

Pitteuchar Out of School Club Day Care of Children

Pitteuchar East Primary School
Glamis Avenue
Glenrothes
KY7 4NU

Telephone: 07850 950 501

Type of inspection:
Unannounced

Completed on:
6 December 2024

Service provided by:
Fife Council

Service provider number:
SP2004005267

Service no:
CS2014328773

About the service

Pitteuchar Out of School Club is registered as a daycare of children service. It is registered to provide a care service to a maximum of 24 children. The service is provided by Fife Council. The service operates within Pitteuchar East Primary School and collects children from two other local primary schools. Children have use of a designated room within the school. There is direct access to the playground for outdoor play.

About the inspection

This was an unannounced inspection which took place on Thursday 5 December 2024 between 14:45 and 18:00. Feedback was provided the following day using virtual technology. 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 previous inspection findings, registration information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:

- spoke with children using the service
- reviewed feedback from seven families using MS forms
- reviewed feedback from staff members employed in the service using MS forms
- spoke with senior management and staff
- observed practice and daily life
- reviewed documents.

Key messages

Children experienced nurturing, warm and kind interactions from staff.

Children were having fun playing with friends and staff. They were confident in leading their own learning.

Children told us they were listened to, their opinions were valued, and that they enjoyed their time in the club.

Quality assurance processes were in place and had supported the service to make some improvements. These should continue to be developed to ensure this is consistent.

Children were actively involved in developing their own personal plans. This approach supported the staff's understanding of their individual needs and interests.

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?	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 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 experienced warm and nurturing care from the small staff team. They were warmly welcomed into the service each day. Children were chatting happily and keen to share their day with staff. This approach contributed to the service's positive ethos where children were valued and listened to.

Children benefitted from positive and nurturing relationships with staff. All families who responded to our online questionnaire agreed that they had strong connections with staff. Some comments included:

"The staff are always happy to speak with us about the children's day. I like that we know who will be there, it's consistent."

They are friendly, caring and very easy to get along with, my younger child can't wait to go to the Out of School club after the summer."

"They are friendly."

Children's emotional wellbeing was well supported by staff who understood the importance of children understanding their emotions. For example, 'I'd like to talk' sheets were available for children to complete, and this gave children protected time to have a discussion with a staff member about something important to them. Creative use of emojis indicated the child's level of emotion ranging from sad, happy, worried and angry. This supported children to feel that their emotions were valued and respected. Children also had access to a space to rest and relax after a busy day at school.

Effective use of personal plans ensured staff knew children and their families well. Children completed the child friendly "all about me's", which contained key information about what was important to them. This meant that staff had relevant details to support children's needs. These were regularly updated to ensure that key information was up to date and current. This approach empowered children by supporting them to feel valued and included.

Children were also in the process of reviewing the club charter; this would further support a consistent understanding of positive behaviours that were expected in the club and through this consultation it would give children ownership of their club.

Children benefitted from a very positive snack time experience, which was sociable, relaxed and unhurried. It provided opportunities for them to be included and to take responsibility. Children were actively involved in planning healthy snack choices, preparing food and clearing away dishes. Staff sat with children and engaged in meaningful conversations. Children were very independent, and this promoted skills for life. Children told us that they loved helping with snack and one child said they were the best banana pancakes they had ever eaten.

Staff understood their roles and responsibilities in safeguarding children.

They spoke confidently of the steps they would take should a concern or a support need arise for a child or family.

No children were receiving medication at the time of inspection. Processes in place ensured that children's health and wellbeing needs were carefully considered.

We evaluated this key question as good, as several important strengths, taken together, clearly outweighed areas for improvement.

Quality indicator 1.3: Play and learning

Children enjoyed their time in the club. They were having fun and were independently exploring the opportunities on offer, with their friends and staff. Children benefitted from a variety of play opportunities. Children were at the heart and staff took time to speak with them about their interests and what they wanted to learn. As a result, children remained engaged in meaningful play and their thoughts, views and opinions were valued. Planning approaches were child led and responsive to children's interests which supported them to feel involved and empowered. Children were given ownership of their play and encouraged to be independent.

Children had daily opportunities to be active which included walking from school to the club, and free flow access to the outdoor space. Children benefitted from fresh air and exercise.

Literacy and numeracy development was promoted throughout the club with a variety of resources, such as books, mark making materials, puzzles, and table top games. Staff carefully considered their interactions with children to extend learning and encourage problem solving. As an ongoing area of improvement, the service was developing their open-ended resources, and this would further support children to be creative, problem solve and use their imagination.

