

# Pitcoudie Out of School Club Day Care of Children

18 Iona Park  
Glenrothes  
KY7 6NU

Telephone: 07515 189 474

**Type of inspection:**  
Unannounced

**Completed on:**  
13 June 2024

**Service provided by:**  
Fife Council

**Service provider number:**  
SP2004005267

**Service no:**  
CS2004067243

## About the service

Pitcoudie Out of School Club is registered to provide a school aged childcare service to a maximum of 16 children at any one time. It is located in a bungalow within the grounds of Pitcoudie Primary School, in a residential area of the town of Glenrothes, Fife.

Children are cared for in the bungalow which is comprised of three playrooms, a kitchen and a toilet. There is direct access to an enclosed garden space around the bungalow. Children are also allowed to play in the school grounds. There are some shops, parks and other amenities close by.

## About the inspection

This was an unannounced inspection which took place on Wednesday 12 June 2024 between 14:45 and 17:30. We gave feedback to the manager and development officer on Thursday 13 June 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 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 15 children
- received feedback from four of their family members
- spoke with four staff and management
- observed practice and daily life
- reviewed documents.

## Key messages

- Children happily and confidently led their own care, play and learning with the support of kind, caring and compassionate staff.
- Staff had implemented a strong ethos to support children to be independent and learn skills for life, respecting their rights and choices.
- Most families were very happy with the care, play and learning their children experienced.
- Children enjoyed fun and exciting play experiences that were based on their interests and their achievements were openly celebrated on attractive displays.
- Plans to move to new premises in the near future will ensure children consistently experience high quality facilities that promote positive outcomes.
- Leaders worked closely with children, families and staff to bring about informed change that improved children's experiences.
- An overview of complaints and concerns could be implemented to ensure all children and families feel heard, included and respected.
- Staff involvement in quality assurance and self-evaluation could be improved to promote a culture of continuous improvement based on best practice.

## 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?	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?

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 1.1: Nurturing care and support

Children were happy, confident and leading their own experiences almost all of the time. They were very independent in making choices and contributed fully in creating a smooth, calm and relaxed routine that met their needs, rights and choices. Children's rights were being respected throughout, especially their right to play and their right to be heard. Staff nurtured children's wellbeing, treating them with warmth, kindness and compassion in ways that empowered them to achieve. In addition, there were positive strategies in place to support children's emotional resilience, helping them to talk about their feelings. There were plans to continue improving this practice, for example, implementing ways to support children to resolve conflict with peers. We encouraged staff to research evidence based practice around emotional resilience so children develop effective skills for life.

Most families were happy with the care and support their children experienced with staff. One parent said, "The staff who care for my child are so good, they listen to what he says and help him out with difficulties he has, which make my life easier and I can go to work knowing he's in perfect hands." Families had also been included in developing and updating their child's personal plan which identified strategies to keep children safe and healthy. Children also led on parts of their personal planning, sharing their interests and ideas. We saw evidence that these ideas had been taken forward in play and learning and children spoke confidently about how and when this had happened. This showed children were respected and valued. We encouraged staff to consider how they can continue building on this approach to share more of children's achievements and record their successes in their personal plans. We also discussed how children's rights could be more clearly evidenced so children are empowered to respect and value each other and themselves.

Staff supported children who needed some additional support to be fully included very well, using tailored and individualised strategies that respected their needs. While staff were consistent in offering this support, further improvements to the way individual strategies are recorded would increase continuity of care, for example, if supply staff are working in the service. This would ensure children consistently receive the right support at the right time.

Children led the mealtime routines, choosing what they wanted to eat and helping to prepare and serve the different options they chose. There were very good systems in place to help children be almost fully independent. Mealtimes were relaxed, social and unhurried, with children and staff spending quality time together, enjoying each other's company and building trusting relationships. Children acted responsibly and respectfully to each other and to staff, showing caring attitudes by helping friends. The snack options were mostly nutritious and healthy and children told us they liked the options available to them. We encouraged staff to remain vigilant around infection prevention and control at mealtimes, ensuring tables and chairs are cleaned effectively before and after snacks. This will reduce the risk of the spread of infection to keep children safe and healthy.

### Quality indicator 1.3: Play and learning

Children led their own play and learning throughout their daily experiences. They were given the freedom and respect to make positive choices about their own play, supported by staff who had an enabling attitude about their knowledge, skills and abilities. There was a strong sense of fun and enjoyment in play and children were happy and confident as a result. Staff had been building on children's creativity and problem solving skills using 'loose parts' which were more open-ended and encouraged children's imagination. Children also spent lots of time outdoors in the garden space, being active and creative. Staff were keen to build on their connections with the local community to further enhance children's play and learning. We agreed that this would be a positive improvement to children's play, promoting their overall wellbeing through meaningful, real life experiences.

Children's play and learning was shared on a range of displays and in floorbooks. This created an atmosphere where children knew their ideas were respected and valued. These visual and attractive displays evidenced the very good range of play and learning activities children experienced. Children's interests were used as the basis of how staff planned for play. There were clear links between children's personal plans and the play and learning they experienced. Children were empowered to lead on their play and contribute to planning and creating their own experiences. Children told us they really enjoyed spending time in the club and spoke about previous experiences with joy, pride and excitement. Staff could now build on promoting children's rights in play and learning, in line with best practice guidance.

