration of medication. Medication was stored safely and all staff were aware of children's medical needs. Permissions were reviewed and updated regularly. This meant children's individual health needs were being met.

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

Quality Indicator 1.3: Play and learning

Children were having fun and playing throughout the session. They moved confidently and freely around the play spaces. This told us that they felt safe in the environment.

The indoor play space had been well developed to reflect children's interest and supported them to lead their play. We observed children exploring happily and confidently during both sessions. Staff highlighted the outside space as an area to be further developed to ensure they reflect the quality experiences offered inside. We agreed, and encouraged the team to continue with their plans to develop these spaces. This would further broaden children's opportunities for fun, exciting and challenging play.

Staff knew children very well as individuals. They spoke confidently about children's interests and next steps. Parents told us that their children loved coming to the setting. When asked what they like about the service, one parent answered, "Friendly staff who know my kids well and that I trust". Children told us that they loved the staff and felt listened to. As a result, children and families felt valued and respected.

Floor books had been developed to record observations of children's learning and experiences. Children were meaningfully involved in recording their learning in floor books and on their individual plans if they chose. Staff ensured that children were able to discuss and reflect on their learning and valued their views and opinions. As a result, they were proud to share their experiences as their achievements were celebrated.

Planning approaches were responsive and reflected children's interests. There were examples of child centred planning with children being meaningfully involved in this. As a result, children were actively listened to and their thoughts and contributions were valued.

Areas for improvement

1. To ensure that children are supported to understand and manage their emotions and staff have the skills and knowledge to support this, the service should develop their approach to supporting children's emotional wellbeing. This should include, but is not limited to appropriate staff training and implementation of strategies which offer children effective de-escalation techniques and support them to manage and understand their emotions appropriately.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11).

2. To enable children to benefit from an enjoyable snack experience which supports their developing life skills while eating, the provider should review their policy and procedures for snack times. This should include, but is not limited to:

1. Ensuring children are actively involved in preparing snack.
2. Ensuring limited interruptions to children's play while supporting a calm, unhurried snack time experience.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I can enjoy unhurried snack and mealtimes in as relaxed an atmosphere as possible' (HSCS 1.35).

How good is our setting?

4 - Good

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

Quality Indicator 2.2: Children experience high quality facilities

Children benefitted from a service that was delivered from a large room within the primary school. It was clean, tidy and offered lots of natural light and ventilation. There was ample space for children to play, rest and relax. The spacious room was organised and thoughtfully resourced to take account of children's individual preferences and encourage curiosity. Consideration had also been given to children's needs, interests, and their age and stage of development. This gave them a sense of ownership and belonging.

Inside, spaces were welcoming with a range of resources for children to explore. Loose parts and open-ended resources were used effectively to support children's developing imagination and problem solving. For example, children explored taking long exposure photographs with light to make beautiful pictures which nurtured their developing creativity. As a result, children benefitted from a rich play and learning environment.

The committed staff team set up the play spaces to offer children a very good range of experiences. One child told us, "We have lots of toys". A parent said, "The range of activities available and the opportunity for my child to meet other kids out with their class is great". As a result, children were able to follow their own interests within the play spaces and staff supported children well to do this.

Children benefitted from regular access to a large outdoor area. Staff respected children's views as they consulted children on where they would like to play. This enabled children to have choice, direct their own play and supported them to be active and healthy. One child told us, "We always get to go outside". This meant children benefitted from fresh air and natural light.

Infection prevention and control practices were mostly well embedded across the service. Children and staff were seen regularly washing their hands, in line with good practice. They were confident and familiar with these routines. Areas in the club were free from clutter and easily cleaned. In the boy's toilet area, part of the vinyl flooring was uneven. This increased the risk of infection as it was not easily cleaned. We shared this with the manager who took immediate action to ensure that this was addressed. We suggested that these areas be checked regularly. This would further ensure that infection risks are minimised.

Risk assessments were in place and highlighted hazards and appropriate actions to minimise potential risks to children and staff. However, some risk assessments had not been updated for a significant period. The service had plans to introduce a more clear approach to risk assessments. We encouraged the manager to continue with their plans. This would further support children's safety as risks had been identified and appropriate mitigations were put in place.

How good is our leadership?**4 - Good**

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

Quality Indicator 3.1: Quality assurance and improvements are led well

The staff team were committed and passionate about improving experiences for children in the club. They spoke confidently about their strengths and improvement priorities. There were clear vision and values in place which placed children's experiences at the heart.

The current improvement plan was focussed on outcomes for children. It was manageable, focused and highlighted appropriate areas to improve. Each member of the team had specific roles that linked to their own interests and areas they would like to lead on or develop. The improvements were led well and impacted positively on the development of the service. This meant children benefitted from a club that continued to improve.

A range of quality assurance systems had recently been put in place which focussed on ensuring children were supported to thrive and flourish through high quality play and learning. This included regular meetings to discuss planning, children's needs and priorities. Children were regularly consulted, and their thoughts and opinions were used to drive improvement forward in the setting. The team should now embed these systems to ensure they continue to improve outcomes for children.

The management team engaged well in discussion during the inspection, and were responsive to feedback. We found they were well placed to achieve their ongoing improvement priorities to ensure children and families continue to experience quality care, play and learning.

How good is our staff team?

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 4.3: Staff deployment

Staff had established positive working relationships with each other, creating a motivated and solution focussed team. Regular meetings and support from senior staff supported shared reflection on practice and the service. This meant that staff felt valued and empowered to lead improvements.

Children's needs were met consistently because the right number of staff were available at all times. Staff were proactive in recognising any gaps and supervised children while also spending quality time with them. Staff followed children's lead, for example when more children chose to go outside, staff respected their choices. They worked flexibly to supervise children in their play and offer a range of experiences safely.

Staff should further consider how they are deployed to ensure children benefit from uninterrupted play. We suggested the service review how staff are deployed at key times of transition such as snack time to ensure children still have access to the experiences on offer. This would further support children to lead their play and benefit from continuity of care.

The highly motivated staff team worked together to share key tasks and they worked very well as a team by communicating effectively as they valued each members' ideas. Staff were able to reflect on their own learning and spoke confidently how training impacted positively on outcomes for children. Staff told us they were listened to, felt valued and were fully aware of their roles. One parent told us, "Staff are amazing, friendly and helpful". Their values, skills, experience and knowledge resulted in 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	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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