

# Kool Kidz (Scotland) Ltd

## Day Care of Children

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**Type of inspection:**  
Unannounced

**Completed on:**  
3 September 2024

**Service provided by:**  
Kool Kidz (Scotland) Ltd

**Service provider number:**  
SP2006008430

**Service no:**  
CS2005111290

## About the service

Kool Kidz (Scotland) Ltd provides a daycare of children service in Denny, Falkirk. The service is registered to provide a care service to a maximum of 68 children, with a maximum of 18 children under two years of age, 18 children aged two to three years, and 32 children aged three years to those not yet attending school.

The nursery is privately owned and is in partnership for funded places with Falkirk council. Children are cared for from a detached building with three playrooms, each with direct access to an outdoor space. The nursery is situated in an industrial area on the outskirts of Denny.

## About the inspection

This was an unannounced inspection which took place on 2 September 2024 between 09:30 and 16:30 and 3 September 2024 between 11:00 and 16:30. The inspection was carried out by three inspectors from the Care Inspectorate. To prepare for the inspection we reviewed information about this service. This included previous inspection findings, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- observed children using the service
- received feedback from 13 families from our online questionnaire
- spoke with the staff and management team
- observed practice
- reviewed documents

## Key messages

- Children experienced warm, caring and nurturing approaches to support their overall wellbeing.
- Children and families had positive and meaningful relationships with staff
- Children had fun as they experienced good quality play experiences.
- Planning approaches within the nursery were child centred and responsive to the children's interests, some further work was needed to ensure consistency of planning across all rooms
- Children's health and wellbeing was supported as they all had free flow access to the outdoors for fresh air and exercise from the playrooms.
- Nappy changing space required further consideration to ensure it was in line with current guidance.
- The views of children and families were actively sought by the service to inform the development of the setting.
- Children benefited from a caring and nurturing staff team, who were enthusiastic and committed to providing a positive experience for the children in their 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?	4 - 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?

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

Children experienced warm, caring and nurturing approaches to support their overall wellbeing. They were happy, settled and having fun. Children were supported to make choices as staff were attuned to their routines and what was important to them. This contributed to children feeling safe and secure and as a result children were confident and engaged in their play experiences.

Children's wellbeing was effectively supported through personal planning which was reviewed regularly with families and children. Staff knew children well and were aware of their individual needs. When required, staff worked closely with other professionals. This was managed sensitively to ensure children received the support that was right for them in a timely manner. As a result, this ensured positive outcomes for children and supported them to achieve their potential. Chronologies for recording key events were in place which supported management to have an overview of significant events in a child's life. These did not fully detail strategies to support children and had not been reviewed to assess impact. This meant that significant events in a child's life may not have been fully considered.

Snack and the meal spaces took account of the age and stage of children. Opportunities for children to be independent were provided as older children experienced a free flow, self-service lunch. This ensured play was uninterrupted and created a relaxed and unhurried atmosphere which meant children were happy, confident, and learning important life skills. Younger children had opportunities to be independent at lunch time. On the first day of inspection, staff were at times focused on other tasks for example, preparing the beds for children to sleep. We shared this with the team that took appropriate action on the second day of inspection, to ensure that staff sat with children, making this a social experience. Allergies and dietary requirements were managed well which contributed to keeping children safe.

Children's wellbeing and comfort was provided for. This included appropriate opportunities to meet younger children's need for sleep, rest and relaxation. There was further scope to develop this approach to ensure that staff were vigilant to children's sleep cues. This would ensure that all children are able to rest and relax.

Effective partnerships had been formed with external agencies to help assess children's developmental needs. Children requiring additional support had individualised strategies in place, which were mostly reflected in practice. This resulted in them beginning to settle into their routines and being included in nursery experiences.

Children and families were valued and respected. Parents were warmly welcomed into the service to drop off and collect their children. One parent told us, 'Staff are always happy to see us when we arrive, and they ask about what is going on in my child's life. They offer support and advice when appropriate and take the time to understand what is going on with [child]'. This contributed to creating positive attachments between children and staff, and enabled opportunity for information to be shared between nursery and home.

### 1.3 Play and learning

Children had fun as they experienced good quality play experiences. Children under three years were provided with interesting opportunities to promote their schematic and sensory play. This ensured younger children were fully engaged in experiences that were developmentally appropriate for them. On the first day of inspection, we found older children had a limited range of interesting, exciting, and stimulating experiences available as core provision. This meant that some children were not engaged in meaningful play experiences. We shared this with the team who took appropriate action. On the second day of inspection, older children were having fun in the home corner and were beginning to lead their own play in a meaningful way.

Play experiences were in place to support children to develop skills in language, literacy and numeracy. This included mark-making, sorting and matching. Staff were available to children for storytelling and discussions. This supported children's enjoyment of literacy and the development of their talking and listening skills. Staff's spontaneous singing created a sense of joy and supported the youngest children's language development.

Overall staff understood when to engage and when to stand back, to enable children to develop their play at their pace. Staff engaged babies and younger children in a warm and kind manner. They were down at their level and offered support at a pace that was right for them. There were some missed opportunities to extend older children's play and learning through effective questioning.

Planning approaches within the nursery were child centred and responsive to the children's interests. Children's words, pictures and ideas were captured which demonstrated their involvement in the planning process. Recording of key learning and meaningful next steps for children was not yet consistent across all planning information. Developing a consistent recording approach would help to capture children's progress and support planning for next steps.

