

PEACE Loanhead Day Care of Children

Loanhead Primary School
Loanhead Street
Kilmarnock
KA1 3AU

Telephone: 01563 522452

Type of inspection:
Unannounced

Completed on:
25 March 2024

Service provided by:
PEACE Childcare

Service provider number:
SP2003000712

Service no:
CS2003020281

About the service

PEACE Loanhead is an after school service located in Kilmarnock, East Ayrshire. It is situated in a school building adjacent to Loanhead Primary School. During operation times, the service has sole use of the building.

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 Loanhead is registered to provide care to a maximum of 31 primary school age children, of those 31 no more than 6 are aged 4.5 years to those not yet attending primary school. On the days of the inspection visit, there were 10 children using the service.

About the inspection

This was an unannounced inspection which took place on Thursday 21 March 2024 and Friday 22 March 2024 between 08:00 and 18:15. We gave in-person feedback to the service on Monday 25 March 2024 at 11:00. 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 seven responses
- spoke with three parents face-to-face and by telephone
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children had very positive relationships with staff which helped them feel nurtured and included.
- Staff knew the children well and this helped to ensure that individual needs were fully supported using a thoughtful and sensitive approach.
- 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 were supported by staff who were nurturing and caring in their interactions. Children were greeted warmly by staff and positive interactions were noted throughout the sessions. Children actively sought out staff to speak to and share how their day went. As a result, we saw confident children enjoying the after school environment.

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 told us staff knew them well.

Strong and trusting relationships had been established. The children enjoyed a positive experience. The service had tried different ways of doing snack and an 'all together' snack was preferred by the majority of the children. Staff felt that this benefited the children as they engaged more with all children and had built up positive relationships. Staff sat with the children during snack and participated in some nice discussion which helped create a sociable, unhurried experience. Opportunities for independence could be developed further, for example the children's yoghurt was already identified for them and toast was already spread for some children.

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, the support staff can offer each child and they should be reviewed timeously with parents and children. This will continue to support children to feel their voice is valued and respected.

Parents spoke very positively about the support their children received. One parent, for example, felt that the staff really supported their child to manage the transition between school and out of school provision through their nurturing approach and supporting specific requests. Another parent told us, "the staff are very kind, supporting my daughter in the morning going to school. They genuinely care about her wellbeing."

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 continue to be reviewed and updated regularly. Health plans for children who required them were put in place as a result of this inspection visit.

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 supported access to the school playground which they told us they used often. The weather was particularly poor on the days of the inspection visit, so we did not observe the children using this area.

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, "I love how friendly and kind the staff are." Children told us that they loved the staff and felt listened to. As a result, children and families felt valued and respected.

The service should continue to develop activities for the children to allow them more challenge in their play. For example, developing loose parts more would encourage creativity and problem solving with children being able to, for example, build using different loose parts. Staff were aware of the need to continue to build on the resources for children. Felt tip pens, for example, were in continual use and needed replaced on a regular basis. The children were involved in making suggestions for new resources to be purchased.

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.

The area used for the service was in a self-contained building adjacent to the school. The service had exclusive use of this area. The building had recently been refurbished to a high standard.

The room offered lots of natural light and ventilation. There was plenty of space for children to play and socialise with their friends or do craft and art activities. Resources were available which reflected children's individual interests. They were easily accessible to promote children's choice and independence.

The environment was secure, with exit locks in place. However, on the first day of inspection the outside door was propped open at transition time. We asked staff to stop doing this and ensure the door is closed at all times. This was remedied during the inspection visit.

The environment was clean throughout our inspection. We observed positive infection prevention and control practice. For example, children washed their hands before and after snack. This was observed by staff to ensure it was undertaken well. We also saw children being reminded to cough into their sleeves in order to minimise the transmission of infection.

The service had created some peaceful, cosier space for children to unwind and relax, which was particularly well used before school. They were aware of children's individual needs and that for some children a quiet space for them to decompress was beneficial to their mental wellbeing.

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.

Children's personal information was stored securely, and sensitive information was shared only with those who needed the information to meet children's health and wellbeing needs. This ensured the service complied with current best practice guidance.

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.

The vision, values and aims for the service 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 were committed and passionate about providing stimulating experiences for children in the club. They spoke confidently about the children and their families. Some vision and values were in place which placed children's experiences at the heart of the service.

The management team engaged well in discussion following 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.

The service had 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 outcomes for children 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.

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

In order to promote children's health and wellbeing, the manager and staff, in consultation with children and parents, should review the snack/breakfast menu.

National Care Standards for early education and childcare up to the age of 16 - Standard 3.4 Health and wellbeing.

This area for improvement was made on 21 October 2016.

Action taken since then

Snack and menus had been reviewed. We saw children eating healthy snacks and meals.

This area for improvement has been met.

Previous area for improvement 2

In order to ensure children's safety, the manager should develop risk assessments specifically relating to the provision at Loanhead primary school.

National Care Standards for early education and childcare up to the age of 16 - Standard 2 A safe environment.

This area for improvement was made on 21 October 2016.

Action taken since then

Risk assessments were in place.

This area for improvement has been met.

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 |

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iartras.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.