

Kingfisher Club - Kestrel House Day Care of Children

Linlithgow Primary School
Preston Road
Linlithgow
EH49 6HB

Telephone: 07760768565

Type of inspection:
Unannounced

Completed on:
27 June 2024

Service provided by:
Kingfisher Club

Service provider number:
SP2003003097

Service no:
CS2003013319

About the service

Kingfisher Club - Kestrel House is an out of school care service registered to provide care to a maximum of 120 primary and secondary school aged children at any one time.

During school holidays and in-service days care may be provided from the dining room and gym hall at Linlithgow Bridge Primary School, East Mill Road, Linlithgow Bridge, EH49 7PB.

The service mainly operates within specific areas based in Linlithgow Primary School. Children have access to a playroom, dining area, large gym hall and toilets. A variety of outside play areas are available around the school grounds.

About the inspection

This was an unannounced inspection which took place on Monday 24 June 2024 between 14:30 and 18:00, and Tuesday 25 June 2024 between 14:15 and 18:00. Feedback was shared with the service on Thursday 26 June 2024. The inspection was carried out by two inspectors 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:

- spoke with children in the service
- reviewed digital responses from 25 families and nine staff
- spoke with staff and management
- observed practice and interactions with children
- reviewed documents.

Key messages

- Children were confident, happy and having fun.
- Nurturing and caring approaches from staff created positive relationships with children and families.
- Children benefitted from a positive transition from school and were warmly welcomed to the club.
- The service should develop formal quality assurance and self-evaluation processes.
- The service should ensure staff engage in mandatory and relevant training opportunities to keep their knowledge and understanding current.
- Staff worked very well together and communicated effectively.

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? | 3 - Adequate |
| 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 evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality Indicator 1.1 - Nurturing care and support

Children and families experienced a warm welcome from staff as they arrived at the service. Children were relaxed, happy and having fun. They told us that they liked coming to the club and enjoyed playing outside with friends. Staff had an understanding in the importance of promoting and developing positive relationships. Respectful interactions and nurturing approaches by staff met the needs of children and supported their overall wellbeing.

The service provided nutritious snacks which had been prepared by staff. Fresh water was available to children as they ate, and throughout the session. Children were consulted and given opportunities to help plan the snack menu. We observed them having a choice in what they ate as they were served by staff in a "buffet" style experience. Children told us that they sometimes had snack in this way and at other times staff served them as they sat at the table. We discussed involving children in snack preparation, and suggested ways they could self-serve food. This would provide them with opportunities to develop important life skills. It would also enable staff to sit with children as they eat and further enhance this social experience.

Personal planning further supported children's overall wellbeing and included important information to promote consistency of care. Children's voices were evident in the 'all about me' section of their profile. These were updated regularly with children and families, and allowed staff to support individual needs and wishes.

We were satisfied that appropriate medication policies and procedures were in place to safely administer, record and share information with families. As a result, children's health and wellbeing needs were being met.

Quality Indicator 1.3 - Play and learning

Children had fun as they played. They benefitted from opportunities to independently choose activities and lead their own play and learning. There was a balance of spontaneous and planned experiences that promoted children's choice and independence. Children told us, "We can choose what we want to do." They also told us that they liked, "lots of outside play time," and making up their own games, "I run around and do spy games, on the pitch is best, there is a mound you can climb up and down and there is loads of trees." As a result children were busy and engaged as they played independently and with friends.

Staff listened to children and were responsive to their needs and interests. Children were regularly consulted and their ideas and suggestions were considered, and included, when activities and experiences were planned. We discussed ways to further promote children's curiosity and enquiry by providing interesting prompts and provocations. We also suggested ways in which staff could engage with children through the use of effective questioning. This would support children to extend their thinking, widen their skills and consolidate their learning through play.

Photographs of children's experiences and play opportunities were recorded within their digital profile. Examples of their art work were presented in attractive displays within the playroom. We discussed other

ways to further celebrate children's achievements. For example, using floorbooks would encourage them to revisit play and learning experiences. This would also provide opportunities for children to reflect, evaluate and share with friends and families.

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 benefitted from a service that had its base in a room within the primary school. It was clean, tidy and offered natural light and ventilation. The service also made use of access to the large dining room, gym hall and school toilets. There was ample space for children to play, rest and relax. The room was organised and consideration had been given to providing a quiet reading area for children. The primary school had allowed the service to make use of the space and develop attractive wall displays. This gave children a sense of ownership and belonging, and a message that they mattered.