The manager and staff team had considered this year's improvement priorities and had worked together with children to develop these. For example, the snack experience was a key priority, and children had been asked for their feedback on snack and what they would like to be improved. This feedback was being used to plan snack menus and enhance the overall experience for children. This approach encouraged children to be actively involved in decision making about their club.

How good is our setting?

4 - Good

We evaluated this key question as good, as several important strengths, taken together, clearly outweighed areas for improvement.

Quality indicator 2.2: Children experience high quality facilities

Children benefitted from a spacious, well-ventilated environment with plenty of natural light. Consideration had been given to the layout of the play space, this included space for children to rest and relax, enjoy floor play with a variety of resources such as large blocks and spaces to be creative. We suggested that the service could further consider spaces by making them exciting and more inviting, for example, consider storage of writing and drawing materials. This would help to give a strong message to children that they matter.

Children had direct access to the outdoor area.

It was spacious and enclosed, providing children with opportunities to engage in active and challenging play. This supported children to be active and healthy. The service had considered outdoor lighting and this meant that children had daily opportunities for outdoor play during the winter months.

Children were kept safe by a range of procedures that created a safe environment for them. For example, risk benefit assessments were in place, children and staff used these to identify and minimise potential risk. This meant that children were developing an understanding of how to be safe. Infection, prevention and control procedures were in place which further supported children's health, wellbeing and safety. For example, the play spaces were clean and well maintained and handwashing routines were embedded. This meant children were safe from the potential spread of infection.

Children's personal information was stored securely on the password protected computer to ensure families' privacy and confidentiality.

How good is our leadership?

4 - Good

We evaluated this key question as good, as several important strengths, taken together, clearly outweighed areas for improvement.

Quality indicator 3.1: Quality assurance and improvement are led well

The small staff team had strong values and promoted a positive, nurturing experience for all children using the club. This created a sense of belonging for children and helped them feel safe and respected.

Quality assurance systems were now in place, these were in the early stages and needed more time to fully embed and to be consistent. The manager and staff should prioritise this to ensure continuous improvement. Staff told us they valued the views of children and their families. Verbal discussion provided opportunities for responsive feedback from families. Children were informally encouraged to share feedback about the range of experiences and activities they were involved in. We observed staff consulting with children throughout their session and responding to their ideas. Some opportunities were used to gather formal feedback from children and families. This should be regularly gathered and evaluated as this will support self-evaluation and improvement. By using feedback in a meaningful way this will support the ongoing improvement of the service. This will encourage children and families to be fully involved in the life of the service.

Communication with families was a strength of the service and ensured that they were kept up to date with what was happening within the service. Information was shared with families in a variety of ways such as daily conversations, emails and digital messaging. This approach promoted partnership working to support improved outcomes for children.

Staff had opportunities to talk about their work through regular team meetings. They were encouraged to reflect on their practice and identify their strengths and areas for professional development. These opportunities enabled staff to develop as practitioners. As a result, children and families received support that was right for them.

Staff told us that they felt well supported by the manager who was approachable, nurturing and supportive.

How good is our staff team?

4 - Good

We evaluated this key question as good, as several important strengths, taken together, clearly outweighed areas for improvement.

Quality indicator 4.3: Staff deployment

Children were welcomed on their arrival by a member of staff. Staff took time to chat with each child. This approach showed children they mattered and were valued. Staff were responsive and motivated. They encouraged children to make choices and lead their own play. They supported children to access outdoors, and a variety of activities within the play space. Interactions between staff and children were caring and responsive. For example, a child with specific support strategies was well supported across their session. This meant children's needs were consistently met. Being a small team, they worked hard to create a welcoming and friendly environment for children and their families.

Staff provided individualised support by effectively engaging with children and took account of their views when setting up activities and experiences. Staff were flexible and supportive of children's interests. This encouraged children to feel valued and included.

Recent staff changes had been well communicated with families and staff who were new to the service had quickly settled in and developed positive connections with children and their families. All families were happy with the service and were confident their children were safe, happy, and having fun. Some comments included:

"They love the independence to play in a safe and supportive environment. The staff are understanding of my child's needs and care for them with kindness and humour."

"The Afterschool club service and the staff are brilliant. They are always open, honest and helpful."

"When the staffing was changing, the staff communicated this well and gave the children a chance to adjust to the change with a handover period. This felt particularly important for the accompanied walk to after school club, so the children were not picked up by a stranger."

Staff communicated well with each other when carrying out necessary tasks or leaving the play space. This helped to ensure children's needs were being met.

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	5 - Very 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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