

# Kippen Playgroup and Toddlers Day Care of Children

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Telephone: 07883914499

**Type of inspection:**  
Unannounced

**Completed on:**  
21 May 2024

**Service provided by:**  
Kippen Playgroup & Toddlers  
Management Committee

**Service provider number:**  
SP2003001113

**Service no:**  
CS2003005372

## About the service

Kippen Playgroup and Toddlers is registered to provide a care service to a maximum of 24 children aged from two years to those not yet attending primary school. The service is provided by a voluntary management committee, Kippen Playgroup & Toddlers Management Committee.

The service is located in Kippen, which is a rural area of west Stirling. It is located close to local amenities such as shops and a school. The service may operate from the village hall or Burnside Wood in Kippen.

## About the inspection

This was an unannounced inspection which took place on 21 May 2024 between 08:45 and 15:45. The inspection was carried out by one inspector from the Care Inspectorate. Feedback was given to the manager and provider on the same day.

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 six children using the service
- spoke with or received feedback from seven parents
- spoke with staff
- observed practice and daily life
- reviewed documents.

**Key messages**

- Children experienced warm, kind and caring interactions.
- Children were having fun, actively leading their own play, and were fully engaged.
- Positive relationships with families was improving outcomes for children.
- Children benefitted from regular access to outdoor learning and the local community.
- A good understanding of risk benefit allowed children to develop real life skills and confidence through play.
- Children benefitted from committed, passionate leadership which led to meaningful improvements.
- Staff's skills, knowledge and experience ensured consistently high quality care.

**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 quality indicator as very good.

### Quality Indicator 1.1 - Nurturing care and support

Children experienced compassionate care. Interactions between children and staff were warm and nurturing. This supported children to feel safe and secure. Meaningful, positive relationships between staff and children had been established and maintained. Staff knew children very well as individuals. One parent told us, "The staff make a huge effort to get to know your child". This showed children were valued and respected.

All children had personal plans in place with information to support their individual care. This included their likes, dislikes, permissions and any care needs. Families shared that they had regular opportunities to discuss their child's development and progress. One parent told us, "The staff have prepared a development plan for my child which goes beyond what I would expect for a playgroup". This supported continuity of care and allowed children to flourish in the setting.

Children's emotional well-being was well considered through warm interactions, with cuddles and reassurance offered by staff. Staff spoke calmly with children and took time to listen to their thoughts and feelings. This supported children to feel valued and loved.

Children's snack time experience was relaxing and unhurried allowing children to develop their independence and social skills. Staff sat with children at the table and engaged in conversation with them. This ensured that this was a positive social time. Children were encouraged to self-serve and make choices. We encouraged the service to further develop opportunities to support children's independence skills at mealtimes. For example, by allowing children to cut the fruit or set the table. This would further support children's developing independence.

Systems for recording medication were in place, including parental permissions, storage information and records of administration. Medications were stored appropriately and staff were confident to discuss children's medical needs. We asked the service to ensure that medication consents are reviewed every three months or term. This would further ensure that children's individual medical needs were fully considered.

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 attended one or two sessions at the playgroup which operated two mornings per week. Experiences were very well considered for children's different ages and stages. Children were engaged in their play and having fun. Staff laughed with children and enjoyed their time together as they explored and learned. As a result, children remained interested and focused in meaningful play.

Staff skilfully listened to children and responded quickly and calmly to their individual needs and requests. Staff interacted with children at their level and always used a calm, reassuring voice. As a result, children were supported very well to communicate and express their needs and emotions. This demonstrated to children that they mattered and promoted their sense of security and belonging.

Planning approaches were child centred and children were actively involved. Staff ensured experiences and resources reflected children's interest, supporting them to feel listened to. One parent told us, "Children have a variety of play experiences often led by what the children are showing particular interest in". As a result, children were leading their own learning and enjoying their time at the playgroup.

Language, literacy, and numeracy experiences were rich and woven through interactions and the natural environment. Children read stories with staff as they sat on logs in the woods. They used rich language to support children's developing communication, and valued daily routines as opportunities to support children's numeracy. Staff were skilled at encouraging thinking and problem solving using effective questioning, supporting children to deepen their learning. As a result, children were developing their creative thinking and problem-solving skills.

Staff knew children very well as individuals and spoke confidently about their next steps. Children celebrated their achievements with staff together. There were observations for each child which were linked to wellbeing indicators. Learning was shared with parents at regular chats or through closed groups on social media. The setting planned to develop this approach to ensure each child had an individual electronic folder. We encouraged the service to continue with their plans. This would support children to have regular opportunities to reflect on their learning and experiences with their families and friends.