Staff understood the positive impact that outdoor play had on children's overall wellbeing. The large playground and pitch area offered them a variety of opportunities to engage in physical play and explore nature. As a result, children's health and wellbeing was promoted as they learned the importance of an active lifestyle.

Risk assessments had been developed by the service and were shared with staff during their induction. We discussed developing risk assessments further to include outings, and to involve children in assessing risks. This would provide meaningful opportunities for children to learn important life skills. We also suggested developing a risk assessment to support children and staff with toileting routines. This would ensure risks were identified and minimised to help keep children safe.

Effective infection prevention and control routines, such as handwashing at key times and regular cleaning supported children's health and wellbeing. We discussed the importance of using running water and soap, where possible, and limiting the use of hand sanitiser. This would further ensure that children and staff were safe and minimise the spread of infection.

How good is our leadership?

3 - Adequate

We evaluated this key question as adequate. While the strengths had a positive impact, key areas need to improve.

Quality Indicator 3.1 - Quality assurance and improvements are led well

The leadership and staff team were committed to delivering a quality service for children and families. They had a shared vision and their values were evident in the kind, nurturing interactions children experienced throughout the session.

Positive relationships had been established with children and families. The staff team were reflective in their practice, and informal ways were used to evaluate the service. We asked families if they were confident the setting was well managed. They all agreed or strongly agreed that it was. One family told us, "The leadership is strong, clear and decisive." Another parent said, "I have full confidence in the care and safety of the children under the management." The warm, respectful and friendly ethos of the service meant children felt valued, safe and secure.

The service should develop formal processes to record quality assurance and self-evaluation within the service. We highlighted best practice guidance and suggested using Care Inspectorate bitesize videos for support. This would assist the manager and staff team to reflect and record what is working well in their service, and what could be improved. This may also provide meaningful opportunities for children and families to contribute to the development of the service. We discussed the importance of documenting an improvement plan, and sharing this with children and families. (See area for improvement 1).

Staff were responsive to children's needs. They made the most of the time they had before each session to share important information and strategies to support children. This ensured children's needs were being met and their wellbeing supported.

To encourage staff to further develop confidence in their capacity to support children and families, we discussed the importance of staff training. This would help to ensure staff skills and knowledge remain current, and would impact positively on outcomes for children. (See area for improvement 2).

Areas for improvement

1. To ensure children receive high quality care and support, quality assurance and self-evaluation methods should be further developed. Opportunities should be created to formally gather and include children and families' views. This will help to identify areas for improvement that will impact positively on outcomes for children.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state, 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

2. To provide the best possible outcomes for children, the service should ensure staff engage in mandatory and relevant training opportunities to keep their knowledge and understanding current. This should include, but is not limited to, updated Child Protection training.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state, 'I experience high quality care and support that is right for me and is based on relevant evidence, guidance and best practice.' (HSCS 4.11).

How good is our staff team?

5 - Very Good

We found significant strengths in aspects of the care provided and these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality indicator 4.3 - Staff deployment

Staff knew children very well and secure relationships between them were evident in their kind and compassionate interactions. This meant staff could offer support and encouragement when needed and enabled children to be independent when appropriate. As a result, a culture of mutual respect had been created.

Management and staff understood the importance of providing continuity of care and developing positive attachments with children. Parents told us that staff were friendly, caring, lovely and accommodating. One family shared what they liked about the service. They said, "The environment for all the children to have fun

and take part in activities/play together of their own choice. Friendly staff who clearly enjoy their jobs and take great care and pride in looking after all the children." This meant children felt safe, secure and happy in a service where a caring staff team nurtured and supported them.

Systems for collecting children from school were well established. All children were warmly greeted by staff as they arrived in the service. Staff worked very well together and communicated effectively to ensure children benefitted from a positive transition and felt welcome.

The service was appropriately staffed to ensure children's safety and wellbeing. Staff deployed themselves to where children needed them. For example, one member of staff ensured that children playing on the lower level playground were busy and having fun playing football. Staff communicated well with their each other and worked effectively. This ensured children had the support they needed as staff engaged to allow children to lead their interest. This meant children were safe as they were supervised at all times.

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? | 3 - Adequate |
| 3.1 Quality assurance and improvement are led well | 3 - Adequate |
| How good is our staff team? | 5 - Very Good |
| 4.3 Staff deployment | 5 - Very Good |

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