

PEACE Gargieston Day Care of Children

c/o Gargieston Primary School
Dundonald Road
Kilmarnock
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Telephone: 01563 534 058

Type of inspection:
Unannounced

Completed on:
8 March 2024

Service provided by:
PEACE Childcare

Service provider number:
SP2003000712

Service no:
CS2003015154

About the service

PEACE Gargieston is an out of school service located in Kilmarnock, East Ayrshire. It is situated within Gargieston Primary School. During operation times, the service has sole use of the school dining and gym hall.

The service is provided by PEACE Childcare. PEACE Childcare aims to support parents/guardians in balancing work, education, training, and family commitments by providing before school, after school and full day care during school holidays and in service days.

PEACE Gargieston is registered to provide care to a maximum of 40 primary school age children, of those 40 no more than 6 are aged 4.5 years to those not yet attending primary school.

About the inspection

This was an unannounced inspection which took place on Tuesday 27 February 2024 and Wednesday 28 February 2024. We gave in-person feedback to the service on Wednesday 28 February 2024 and Friday 8 March 2024. 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 registration information, information submitted by the service, and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- observed and spoke with several children using the service
- sent out a family questionnaire and received 21 responses
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Interactions between staff and children were warm and caring.
- Children were happy, settled and having fun.
- Parents were happy with the level of care and support their child received.
- Staff induction processes were at an early stage of development and require to be further developed.
- Quality assurance and self-evaluation processes were at an early stage of development and require to 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?	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 children's outcomes and clearly outweighed areas for improvement.

Quality indicator 1.1: Nurturing care and support

Children experienced warmth and care from staff. We saw children being respected and praised throughout the session. As a result, we saw confident children enjoying the after school environment. One parent told us; "I love that my son looks forward to going each day."

Children and staff enjoyed spending time together, laughing and chatting with each other. This helped children feel included, supported and valued. All children we spoke to agreed that staff were caring and met their needs. Children spoke about their experience and described staff as kind.

Children were cared for by staff who knew them well. Personal plans outlined general information about children's wellbeing. Children had been involved in identifying their own needs. Plans were linked to Getting it right for every child wellbeing indicators. Personal plans should continue to be developed to ensure that they reflect individual children's health, safety and welfare needs and the support staff can offer each child. They should be reviewed timeously with parents and children. This will continue to support children to feel their voice is valued and respected.

We saw children relaxing in the environment, spaces were created to give children opportunities to socialise in small groups. The environment would benefit from soft furnishings and other resources to creatively develop areas for children to reflect on their day as they relax.

Staff engagement with children was warm and caring; this contributed to a settled environment. Care was taken by staff to ensure that they communicated with children in a respectful manner. We saw this reciprocated in child to staff and child to child interactions. This meant that children were respected, included and confident.

Snack and meal times were social experiences. Children would benefit from helping to prepare snacks and choosing what they like to eat. The service should continue to develop the snack and meal time experience to ensure that there are opportunities for children to develop life skills.

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 should be reviewed and updated regularly, old medication for children who no longer attend the service should be disposed of or returned to their parents.

Accident and incident records were in place; these should be developed to ensure that they comply with up-to-date General Data Protection Regulation (GDPR) requirements. Parents should sign and date accident and incident forms to acknowledge they are aware of any potential impact on their child.

Quality indicator 1.3: Play and learning

Children were having fun and played happily throughout the breakfast and after school sessions. They moved confidently and freely around the play spaces. This told us that they felt safe in the environment. The indoor play space had resources available to reflect children's interest and supported them to lead their play. We observed children exploring happily and confidently during both sessions.

Children had free flow access to an outdoor quadrant. Staff told us they used the school playground, but we did not observe this on the days of inspection. The children told us they enjoyed being outside.

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

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.

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.

Children benefited from a service that was delivered from the dining hall and gym hall within the primary school. They had exclusive use of these areas. On the day of the inspection, the school hall was in use right up to the school bell signalling the end of the school day, this hindered preparation of the area of the after school club. As a result, children were brought in to an area that was not set up for them and the floors were extremely dirty. However, we observed resilient children supporting staff to set up the environment. We asked the service provider to consider how this could be avoided in future.

The hall offered lots of natural light and ventilation. There was ample space for children to play and socialise with their friends or do craft activities. The large storage cupboard was resourced to take account of children's individual preferences and encourage curiosity. Consideration had also been given to resources that reflected children's needs, interests, and their age and stage of development. This gave the children a sense of ownership and belonging. We observed children being supported to choose activities, assisted to set them up and enjoying playing with them.

Children benefited from access to a secure outdoor quadrant 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 benefited from fresh air and natural light.

Some infection prevention and control practices were embedded across the service. However, children and staff were seen regularly using gel to sanitise their hands. We asked the service to reinstate good handwashing measures in line with best practice guidelines.

Risk assessments were in place and highlighted hazards and appropriate actions to minimise potential risks to children and staff. This supported children's safety as risks had been identified and appropriate mitigations were 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.

The vision, values and aims for the setting reflected the aspirations of children, families, partners and the wider community in Kilmarnock. This ensured positive outcomes for all. Staff had adopted a rights-based approach, which respected children's individuality, promoting an environment where all children felt valued and welcome.

The staff team was committed and passionate about providing stimulating experiences for children in the club. They spoke confidently about the children and their families. The management team engaged well in discussion following the inspection, and was 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.

The service has recently experienced a change in management. Improvement plans and quality assurance systems had newly 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 and their families should continue to be regularly consulted, and their thoughts and opinions used to drive improvement forward in the setting. The team should now embed these systems to ensure they continue to improve outcomes for children. This meant children benefited from a club that continued to improve.

How good is our staff team?

4 - Good

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

Staff knew children and their families very well. Secure relationships between them were evident in the kind and compassionate interactions we observed. Parents told us that staff were supportive, approachable and caring. This meant that children felt safe, secure, and happy in a service where a compassionate staff team nurtured and supported them.

Staff communicated with each other and worked together to keep children safe and engaged in quality experiences. This meant that key tasks and responsibilities could be carried out whilst ensuring continued positive outcomes for children.

Continuity of care for children was promoted, wherever possible, through the positive management of staff absences. PEACE Childcare staff demonstrated a flexible approach to ensuring staff were familiar to the children in the service.

Children benefited from a positive ethos, which was reflected in the actions of the staff team. We saw staff working as a team to identify common goals for the service. This contributed to the happy, supportive environment for children.

Staff wellbeing was important to the management team. An open door policy meant staff felt valued, supported and listened to. As a result, we met happy staff, working well together.

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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