

Just 4 Kidz Day Care of Children

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Type of inspection:
Unannounced

Completed on:
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Service provided by:
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Service provider number:
SP2004942312

Service no:
CS2013317483

About the service

Just 4 Kidz provides a daycare of children service in the area of Blairgowrie. The service is registered to provide a care service to a maximum of 49 children at any one time aged from birth to those not yet attending primary school. Of those 49 children no more than 11 are aged under two years.

The service is close to a local primary school, shops, parks and other amenities. Children have access to, two play and learning spaces, separate dining area, a sleep room situated on the top floor and access to an enclosed garden space with an outdoor hut.

About the inspection

This was an unannounced inspection which took place on Monday 23 September 2024 between 09:00 and 16:15. One inspector carried out the inspection. To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluations we:

- Spoke with children using the service.
- Received completed questionnaires from 19 families.
- Spoke with staff and management.
- Observed practice and children's experiences.
- Reviewed documents.

Key messages

- Children experienced warm, caring and nurturing support from staff who knew them very well.
- Children's play and learning experiences had been enhanced through a wide range of natural and stimulating resources across all playrooms.
- Children were respected by a staff team who were sensitive to their needs.
- Robust quality assurance systems were in place to support ongoing improvements throughout the service.
- Children and staff benefitted by a passionate and dedicated manager.

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?	5 - Very Good
How good is our leadership?	5 - Very 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 nurtured and cared for by a responsive staff team, who knew each of them well. Staff were down at children's level engaging in conversations or play. Comfort and cuddles were freely given as reassurance or when children asked for them. For example when a child in the 0-three room became upset, the staff member sat next to the child and offered a cuddle. They comforted the child until they had settled. This showed children felt loved and secure.

Children benefitted from a range of opportunities to develop their independence while they attended the service. For example, children chose where to play, what to play with, served their own meals and dressed themselves. One child shared; "look, I put my own gloves on. I need my gloves now because it is cold outside." This promoted children's independence and resulted in confident children.

Children's individual needs were met as personal plans were reviewed at least every six months or sooner if changes occurred. Personal plans gathered important information, such as parents contacts, emergency contacts and medical needs. Children were further supported with additional information collected in 'All about me' forms. For example, likes, dislikes, special people in their lives and how they liked to be comforted. This meant children experienced individualised care which supported them to thrive.

Medication was stored appropriately within the service and reviewed in line with current best practice. Parents received paper slips with clear details about the medicine their child had taken that day. Appropriate consents and information was gathered prior to medication being administered. As a result, children's medical needs were met.

Children had opportunities to rest and sleep as they needed. Sleep routines from home were supported and followed the needs of the child. A separate sleep space where sleep mats, individual blankets and sheets were used, allowed children to rest peacefully. A staff member stayed with them in the room at all times. This promoted safe sleeping practices. Older children had areas to rest and relax in comfortable places with cushions and blankets. They were encouraged to rest when they needed to. This allowed children to listen to their bodies and promoted their wellbeing.

Children experienced a social and unhurried lunchtime. Staff recognised the rich opportunities from these daily experiences. Children from both rooms came together to have their meal. They had opportunities to develop their independence further, for example, through self-serving and tidying up their space. Staff sat with children at the tables and engaged in meaningful conversations of interest and provided support if needed. This helped children to experience a calm and nurturing mealtime.

Quality indicator 1.3 Play and learning

Children were having fun with a variety of resources. For example, remote controlled cars, crates, planks, mark making resources and farm animal figures. Children were engaged in their play and encouraged to follow their interests.

For example, children moved loose parts to the mud kitchen area where they made houses for their worms. This allowed children to follow through with their ideas and develop their creative thinking.

Children's learning was well supported as there was a balance of adult and child led planning approaches. For example, children had shown a recent interest in farms and farm animals. Local farmers came into the nursery and shared what they do and children went on a trip to a farm. Children shared with us what they know about the farms. For example, one child told us; "We have five tractors and they move big things around." Other children shared what noises different animals made. Folders were used to document individual children's observations and next steps. Children's voice was celebrated and they helped to identify their next steps. This meant children progressed at a pace that was right for them.

Children had opportunities to explore their local community. For example, trips to the local parks, shops and the woodland area known as 'The Den'. Additional trips to explore the community further were planned, for example visits to the local charity shops. These trips enhanced children's sense of belonging within their community.

Children's developments and achievements were gathered and shared with parents on a digital platform. This allowed parents to see observations in real time and strengthen the link between home and nursery learning. One parent shared; "Just 4 Kidz keeps me in the loop of the various milestones my child is working towards so we can support these at home also". Another parent told us; "I also have opportunities to share next step ideas through the app." As a result, parents felt included in their children's learning journey.

Children experienced language, literacy and numeracy opportunities within their play environment. Books, jigsaws, clip boards, natural resources and loose parts were woven throughout the indoor and outdoor environments. One parent shared that their child takes part in "counting games, sorting objects into colour groups and mouse direction games". These opportunities allowed children to build on their language, literacy and numeracy skills while they played games.

How good is our setting?

