

Clepie Kids Out of School Care Club Day Care of Children

Clepington Primary School
Eliza Street
Dundee
DD4 6TQ

Telephone: 07482 670 007

Type of inspection:
Unannounced

Completed on:
20 September 2024

Service provided by:
The Clepie Kids Out of School Care
Club

Service provider number:
SP2008009673

Service no:
CS2008172586

About the service

Clepie Kids Out of School Care Club is registered to care for a maximum of 40 children attending primary school. The service operates from a dedicated space within the premises of Clepington Primary School, Dundee.

Children have access to two playrooms, the dining hall and school playground. In case of the premises at Clepington Primary School not being available, the service may operate from Morgan Academy, Forfar Road, Dundee.

The service is situated in a residential area of Dundee, close to nurseries, shops, parks and public transport.

About the inspection

This was an unannounced inspection which took place on Wednesday 18 September 2024 and Thursday 19 September 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:

- spoke with children using the service and reviewed MS Form responses from 10 parents;
- spoke with staff and management;
- observed practice and daily life;
- reviewed documents.

Key messages

- Children were happy, confident and settled in the service.
- Children were leading their own play and learning.
- Staff knew children well and supported children's individual needs effectively.
- Staff should identify and access professional development opportunities to enhance their knowledge, skills and practice.
- Quality assurance systems should be developed to ensure continuous evaluation, monitoring and auditing of the service supports improvements.

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?	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 made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

Quality Indicator 1.1 Nurturing care and support

Children were happy, settled and engaged in their play at the club. They were cared for by staff who were kind and nurturing. Friendships were developing amongst the children with some having fun playing in mixed age groups.

Staff knew children well and talked about children's individual needs and how these were supported in the service. Meeting children's needs helped them feel safe and secure whilst at the club. A parent shared "Friendly staff that take an interest in my kids and do things to make them happy. My kids love the club".

Personal plans were in place for the children and included information to support their health and wellbeing. We discussed developing plans to include detailed information, such as, strategies and communication methods to ensure children's needs were met and staff were consistent in their approach. We signposted management to the personal plan guidance, 'Guide for Providers on Personal Planning, Early Learning and Childcare,' which may be of benefit when reviewing personal plans.

Children were encouraged to be independent. They chose resources and equipment they wanted to play with and decided where to play indoors and outside. They chose outdoor equipment from the cupboard inside and helped each other where needed to take it outdoors.

Snack was a relaxed, sociable experience for the children, as they self served their food, spread their bagels and poured their drinks. They were included in the planning of future snack menus through their suggestions and ideas. This encouraged children's confidence and showed them they were listened to.

Medication systems and procedures for administration were in place and followed best practice guidance which ensured children were kept safe. The manager was aware that medication paperwork should be reviewed at least every three months with parents to make sure there were no changes to the medication to be administered. This meant staff knew the medication information was accurate and safe to be administered as directed. Regular audits of medication paperwork and procedures would support the safety and protection of the children.

The manager talked of arranging child protection refresher training to ensure staff knowledge was up to date and children were safeguarded.

Quality Indicator 1.3 Play and learning

Children had fun and enjoyed a range of experiences which provided them with opportunities to use their imaginations, be creative and engage in physical play. There was a mix of planned and spontaneous activities, with children's interests provided for. Staff planned for activities and experiences in consultation with the children, with mindmaps used to record their ideas and suggestions. This showed children they were listened to and valued.

All the children enjoyed playing outdoors in the warm weather on both afternoons of the inspection. They independently chose what they wanted to play with either alone or with friends. Some children enjoyed the

scooters as they scooted around the playground, aware of their safety as they wore helmets to protect their heads. Other children had fun, using their imaginations as they drew pictures with felt pens. A parent commented "Always fun and interesting crafts and messy play opportunities".

Staff should consider the further development of open ended resources and the use of loose parts to support children's play and learning. A floorbook had been introduced, displaying photographs of activities the children had been involved in as part of the holiday programme. The staff should continue to develop the use of floorbooks ensuring the children's voice is included. This would support responsive planning and child led play and learning.

There were opportunities outdoors and inside where language, literacy and numeracy were available. Books, games, discussions with staff and peers supported language and vocabulary. The use of outdoor toys and playing football, encouraged numeracy as the group of children kept score. One child was keen to show the difference between a square and rectangle as he drew outdoors.

How good is our setting?

4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

Quality Indicator 2.2 Children experience high quality facilities

Entry to the club was secure with parents ringing the doorbell to gain access when the children were indoors. Outside the children played in a nearby playground where staff supervised them well and monitored the gate. As a result children were kept safe.

