

# The Club@Kintore Day Care of Children

Kintore School  
Castle Walk  
Kintore  
Inverurie  
AB51 0RU

Telephone: 07955203843

**Type of inspection:**  
Unannounced

**Completed on:**  
6 November 2024

**Service provided by:**  
Emily Gibson

**Service provider number:**  
SP2016988527

**Service no:**  
CS2024000180

## About the service

The Club@Kintore is registered with the Care Inspectorate to provide a care service to a maximum of 34 primary school aged children at any one time.

The service is accommodated within Kintore Primary School located in the town of Kintore, Aberdeenshire. The children have access to an outdoor area at the school and are close to shops, parks and other amenities.

## About the inspection

This was an unannounced inspection which took place on 05 November 2024 between the hours of 07:30 and 09:30 and 14:45 and 18:15. The inspection was carried out by an inspector from the Care Inspectorate. To prepare for the inspection we reviewed information about this service. This included registration information, information submitted by the service and intelligence gathered.

In making our evaluations of the service we:

- Spoke with children using the service
- made contact with 14 parents of children who attended
- spoke with the staff and management
- observed practice and daily life
- reviewed documents.

**Key messages**

- Children were settled and happily engaged in play experiences.
- Children led their own experiences through a well-balanced mix of activities both indoors and outside.
- Children received nurturing care and support from staff who knew them well.
- The staff team were motivated and enthusiastic about their roles and were keen to continue to take on training to develop their practice.
- To ensure good outcomes for children quality assurance systems should be used to support reflection and inform improvement.

**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 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 experienced warm and nurturing care from staff. They were settled, relaxed and confident. When children needed comfort or closeness, we saw that staff were responsive to their needs. Positive attachments had been formed which supported children to feel safe and secure.

Staff knew children well and were able to confidently discuss their interests, likes, dislikes and support. Parents felt they had a strong connection with the staff. One parent said; "The staff are friendly and welcoming. I feel I can approach them if I have any concerns." Another parent said; "I feel the staff are very approachable and always happy to help."

Personal plans were in place for all children. The wellbeing indicators were being used which supported the gathering of meaningful information. However, we discussed including more detail which would ensure children were receiving care and support that is right for them. Children who required additional support had an written overview detailing care and support needs however, this had not been reviewed and updated with parents. Therefore, we have asked that detailed care plans are developed highlighting care needs, on going support and strategies to support staff to tailor individual care.

Snack time provided a relaxed, social experience for the children as they sat together chatting and laughing about their day. Children could choose when to come for snack and there were some opportunities for children to develop independence through serving food and drinks. We highlighted that there was scope for this to be developed further and staff should consider taking time to sit with the children. This would enhance their social experience and assist with life skills such as spreading and cutting. Parents told us their children could choose from a range of healthy meals and snacks which reflect their individual, cultural and dietary needs.

Medication was stored safely and securely, easily accessible to staff but out of the children's reach. Medication records sampled contained relevant information to help staff with safe administration. Reviewing medication regularly with parents ensured the most up-to-date information was held in the service. We asked that the service include personal plans and medication in their auditing systems, to further ensure information provided is clear for staff.

Children rested and relaxed when they needed to, in quiet cosy spaces. The setting was equipped with sofa's, bean bags and cushions which children made good use of to read, draw and relax. Some of the children clearly enjoyed this down time together after a busy day at school.

### Quality indicator 1.3 Play and learning

Children had fun and were engaged throughout the inspection. Staff were responsive to children's interests and supported their choice in where they played.

The pace of the session was relaxed and unhurried and children had opportunities to lead their experiences.

We saw them problem solve as use their imagination. A group of children played with the den making kit for an extended period of time.

They created various structures, working together and problem solved as they fixed the sticks and balls securely together. Staff supported their thinking through modelling and the use of open questions, such as 'How could we do it?' when children wanted to make the structure higher. Other children used their imaginations and re-enacted their experiences with the 'Lego friends' characters. They were using the range of resources available to them well, supporting their curiosities and thinking skills.

Opportunities to enjoy and further develop literacy and numeracy skills were evident within children's experiences and relevant to their age and stage. Children engaged well with real resources, for example old phones in the home corner. We saw children using these to have pretend conversations. Many children enjoyed reading, writing and drawing in various areas across the club. Children held a bake sale and the older children were keen to assist customers, handle and count the money. They did this confidently, asking for tools such as calculators to help them. Real life experiences such as these enhanced opportunities to develop, language, literacy and numeracy skills.

The club was using mind maps to plan and record children's ideas. We could see children had been involved in the process and their voice was evident. We discussed the value of carrying out ongoing observations and using these to set goals with the children. These could be used to plan next steps and inform the planning processes, further supporting children to develop life skills and reach their potential.

Children benefited from good connections with the wider community. They used areas within the school and outdoors to support their experiences. They came together with the other local clubs within 'The Club@Kintore' group. During this time they went on trips and had people from the community visit such as 'The Critter Keeper.' We saw the club supporting local charities with their successful bake sale. This contributed to children's sense of belonging and supported them to have new opportunities out with the setting.

## 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 experienced an environment that was well-furnished and well-maintained with plenty of natural light and ventilation. Children's artwork was displayed, providing children with ownership of their setting as well as creating a sense of belonging. Resources were of a good quality and soft furnishings, such as sofa's, cushions and beanbags, provided cosy spaces for children to rest. We suggested adding some lamps, greenery and materials to give the setting a more homely feel.