### How good is our setting?

4 - Good

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

### Quality indicator 2.2: Children experience high quality facilities

Children played with a good range of play resources that helped them to be creative and imaginative. Staff had recently completed training on high quality play which included understanding which resources promote positive outcomes for children. They had implemented their learning well, adding new, open-ended resources that promoted children's problem solving skills. Children had ample space for play both indoors and outdoors and the layout gave them space to be active, space to relax and space to be creative. Display spaces were very well presented and celebrated children's successes and achievements openly. They communicated clearly to children that they were valued. Children played independently and confidently across the space because almost all of their play resources were accessible. Some of the storage and furniture could be improved so resources are more organised and furniture is repaired. This will ensure children play in a high quality setting that is well furnished.

Staff maintained a mostly clean setting which kept children safe and healthy. There were good procedures in place to ensure children were supervised and accounted for at all times. For example, children were collected safely from the school to make their way together as a group to the setting at the end of the day, closely supervised by staff. Children were also encouraged to keep themselves safe, assessing whether they were confident to try new risky play. This helped them to develop skills for life. Their knowledge and understanding of risk was supported by staff who had clear and detailed risk assessments to refer to. We discussed how children could be more included in this process so everyone has a very good understanding of how to keep children safe. We also encouraged staff to review their infection prevention and control procedures and risk assessments to reflect newly published guidance from Public Health Scotland.

This will ensure children are kept safe and healthy in line with best practice, research and evidence.

The premises were beginning to show signs of wear and tear. For example, paintwork needed to be refreshed and some gates were not fully secure in the garden space. Staff had put temporary measures in place to keep children safe and to make the space more welcoming and inviting, despite the need for improved maintenance. There were plans for the service to be moved to a new space within the school grounds which had the potential to improve children's experiences and offer them high quality facilities. We encouraged staff to use the Care Inspectorate document, 'Space to Grow and Thrive: Design guidance for early learning and childcare and school age childcare settings' as part of their plans when moving the service. This will ensure children's wellbeing and development is promoted positively in high quality facilities.

## How good is our leadership?

4 - Good

We found important strengths that clearly outweighed areas for improvement in this key question. This contributed to positive outcomes for children and, therefore, we made an evaluation of **good**.

### Quality indicator 3.1: Quality assurance and improvement are led well

Children benefitted from staff working together to implement a shared vision that enabled their independence and empowered them to lead on their own care, play and learning. There was a strong sense that staff valued children's right to play and understood the crucial role it played in helping them to develop skills for life. Children were confident and happy because staff promoted their self-esteem and trusted them to be responsible and respectful. This offered children real life experiences to put their rights into action. We encouraged staff to work with children and families to develop their vision, values and aims so that these are communicated and celebrated clearly and consistently. This will further enhance the sense of community between children, families and staff as well as the wider community.

Children's ideas and opinions were respected and there were some good opportunities for them to share their views. Families were also encouraged to give feedback so that they could influence change. Some families had also been involved in providing new resources and creating a positive play space for children. This created an inclusive space where everyone was respected and valued. Most families felt included and respected and knew that their views were heard. One parent said, "Any ideas are appreciated and staff do listen to them." We asked staff to ensure that any complaints and concerns were recorded, including actions taken to resolve any issues that were raised. This will further increase the confidence of families that they are respected, valued and included in developing the service.

Leaders had been developing their systems for quality assurance and self-evaluation in line with best practice. This was beginning to provide staff with a clear direction for improvement, recognising how children's experiences could be enhanced to consistently promote positive outcomes. The manager had a good understanding of what was going well and what they wanted to do next. This included listening carefully to what children and families said about the service and their experiences. The provider had implemented support from development officers which was offering managers a different perspective as well as further opportunities for professional dialogue. The development officer was warm and kind while motivating staff to improve. We discussed how staff could now be more included in quality assurance and self-evaluation so they continue to improve using relevant quality frameworks. We also encouraged leaders to consider how improvements could be shared and celebrated in a meaningful way with children and families. This will ensure children benefit from a culture of continuous improvement.

**How good is our staff team?****5 - Very Good**

We evaluated this key question as **very good**, where major strengths promoted positive outcomes for children and there were very few areas for improvement.

**Quality indicator 4.3: Staff deployment**

Children's experiences were positive because staff worked together very well as a team to meet their needs, rights and choices. Staff understood the individual needs of each child and planned their work based on meeting those needs. Most families were happy with staff practice, with one parent saying they are "approachable and knowledgeable about my child's needs." The focus on building children's independence meant that children were responsible and that staff could spend quality time with children that was not determined by tasks. As a result, they had time to build strong and trusting relationships with children and families that promoted positive outcomes. There was a key person system in place where children had a close member of staff to go to. One child told us, "that's just the person who helps you fit in." This showed the positive impact the approach was having on children's wellbeing.

Staff had clearly defined roles and responsibilities which offered children a relaxed pace to the day. This also meant they had time when parents collected their children to share important information and talk about any significant changes or events that might impact on children's needs. Staff deployed themselves well most of the time to supervise children's play. We encouraged leaders to continue monitoring staff supervision, especially when children move to the new premises. This will ensure children remain safe and well supervised.

There were very good contingency plans in place to support both planned and unplanned absences of staff. The arrangements minimised any impact on the consistency and continuity of children's care, including ensuring that any supply staff covering were familiar to children. Time was also offered to staff to complete relevant qualifications and they were committed to their own learning and development. They used their time wisely to develop and improve children's care, play and learning experiences. We discussed ways that this time could be used to enhance staff's professional abilities through discussion and self-evaluation activities. This will give children and families further confidence in how staff promote positive outcomes.

**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?	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



## 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](http://www.careinspectorate.com)

## Contact us

Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto: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.