The club environment had undergone some repair to the areas of ceiling which had been damaged due to water leaks in the school above. The service was now in the process of being redecorated to make it more inviting and refreshed.

The service was clean and safe. Effective infection prevention and control measures were in place to minimise the spread of infection, for example, handwashing and the regular cleaning of resources and equipment.

Staff visually risk assessed the areas used by the club before the children attended to ensure all risks and hazards had been identified and addressed. Written risk assessments were in place to inform the visual checks and ensured staff were aware of all risks. These risk assessments were reviewed regularly and supported the safety of children and staff.

Children led their play and had fun as they accessed a variety of age appropriate resources, that met their needs and interests. One playroom provided space for the children to take part in table top games, computer games, small world play with figures and building with various construction materials. The other room was quieter and cosier with comfortable seating, a variety of books and creative resources to encourage imagination and curiosities. One parent shared "I can freely walk around the club when dropping off and picking up my kids. This is good as I can see what my kids have done etc".

Children had access to the school playground which provided opportunities for physical play including, playing football, using the wheeled toys and balancing on the wooden trim trail. Two children enjoyed sitting on the grass chatting for most of the afternoon with their Harry Potter wands that they had made at club during the summer holidays. Children's wellbeing was supported through fresh air, outdoor play and

learning.

How good is our leadership?

3 - Adequate

We evaluated this key question as adequate, where strengths only just outweighed weaknesses.

Quality Indicator 3.1 Quality assurance and improvement are led well

The vision and values of the service were to be reviewed as they had been in place for many years. We advised that the service consult with staff, children and families to ensure a clear direction and expectation for the service.

While informal monitoring of practice and the environment was taking place there was no formal evaluation of the service being undertaken using evaluation tools. The staff team should become knowledgeable of evaluation tools, such as 'A quality framework for daycare of children, childminding and school aged childcare' to provide benchmarks to support the assessment of the service. All areas of the service should be evaluated, assessed and reflected upon to support improvement of the service and high quality outcomes for children. Routine monitoring and auditing should be recorded to aid the evaluation of the service along with regular consultations with children, families and staff. The manager may find the ELC bite sized videos available on the Care Inspectorate website and information on the Hub beneficial in supporting quality improvement. This area for improvement has been continued from the last inspection. **(See area for improvement 1).**

Policies and procedures were in place which underpinned the service and supported staff practice. These policies should be reviewed to ensure they contain information which is relevant to the club. **(See area for improvement 2).**

Areas for improvement

1. Quality assurance methods to evaluate and monitor the whole service should be developed to inform the continuous improvement of the service.

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

2. To support safe practice in the service, the provider should review and update policies and procedures. They should be reviewed regularly and updated when needed to ensure they follow best practice guidance and continue to be relevant to the service.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I experience high quality care and support based on relevant evidence and best practice'. (HSCS 4.11).

How good is our staff team?**4 - Good**

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

Quality 4.3 Staff deployment

Children were supported by staff who were committed to their role and responsibilities. They interacted with children throughout the sessions, encouraging, praising and listening to them. This supported the children to feel valued and confident. There were a mix of knowledge, skills and practice within the team. They talked of supporting each other and being supported by management. Staff communicated well with each other and in a respectful manner to ensure children's needs were met consistently throughout the session. This contributed to children being respected and created a positive ethos within the service.

There were sufficient staffing levels across both inspection afternoons. Effective deployment and supervision ensured children were safe and their play and learning supported. Daily catch ups as a team kept staff up to date with service information as well as giving time to discuss children's needs and interests which contributed to consistency in children's care and support.

Mandatory training had been undertaken by staff and supported their practice. We discussed with management the importance of staff accessing a range of professional development opportunities to enhance their knowledge and skills. The staff team should evaluate and effect on their learning and the impact this has on their practice.

Positive relationships had been developed between staff and families which supported the sharing of information and ensured families were included in the service. A parent told us "The staff are very friendly and communicate well".

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

Quality assurance methods to evaluate and monitor the whole service should be developed to inform the continuous improvement of the service.

This is to ensure care and support is consistent with the Health and Social Care Standards, which states that:

'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

This area for improvement was made on 5 February 2024.

Action taken since then

Quality assurance systems were still at an early stage. We discussed consulting with children, families and staff to identify improvement priorities. The staff team should develop their knowledge of self evaluation tools to support the evaluation and reflection of the service.

We have continued this area for improvement at this inspection.

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?	4 - Good
4.3 Staff deployment	4 - Good

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