

Saline Out of School Club Day Care of Children

Saline Primary School
Oakley Road
Saline
Dunfermline
KY12 9TG

Telephone: 07540 742 731

Type of inspection:
Unannounced

Completed on:
12 March 2024

Service provided by:
Fife Council

Service provider number:
SP2004005267

Service no:
CS2015338074

About the service

Saline Out of School Club is registered to provide a day care of children service to a maximum of 16 children at any one time, from an age to attend primary school to 14 years. The service is provided within Saline Primary School, close to local shops, green spaces and other amenities.

Children have access to the dining room, gym hall, toilets and outside play areas within the school grounds. A small quiet room is available for children who want rest or be alone. Staff have access to the school kitchen for the preparation of snacks.

About the inspection

This was an unannounced inspection, which took place on 11 March 2024 between 15:15 and 18:00. A second visit to the service was made on 12 March 2024 between 14:10 and 17:30. Feedback was given to a member of the management team at the end of the second visit. 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 registration.

In making our evaluations of the service we:

- Spoke with five children using the service
- Gathered feedback from five parents and carers
- Spoke with staff and senior management team
- Observed practice
- Reviewed documents.

Key messages

- Children experienced inclusive, nurturing care and positive interactions.
- Children had fun and enjoyed the activities available.
- Children were relaxed, happy and confident with staff and each other.
- Staff worked well together to promote positive outcomes for children.
- Good relationships with families supported positive communication.
- Children were listened to and had ownership of their time in the service.
- Quality assurance could be enhanced with increased monitoring and assessments.

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?	5 - Very 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 made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on the children's experiences.

Quality indicator 1.1 Nurturing care and support

Children were warmly welcomed as they arrived. Interactions with staff were nurturing, kind and caring. This contributed to children remaining settled, happy and relaxed with a feeling of belonging. Staff skilfully adapted interactions with children to support their individual preference of communication. Older children had fun as they joked with staff and each other. Younger children enjoyed gentle chats.

Positive relationship and attachments with staff promoted children's feeling of being safe and well cared for. They confidently approached staff to request activities and invite them into their play. Staff quickly responded to these requests, showing children they were valued and listened to.

Children's emotional needs was supported well. Comfortable, quiet areas gave children space to rest, relax, confidently speak to staff or be on their own. Children were given compassionate reassurance when needed. This showed them they were cared for and supported individual resilience. To further support children's emotional wellbeing staff should consider additional tools to encourage children to explore and express their emotions and feelings.

Children enjoyed a relaxed, unhurried and sociable snack experience. Their independence and learning of new skills were promoted as they planned, prepared and self served snacks and drinks. Baking, cooking and shopping for snacks promoted responsibility and further encouraged lifelong skills.

The level of opportunities for children to express their views demonstrated they were valued in a child led setting. This included daily chats, surveys, comments book and a suggestion box. Their inclusion in the evaluations process enabled them to effectively contribute to the daily life of the service and their individual experiences.

Staff knew the children well. Each child had an individual care plan which detailed relevant information about their basic needs. This included health and personal information which enabled staff to provide the right level of care and support. These plans were regularly reviewed, meaning information remained current and useful. Staff effectively worked with families to continually share information about their child's individual needs and experiences. This promoted positive outcomes as staff were able to plan and support children with their changing needs. Families told us they were fully involved in developing their child's plan and were happy with the care and support their child received in the service.

Quality indicator 1.3 Play and learning

The inclusive environment encouraged positive friendships and relationships among the children. They played well together and enjoyed each other's company. Older children supported the younger children with tasks and games. This demonstrated a respectful care setting.

Children contributed to the planning of daily activities and experiences. This encouraged their sense of inclusion and ownership of their time in the service. Children had fun as they and engaged in a variety of activities. Floor books and wall displays captured children's play and learning. This enabled them and staff to reflect on their learning and consider this when suggesting future activities.

The range of resources suited the children's differing ages, development stage and interests. The children told us they liked to play on the Xbox and Wii, build with giant Jenga blocks, make up stories with small figures and arts and crafts. Daily experiences could be enhanced to promote challenge, curiosity and discovery in play. For example, science, technology, engineering, and mathematics (STEM). The service was in the process of enhancing opportunities for children to engage in loose parts play. They should continue with their plans to increase this type of play.

Children enjoyed regular active play opportunities. This included making use of the outside play spaces in the school grounds, local parks and the gym hall. They also had fun as they engaged in risky play activities. This included climbing trees and balancing on frames. Staff promoted children's learning of keeping themselves safe through daily chats and encouraging them to think about the activity. The service self identified risky play opportunities could be enhanced.

Children had experienced some good opportunities to develop positive connections with their local community. Supporting a local food bank supported children's understanding of the needs of others and promoted a compassionate attitude. Donations of play and craft materials from local residents further promoted children's presence in their community. A good relationship with the host school created a positive environment and further encouraged children's sense of belonging. The service should develop their plans to create a positive link with the local care home. This would support children's learning and promote respect across generations.