Children's progress and development was recorded through learning journals. Some observations identified children's knowledge, skills and understanding and some were descriptive. Next steps to develop these were not yet consistent. For example, there were not always specific details about how continued progress would be supported. The leadership team should continue to monitor staff practice to help identify inconsistencies and where further work is needed.

## 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

Playrooms were clean, bright, and furnished with natural furniture which helped create calm and relaxing environments. Most rooms were welcoming and inviting spaces and all rooms provided children with ample space to play. Children made good use of the space available and played happily independently or cooperatively in groups. This helped them to build positive relationships with their peers and develop their social skills. Resources were well maintained, safe and accessible to children.

Children's health and wellbeing was supported as they all had free flow access to the outdoors for fresh air and exercise from the playrooms. Older children experienced a large outdoor area that provided rich opportunities for investigation, curiosity and imaginary play. For example, we observed children having fun whilst playing in muddy puddles. The service had made recent changes to allow younger children free flow opportunities to outdoors. We highlighted to the service on day one of inspection, that placement of some items could be improved to ensure children were safe. On our second day of inspection, we saw staff had been responsive to suggestions made to ensure children experience a safe outdoor environment. Parents were very complimentary of the outdoor play experiences, when asked about type of outdoor experiences their children have been involved in, comments included, 'Playing in the garden, splashing in the puddles and on the swings. Able to explore the whole outside space' and 'Lots of time spent in garden on outdoor play equipment, playing in outdoor kitchen and on bikes etc. Staff have helped children set up an obstacle course to play on. Regular play outdoors regardless of the weather - strongly encouraged to be prepared for outdoor play in terms of clothing etc'.

The approach to nappy changing was warm, caring and nurturing to support children's security and confidence. However, one nappy changing space required further consideration to ensure they were in line with current guidance. We signposted management to 'Space to Grow' and 'Nappy changing facilities for early learning and childcare services: information to support improvement'.

There were infection prevention and control procedures in place which supported a safe environment. For example, the service was clean and well maintained. We observed most children being supported to understand the need for good hygiene and hand washing at necessary times. This contributed to minimising risks of infection for both the staff team and children.

**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**

The views of children and families were actively sought by the service to inform the development of the setting. Through regular questionnaires, families have had the opportunity to feedback ideas towards the development of the service. One parent told us, 'We are given the chance to give feedback regularly through forms etc but we feel the manager is very approachable for feedback and appreciates when parents talk to her about their thoughts'. Regular communication with families also took place through a variety of methods including email, a private social media group and face to face discussions. This supported families to feel included and respected as partners in their children's development and learning.

A realistic improvement plan was driving forward nursery developments. Priorities were outcome focussed with realistic targets which focused on outcomes for children. On going monitoring and reviewing of the improvements meant the manager and staff had a clear overview on the progress of the priorities. This meant children benefited from a service that continues to improve.

A collaborative approach towards quality assurance and improvement was a priority for the leadership team. Most quality assurance processes ensured aspects of the service were being reviewed and monitored in a focused and meaningful way. However, quality assurance processes in a few aspects of practice, such as lunch time experience and available resources, were not yet robust. Children would benefit from these areas being reviewed to identify where changes can be made to ensure they consistently experience high quality care and support.

The manager and staff fully engaged in the inspection process and appreciated the guidance and suggestions offered by the inspectors. The manager and staff demonstrated their commitment to the service and were motivated to make improvements to ensure positive outcomes for children.

## 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 key question as very good.

### 4.3 Staff deployment

Children benefitted from a caring and nurturing staff team. Staff were enthusiastic and committed to providing a positive experience for the children in their care. They were warm, friendly and responsive in their approach and demonstrated positive team working, which promoted a happy and secure environment for children. They modelled positive social interactions, both verbal and nonverbal, supporting children to develop an understanding of relationships. Families shared with us: 'Staff know both me and my child well. They are genuinely interested in hearing about the child's life outside of nursery to incorporate into setting', and 'Staff are always very pleasant and friendly, they actively listen and ask open questions about what is going on with the parents as much as the children'.

The deployment and levels of staff within the service were appropriate to ensure effective care and support for all children throughout the day. Staff were deployed in a way that enabled them to respond to children with care and attention. As a result, children benefitted from very close attachments with staff.

Staff across the service worked well as a team, communicating effectively with each other to ensure the service ran well and children's needs were consistently met. For example, whilst children were able to make choices about where they wanted to play this was managed well to ensure children were supervised and supported. This contributed to children being respected, kept safe and created a positive ethos.

We found there was a good mix of skills and knowledge across the playrooms, staff were motivated and very committed to providing quality experiences for children. Staff morale was high, and a positive team ethos was evident. The staff team told us the manager was approachable and available to them should they require support. The staff we spoke with talked of 'being part of a family' and a current focus on staff wellbeing had been introduced. As a result, staff felt valued and listened to.

Families told us that there were always enough staff in this service to meet their child's needs. One parent told us, 'I've never been in and felt like there was never enough staff, all the children are being cared for and I know my child is safe and happy', This supported children to thrive and flourish.

Staff new to the service were inducted well and there was a clear process in place for mentoring and supporting new staff. Management had implemented an induction programme based on the 'Early Learning and Childcare: National Induction Resource'. This enabled new staff to feel included as part of the existing team.



## 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?	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?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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