

Mossblown Care Club Day Care of Children

Annbank Primary School
41 Annbank Road
Mossblown
Ayr
KA6 5DZ

Telephone: 01292 612 140

Type of inspection:
Unannounced

Completed on:
21 June 2024

Service provided by:
South Ayrshire Council

Service provider number:
SP2003003269

Service no:
CS2003014336

About the service

Mossblown Care Club is a daycare service for children provided by South Ayrshire Council in the village of Mossblown. The service is registered to provide out of school care to a maximum of 24 children at any one time.

The service is based within Annbank Primary School. Children have access to a main hall as well as the school gym hall and outdoor playground.

About the inspection

This was an unannounced inspection which took place on 19 June 2024 between 14:30 and 18:00 and 20 June 2024 between 14:30 and 18:00. 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:

- gained feedback from seven parents/carers using Microsoft Form questionnaires
- gained feedback from two staff using Microsoft Form questionnaires
- spoke with four staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Positive relationships and interactions between staff and children enabled children to feel safe and secure.
- Children were actively involved in leading their play and learning, enabling them to make informed choices.
- Children had access to a welcoming environment which supported their wellbeing.
- Self-evaluation was in the early stages and the service should ensure they further involved staff, parents and children in improvements.
- Staff should further develop their knowledge in floor books to fully support children in spontaneous play experiences.

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

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|--|----------|
| 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 outcomes for children and clearly outweighed areas for improvement.

1.1 Nurturing care and support

Positive relationships with staff supported children's emotional and wellbeing needs; their interactions were kind and caring. Comfortable, quiet areas gave children space to rest, relax, confidently speak to staff, or be on their own. Children were supported to express themselves and display their emotions using a 'mood board.' This supported their individual resilience and enabled them to feel safe and secure.

Some children's needs were supported through the implementation of personal plans that detailed their likes, dislikes, and preferences. However, not all children had enrolment forms that were accessible within the service. Some information was stored electronically by the manager and was not accessible by the staff within the service. This meant staff did not have direct access to important information regarding children's health needs and emergency contacts. This had the potential to compromise children's care. We asked that the service ensure this information is accessible so staff can respond effectively in an emergency and keep children safe.

Staff had built up positive relationships with children and regular discussions enabled staff to become familiar with children's likes and dislikes and supported them in meeting their individual needs. However, these strategies were not always recorded in children's plans. This meant that not all staff knew strategies to support children in their care. We asked that the service ensure this information is detailed in the children's plans to ensure they receive the right support at the right time.

Children were kept safe as staff understood children's medical needs. They had regular discussions with parents about medication children needed to ensure their understanding. Medication forms should now be updated to clearly reflect these conversations. This would ensure staff have consistently up-to-date information, ensuring children's safety.

Children were supported to eat in an unhurried, relaxed atmosphere. They were provided with opportunities to have their snack when arriving at the service. Parents provided snacks, and the service worked in partnership with parents to support healthy snacks for children. This supported children in making healthy choices.

Staff had developed positive relationships with parents, and parents were invited into the service at pick up. This provided opportunities for staff to pass on relevant information, and involve families in their children's play and learning.

1.3 Play and Learning

Children could choose a range of toys and materials to support them as they played. Staff were responsive to children's ideas and consulted with them about planning experiences to support their learning. However, some experiences, such as slime, were limited due to a lack of materials to facilitate them.

We asked the service to provide a greater variety of resources to support children in taking their ideas forward within play experiences.

Children were confident to share their ideas about developing play involved staff in this. For example, outdoors, the children and staff enjoyed a skipping rope race. As a result, children were happy and having fun in play experiences.

Children were supported in developing their literacy and numeracy skills, for example, through discussions with children about emotions, storytelling, access to a range of books, using the outdoor number square, exploring maths games, and technology experiences. This included considering children's ideas and comments and learning from their experiences. As a result, children were engaged and focused during their play.

Children were encouraged to develop their ideas and be creative through play experiences. They had access to some loose parts such as a variety of large pieces of material which supported their creativity and imagination. Loose parts are materials that can be moved, redesigned, and used in multiple ways. The service should continue to develop loose-parts play and materials. This would further support children to be curious, imaginative, creative and to solve problems.

Children were actively involved in leading their play and learning and were provided with opportunities to give feedback and evaluate learning experiences. This enabled staff to evaluate what worked well and effectively plan for children's interests.

Planning processes enabled staff to support children in progressing their learning. Staff were in the process of further developing their knowledge of floor books. This will support staff in recording and building on children's interests in spontaneous play.

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.

2.2 Children experience high quality facilities

Children had access to a welcoming environment with plenty of natural light and ventilation. They could explore a large hall with ample floor space, tables and chairs, and areas to rest and relax, which supported their overall wellbeing.