The lay out of spaces ensured that children could move around the area with ease and could access resources independently. Children were confident in moving around these spaces to explore their ideas and interests. Resources were age and stage appropriate and children had the freedom to transport these around the environment to extend their play and experiences. Children told us they enjoyed coming to The Club@Kintore and enjoyed the variety of activities on offer. They told us it has a nice 'feel' to it.

Children had the opportunity to play outdoors which benefited their health and wellbeing, extended their play and gave them choice in where to play. Children enjoyed ball games and some took their books outside to read. Parents told us their children had the opportunity to play outdoors. One parent said; "Have access to the adventure playgroup, playground and eco garden, morning and after school."

Another parent said; "One of my children will take every opportunity to be outside, playing games or sports."

Systems were in place to support keeping children safe. Risk benefit assessments helped staff to mitigate risk and enhanced children's safety. We suggested the service explore the Care Inspectorate's SIMOA campaign with the children. Staff should think about the language they use and way they support the children's understanding of potential risks within the environment during their play. This would contribute to the children's understanding of risk and keeping themselves safe.

Infection control measures were understood and implemented effectively by staff. Overall, hand washing routines were mostly embedded. However, staff should ensure all children are supported to wash hands following mealtimes. Staff protected children by providing a clean and hygienic environment and PPE (personal protective equipment) was used at appropriate times such as food preparation. This contributed to keep children safe and well.

## How good is our leadership?

### 3 - Adequate

We made an evaluation of adequate for this quality indicator, as several important strengths taken together just outweighed areas for improvement.

#### Quality indicator 3.1 Quality assurance and improvements are led well

The setting had recently created their values, vision and aims with staff, children and families to reflect their new club. This supported everyone to feel valued and included and ensured that the values were meaningful, capturing the needs and wishes of those using and working in the setting.

Children's and families' views and suggestions about their care and experiences were valued by staff. The feedback we received from parents highlighted that most felt they were involved in a meaningful way to help develop the service. Informal approaches such as a closed Face Book group was used to communicate with parents. There was a suggestion box and staff valued informal conversations with parents. It had recently been brought to their attention that the new bag boxes were causing some water bottles to leak. The service had acted on this and children were encouraged to put their water bottles in a tray. The setting shared they had future plans to issue more formal questionnaires to families and discussed how suggestions from these would inform improvement plans. This approach would ensure parents felt listened to and would create a collaborative approach to improvement.

Staff told us they felt well supported by leaders in the service and were motivated to improve the service provided. We acknowledged that a lot of work had been done to improve the setting for example developing personal plans and staff training. The service themselves recognised that they were on an improvement journey and shared plans to further include staff in driving change, including self evaluation and staff monitoring. This would support the team to feel empowered and more involved in driving forward improvements.

We discussed the benefits of using quality audit tools, such as, the Care Inspectorate document, 'A quality framework for daycare of children, childminding and school-aged childcare', to support reflection and improvement to service delivery. This would help the service to put formal systems in place to evaluate the quality of the setting and identify areas for improvement. **(See area for improvement 1)**

The setting had a plan in place which included audits of paperwork and staff reviews. We discussed the benefit of introducing a quality assurance calendar which could be shared with all staff and would support with identifying areas requiring improvement, having a meaningful and positive impact outcomes for children.

### Areas for improvement

1. To support improvement to the service and ensure good outcomes for children and families, the manager should ensure;

- a) Children and families are meaningfully involved and influence change within the setting.
- b) A quality assurance calendar is used to support with identifying areas requiring improvement, having a meaningful and positive impact outcomes for children.
- c) Quality assurance systems, including self evaluation and the use of quality audit tools, are used to support reflection and inform improvement planning.

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

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

### 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.

#### Quality indicator 4.3 Staff deployment

Staff demonstrated genuine warmth, kindness and interest towards the children they cared for. This resulted in children being settled, happy and confident. One parent told us they; "Really appreciate the club and each member of staff, they've all made a massive effort to get to know all my [child's] interests." Another parent said; "The staff know my children and there is a real family feeling and atmosphere. The variety of holiday club activity is always good and the programme is available in good time so the kids can book the days they like the look of. The @Club is part of our community in Kintore."

Management recognised the importance of ensuring that the service was appropriately staffed at all times. Overall, the deployment of staff was effective, and they were flexible in their approach, communicating well with each other. Staff moved with children, to support the running of the service and the needs of children.

Staff were appropriately qualified. Some were working towards gaining further qualifications and had a good knowledge of child development and learning. They were able to discuss how they had identified individual areas for development and were supporting children with their social skills and confidence, for example. One parent told us; "Staff are all super, always provide an update on how the day has been. Staff are all super at handling [my child's] behaviour in a positive way. [Staff area also] so very kind and patient." Another parent said; "[My child has become] more confident being at the club and playing with different groups of kids, [they were] a very shy kid so it's lovely to see the difference in [them]."

Staff were committed to their professional development to ensure they delivered a good quality service and improved outcomes for children. Staff had undertaken a range of training, relevant to their practice and were able to discuss how this had supported their knowledge and skills. We would encourage the team when reflecting on training in their learning logs, to consider the impact on outcomes for children, allowing them to identify further training needs.

Staff inductions had also supported staff knowledge and awareness of their role and responsibilities. The provider has started using the 'Early Learning and Childcare National Induction Resource' to encourage questions and reflection. This would support staff to have a good understanding of their roles, responsibilities, and effective ways of working.

## 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?	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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