## 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 quality indicator as very good.

### Quality Indicator 2.2 - Children experience high quality facilities

Children experienced a natural environment in which to explore and be physically active in peaceful surroundings. The large woodland area meant that children benefitted from a range of environments and this enabled them to explore the variety of experiences and to engage with nature. Children benefited from exciting experiences, such as walking to a pond where they found a tadpole and spoke about this with the adults. The natural environment enhanced children's learning and supported them to thrive.

Play and learning was of high quality, it was offered through a wealth of natural resources which the children collected from the woods. There were extensive loose parts and objects of interest which children explored and this further encouraged their creativity, curiosity, and imaginative play. We saw that children were busy and fully engaged in a wide variety of learning experiences. For example, taking small pieces of grass and twigs to include in their clay moulding. Their natural environment continuously challenged and developed their confidence.

Children were developing a very good understanding of how to keep themselves safe. They were meaningfully involved in risk assessments of their boundaries and how far they could go to keep safe. Children told us that you can only go as far as the red flags. Risk assessments were robust and were regularly reviewed and updated by all staff. This ensured hazards were minimised, keeping children safe from potential harm.

All information about children was kept in a secure manner. Sensitive information was only shared with those who needed it to meet children's needs. This meant that children's information was protected, and storage complied with relevant best practice.

Children were encouraged to wash their hands at key times and effective cleaning procedures meant that the spread of infection was kept to a minimum. Hand washing and toileting in the wooded area were well considered to promote children's privacy, dignity and respect, while ensuring the risk to infection was minimised.

## How good is our leadership?

**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 quality indicator as very good.

### Quality Indicator 3.1 - Quality assurance and improvement are led well

Children's experiences were continually improved by the team's shared commitment and passion for providing high quality care for children. One parent told us, "Lindsey and Pam are the best! My child now asks after them both and can't wait to go to playgroup. Both have always been fantastic at making my child feel comfortable". This showed children benefitted from a dedicated, passionate team.

The shared vision and values of the service put children and families at the heart. Staff used good practice guidance, team meetings and appraisals to enhance experiences for children. Improvement priorities for the service were well placed to support meaningful improvement for children. This was supporting the service to help meet the aspirations families had for their children.

Effective self-evaluation was in place which involved all stake holders. Parents' comments included, "Parents give feedback into the playgroup committee and to staff directly. Staff reach out for parental feedback and ideas" and "We always feel we are listened to". There were clear actions taken by the service from parents' and children's feedback to inform improvements. This showed children's and parent's views were respected and valued.

Effective policies, procedures and robust quality assurance processes were in place to support the development and improvement of the service. The team were committed to the ongoing development to ensure children reached their full potential.

A meaningful, manageable improvement plan was in place which was focused on outcomes for children. Some of these priorities included, updating policies and procedures and ensuring children's personal plans were in place and effective. This priority had been actioned and the positive impact on outcomes for children was evident.

Parents were confident in the care their children received at the club. When we asked parents what would make the playgroup even better. All parents said that nothing could be improved on. One parent told us, "I am very happy with this service and cannot think of any improvements". This showed families were confident in the leadership of the service.

**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 quality indicator as very good.

**Quality Indicator 4.3 - Staff deployment**

Staff were passionate about their role, supporting children in the hall or while at their outdoor provision. They had a very good understanding of the importance of strong connections with children and their families. One parent told us, "The child -staff relationships are very positive. My child feels welcome and comfortable, I feel comfortable leaving them and know they are having fun and are safe". Staff's kind and nurturing approach ensured that children felt safe and their families were valued and respected.

The management team recognised and valued the importance of ensuring that the service was appropriately staffed throughout the full day. Staff were proactive during busier times to ensure good supervision and high quality interactions. The staff team worked effectively together to ensure that children's needs were met. This meant that children experienced continuity of care as daily tasks were completed.

Staff were respectful and very supportive of each other. They were very warm, caring, and sensitive in their approach and demonstrated positive team working. This promoted a happy, loving, and secure environment for children.

There was a positive, enthusiastic ethos developed in the team. Staff reflected on their own practice regularly in meaningful discussions together. The team were encouraged to contribute to ongoing improvements. As a result, children consistently benefitted from high quality care and support.

There was a range of regular opportunities for training and staff enhanced their own knowledge through professional reading. They spoke confidently and passionately about their recent training or learning and how this impacted on children's experiences. This showed children benefitted from a knowledgeable and skilled staff.

**Complaints**

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://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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