Children were kept safe when accessing the service. A secure entry system was in place, and staff kept an accurate register of children attending. Resources were clean and accessible for children, and regular checks were carried out to ensure they were well maintained. This helped keep children safe and ensured they were accounted for.

Children had regular access to outdoor play experiences within the school playground, but better use could be made of the surrounding area. We asked that the service continue to make good use of the surrounding outdoor areas, such as the local wooded and grass areas. This would support children to explore a natural environment.

Staff worked effectively as part of a team and supported each other to ensure the appropriate supervision of children. The outdoor area had several gates that were accessed by members of the public. This meant that there was sometimes the potential for them to be left open. Overall, staff were vigilant in ensuring children's safety by checking the security of the gates when children were outside playing. However, on one occasion a gate was left open. We were satisfied that older children were aware of the boundaries, but did stress to staff the importance of revisiting their procedures to prevent any incidents that could compromise children's safety in the future.

Children could independently choose from a range of toys suited to their interests. They could also select additional resources from an online visual catalogue to support their play. This enabled them to take ownership and engage in play experiences as they chose resources of interest to them.

Risk assessments supported staff in reducing risks to children. Although outing risk assessments had been created, we asked that the service review these before any outings and dynamically assess the risks within public areas each time they visit, as there could be new hazards. This would ensure all current risks were highlighted and mitigations put in place before any further outings. They should continue to involve children in risk-assessing the environment. This would help them identify risks and stay safe.

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.

3.1 Quality Assurance and improvements are led well

Families were encouraged to make informed improvements within the service. Consultations with children and families regarding improvements were meaningful, and any actions taken were shared with parents through regular updates. The service used social media and its web page to support effective communication and consultations with parents. Further information was displayed on a 'you said', 'we did' information sheet for parents. This made families aware of the improvements the service were making to children's experiences in response to parents and carers feedback. One parents told us "I have always been included in development planning."

An improvement plan supported the service in making informed improvements. The plan included developing curricular planning and consultations with children. We saw this was impacting positively on outcomes for children and have commented throughout this report about the opportunities available to listen to and respond to children's voices.

The service recently developed some loose-parts play through consultations with children. They were provided with opportunities to be creative during play using natural materials. Children helped to choose materials of interest which led to them making things such as hammocks outside. Consideration to their ideas added excitement to play. The service should continue to consult with children and implement their ideas. This will help children develop their imaginations and use various materials to create their interpretations through play.

Self-evaluation was in the early stages, and the service had gained some feedback from parents through consultations. However, staff were not involved in this process. We asked that the service support effective self-evaluation processes by involving staff, children, and parents. This would enable them to make meaningful improvements suited to the needs of all.

To support this, we signposted the service to the Care Inspectorate publication 'Self-evaluation for improvement - your guide.'

Staff were supported to develop their skills through regular personal development reviews, reflecting on their successes and areas for improvement. Meaningful staff meetings supported staff to come together and discuss what was working well in practice and any actions to be taken as a whole staff group. This enabled them to share good practice and support positive outcomes for children. Staff told us "I can approach the manager anytime who always listens and gives support if needed"

The manager regularly monitored various aspects of practice, supporting improvement. A new management structure was in place, further supporting the implementation of quality assurance processes and enabling staff to enhance children's outcomes through continuous monitoring and development.

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.

4.3 Staff Deployment

Staff were warm and responsive in their approach. They treated each other with respect and courtesy, which promoted a happy and relaxed atmosphere for children. They demonstrated that they knew the children well and understood their individual needs and interests.

Staff were deployed across the service to support the needs of children. They were focused on children and available to support their care and play. As there were only two staff members within the service, the staff could contact the manager or area supervisor for support when required. This enabled staff to meet children's individual needs.

The staff mostly communicated well with each other throughout the session. They demonstrated a commitment to supporting children and families through discussions by promoting positive interactions and building relationships. We observed staff interacting respectfully with children and parents. This enabled families to feel valued. Parents told us "We have a great relationship with staff. They are approachable and we are kept well informed if any issues happen during sessions."

Staff worked well together, and effective use of staff skills, knowledge, and experiences was made to support children in their learning. For example, a staff member developed their skills in implementing creative play experiences, which supported children in developing their creativity and imagination as they participated in these experiences.

New staff were supported through regular training and ongoing consultations regarding aspects of the service. Supply staff were used to cover absences, and the service tried to ensure that the same staff who knew the children were within the service. This provided consistency and minimised disruptions to children's routines. Staff told us "The manager or supervisor give support to new staff."

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

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| 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 |

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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

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