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 2.2 Children experience high quality facilities

The environment was bright, light and well ventilated. The space was clean and homely with the use of real objects. There had been a vast amount of improvements within the service since the last inspection. For example, new windows and doors, additional rooms for offices, sleep rooms and an outdoor hut were added and created. Children were at the heart of these improvements. For example, height placements of sinks and towel dispensers were installed at child height. As a result, children had easy access and were able to wash their hands comfortably and independently.

Children were able to extend their learning and interests in carefully laid out play spaces. For example, the garden space provided children with different areas and resources. Such as, climbing frames, digging pits, a dressing up tent and loose parts. Children were seen exploring these different areas with confidence and proud to show their environment to others. One child said; "come here and look at this, we like this bit", while playing in the mud kitchen. These opportunities allowed children to develop their creative and imaginative thinking skills.

Potential risks to children were assessed and monitored with the use of robust risk assessments. These supported the staff to ensure the building, resources and outings were safe for children to use and explore. Regular reviews of risks supported the staff to identify when changes were required. For example, the outings risk assessment had been improved to ensure the number of children attending the outing was clear to staff. As a result children were kept safe while they were in the building or on outings.

Children were supported to take part in risky play. For example, in the garden area a large climbing frame allowed children to build their confidence. One child shared; "look what I can do", as they jumped from one of the tyres on the climbing frame confidently. The child was praised by a staff member for their achievement. This resulted in children who felt safe to take risks in an environment that was safe for them.

Children were aware of how to keep themselves and others safe. They had an understanding of Safe, Inspect, Monitor, Observe and Act (SIMOA) practices. One child told us; "don't go past the gate, only if you need the toilet and someone is inside to look after you." This demonstrated that children understood the importance of boundaries.

Infection control measures were well supported throughout the service. Children washed their hands at appropriate times of the day, for example after using the toilet or before they ate. Children were encouraged to wash their face after their meals, with the use of a mirror to support them to complete this independently. Cleaning schedules were in place. This included monitoring of the cleanliness in toilet areas and when resources were cleaned. As a result, the spread of infection was reduced.

Accident and incidents were recorded and shared with parents appropriately. We discussed with the service ways to improve forms to support the staff to record and streamline all information. For example, formally documenting pre-existing injuries consistently with parents. Serious injuries, such as head bumps, were shared with parents through phone calls or WhatsApp messages. This ensured parents were well informed if their child was hurt and they could make appropriate arrangements if required.

How good is our leadership?

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 3.1 Quality assurance and improvement are led well

Children and families were meaningfully involved in the service. A shared vision was being established in consultation with parents, children and staff. This allowed parents to share what the service meant to them. One parent shared; "The setting are always informing parents about changes and asking for general and specific feedback. It feels collaborative." This provided opportunities for staff to reflect on what they offered at the service and ensure children were supported.

Children's outcomes were supported as the service had a robust quality assurance calendar in place. This was used as a working document where tasks were identified and evaluated monthly. This allowed the management team to ensure essential tasks had been completed, for example, medication audits and fire drills. As a result, children continued to experience high quality care and support.

A meaningful improvement plan supported children's high quality play experiences. Priorities were identified through feedback from parents and service monitoring processes. One parent told us; "we are asked for feedback on processes" and another shared; "I am very happy with my involvement with the setting."

Staff were involved in these processes and shared with the management team how they could further support with individual priorities. For example, some staff were confident to take on leadership roles to help the service achieve identified improvements. This ensured families and staff felt valued and included in the development and the improvement journey.

Families were welcomed into the service for stay and play sessions and parents meetings. Parents were encouraged to come into the service and spend time with their child at times that suited them. One parent told us; "I go to stay and plays regularly and really benefit from them." The service is working with parents to further build family engagement. We signposted the service to 'Me, My Family and My Childcare Setting' document to share with their families. This would help explain the benefits of parental involvement within the service. As a result, meaningful connections and trusting relationships that have been built would be further enhanced between staff, children and families.

Safe recruitment of staff supported the management team to ensure children were kept safe by individuals who cared for them. Appropriate information was gathered prior to employment start dates, for example references and Protecting Vulnerable Groups scheme (PVG) checks. The National Induction Resource was used alongside mentors to support new staff. Regular check in meetings took place and staff shared that they felt supported throughout the process. As a result, children were looked after by staff who were confident to support them to meet their full potential.

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 key question as very good.

Quality indicator 4.3 Staff deployment

The staff team had a mix of knowledge, skills and experiences. Children experienced kind and nurturing interactions from staff. Strong relationships and connections had been formed between staff, children and their families. One parent told us; "They are informative and engaged, and know every child well." Another parent shared; "I feel that the staff have a real interest in my child and make an effort to build a relationship with me as a parent." As a result, children felt happy and comfortable while they attended the service.

Staff were deployed appropriately throughout the day. Children experienced high quality interactions, as the right number of staff were available to meet their needs. Staff carefully deployed themselves to ensure children were supported if they needed it. For example, a staff member moved over to the climbing frame as more children played in the area. As a result, children were able to continue to explore their play choices without disruption.

Children benefited from staff that undertook regular core training, for example child protection and paediatric first aid. The setting had identified further training to support staff in their leadership roles. Staff delivered inhouse training to share knowledge and learning from training with the team. This allowed staff to deliver consistent messages to children and improve their experiences. Training logs were used to allow staff to reflect on training received. This supported staff to identify how their training had improved their practice and outcomes for children.

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?	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?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good
How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good
How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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