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

Children experienced a warm, bright, clean, safe and well maintained play environment. Play areas enabled children to move freely and enjoy their chosen activity. Cosy spaces supported children's choice to rest and relax, enabling them to set the pace of their own day. Furnishings were appropriate to the children in attendance. Comfortable seating and interactions with staff promoted a nurturing environment. When setting up the room staff should ensure there is enough comfortable seating to offer all children opportunities to enjoy the cosy spaces.

Children had developed a set of 'club agreements', which included 'Be kind, be safe, always include people and everyone is equal'. These were displayed as reminders of the rules and contributed to the calm and pleasant environment.

Written risk assessments and daily checks contributed to children's continued safety. Staff demonstrated a clear understanding of the assessments and their responsibility of keeping children safe. To develop children's learning of keeping themselves and others safe they could be given opportunities to be involved in developing and carrying out the risk assessments. All parents who responded to our questionnaire strongly agreed their child was safe whilst in the care setting.

Information held about children was securely stored. This protected children and family's confidentiality. A secure entry system limited unauthorised access. This contributed to the safety of children.

Children's health and wellbeing was promoted through effective cleaning and the actions taken to prevent the spread of infection. Staff demonstrated a very good awareness of safe handling and storage of food. Children routinely washed their hands at appropriate times.

How good is our leadership?

4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on the children's experiences.

Quality indicator 3.1 Quality assurance and improvement are led well

Staff values and practice reflected the written aims and objectives of the service. This contributed to children and families experiencing a positive and professional childcare setting.

Families received regular information about the service through daily chats, emails, telephone calls, newsletters, notice boards and social media. Staff spent time with families when they collected their child, sharing information about their child's time in the service. This meant they were kept fully up to date and supported continuity of care. Policies and best practice documents were displayed. This enabled families to assess the care, support and daily experiences offered to their child.

Children and families were given regular opportunities to express their views and contribute to improvements. They received clear feedback from staff which demonstrated what changes would be made as a result. This gave children and families confidence that they were listened to and had made a positive impact to the care, support and overall service provided.

The current improvement plan was progressing well. Positive steps had been taken to address most of the identified improvements. This included increased engagement with families. The service could now enhance the written action plan with more details about how they plan to achieve improvements. This will enable clearer monitoring and assessments of the plan. One parent made a positive comment about increased communication, including the notice boards and displays. Families acknowledged there had been a period of change in staffing but were kept informed of relevant contact details and key information.

Monitoring of children's experiences and individual plans had been carried out by staff and more recently a member of the senior management team. This helped to ensure relevant information was gathered and maintained to a good level to promote children's continued enjoyment, health and wellbeing.

A new quality assurance guide had been developed by the senior management team. This included enhanced auditing of children's experiences and staff practice. Once implemented this will support the manager and staff to continually assess the overall service provided and make effective changes to promote positive outcomes for children and families.

At the time of the inspection the named manager was not present. Staff were being supported by a lead officer from the senior management team. Staff told us they felt supported by the lead officer. Weekly visits and continual contact with the lead gave staff regular opportunities to discuss their work and children's experiences. The lead knew the children well and actively engaged in supporting activities. These visits gave the senior management team an overview of the service and enabled them to effectively support improvement.

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 were passionate and enthusiastic about their work and demonstrated children's views were valued and at the heart of the daily life of the service. Interactions with children were natural with children being empowered how they spent their time in the service. Children told us staff were kind, caring, funny and very helpful. Families made positive comments about staff including "Staff are always friendly and welcoming."

A good mix of staff skills and experience contributed to children enjoying a variety of experiences. For example, a staff member had attended training which enabled them to assess younger children's involvement in sports and active games. They were able to adapt daily experiences to promote young children's increased involvement and enjoyment. As a result, the younger children were building confidence and positive self esteem. Plans were in place to utilise another staff members skills and knowledge of the local area. This included increased access to outdoor experiences such a woodland play and firepit building.

Children benefitted from staff's positive relationship. For example, staff effectively communicated with each other to ensure they were available to respond to children's immediate needs and wishes. Staff remained aware of each other's role throughout the session. This contributed to continued supervision and ensured children's play and learning remained uninterrupted.

Continuity of staff throughout the session meant families received effective feedback from staff who knew their children well and were able to share their daily experiences. This also supported positive relationships with families who they remained aware of who was caring for their child.

Staff were reflective of their practice and regularly discussed children's needs and daily experiences. A mentoring programme supported newer staff to become familiar with the service and offered opportunities to enhance their knowledge of school aged childcare. Staff spent some time reviewing professional documents and self researching specific information relevant to the needs of the children in their care. We highlighted other professional documents and websites that would further support their learning and practice. This included the HUB section of our website where a variety of current professional documents, guidance and best practice notes can be found. We suggested a planned approach to reviewing guidance would support a sustained and positive impact on learning.

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	5 - Very Good
1.3 Play and learning	4 - 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?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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