

Cornton Out of School Care Day Care of Children

Cornton Primary School
Stirling
FK9 5DZ

Telephone: 07527096429

Type of inspection:
Unannounced

Completed on:
25 November 2024

Service provided by:
Cornton Out of School Care a Scottish
Charitable Incorporated Organisation

Service provider number:
SP2019013335

Service no:
CS2019376102

About the service

Cornton Out of School Care is registered to provide a care service to a maximum of 24 children at any one time, aged from four to 12 years.

The service is located in Cornton, Stirling, and is based in Cornton Primary School. Children have access to the gym hall, toilets and direct access to an outdoor area.

About the inspection

This was an unannounced inspection which took place on 20 November 2024 between 14:50 and 18:15. 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 six children using the service and a parent on the telephone.
- spoke with two staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children's needs were met as they were listened to and loved by both staff and each other which nurtured their sense of security and confidence.
- Children had ownership of their club and actively planned their activities and experiences.
- Staff provided children with a range of experiences and activities that were fun, stimulating, interesting and challenging which fully engaged them in their play and learning.
- Family learning and links within the community was a strength of the service.
- The committee, staff and families should now work in true partnership to reflect on what is going well and how they will identify future developments to improve outcomes.
- The manager should undertake regular monitoring which covers all aspects of service delivery. This would help identify improvements and support staff to effectively and consistently make positive changes to improve outcomes.
- Staff had established very good relationships with children and their families which supported children to flourish and feel safe in the service.

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 quality indicator 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 were cared for by staff that had developed friendly, trusting and fun relationships with them. Children came happily into the club, they were warmly greeted by staff and settled quickly into their routines. Some children had formed nurturing attachments with certain staff and sought them out when in need of reassurance or support. They were responded to with care and attention which resulted in them feeling loved, valued and respected. Overall, the majority of children were happy and confident within the club. They enjoyed telling us about the activities they experienced and had a real sense of pride and ownership. A child told us, 'The ladies are great they really love us you know' and 'This is our club, we do lots of great stuff here'.

Children benefitted from child centred personal planning. As part of their plans, children filled out their own 'Passports' which included their likes, dislikes and interests. We highlighted to staff that some children's information had not been updated for some time. We asked staff to work with the children to ensure their information was up to date and remained relevant. This will contribute to staff supporting children to reach their full potential.

Staff had built positive working relationships with children's teachers which enabled them to comfort and support children if they had experienced a challenging day at school. Children told us, 'The ladies always make sure we are okay' and 'The ladies know if something is up with us, and they talk to us and give us a cuddle'.

Children experienced a snack time that was calm and sociable. Children happily chatted to their friends and enjoyed their food. Staff sat with children and engaged them in conversations about their day at school and other activities. The lack of facilities in the hall meant a prepacked snack was the best option. However, some foods contained a lot of sugar, for example, chocolate pastries and cereal bars. We asked the manager to consider how healthier and more nutritious alternatives could be provided. We also made suggestions of how children could be offered more opportunities to be independent and responsible during their snack time.

Staff were aware of children's allergies and paperwork was in place should medication need to be administered. We found some details needed to be added to paperwork to ensure administration of medication was effective and safe. For example, staff should note the expiry date or shelf life of medication when brought into the service, and symptoms of when medication should be administered clearly recorded. We signposted our guidance 'Management of medication in daycare of children and childminding services' to assist them with this.

Quality indicator 1.3 - Play and learning

Staff provided children with a range of play experiences that were child centred, challenging and responsive to their views and ideas. For example, older children excitedly told us of a film they had created called 'Where is Luna'. They had written the script and given their friends' parts to play. When happy with their

final version, they invited families into the club to watch the film and celebrate their child's achievements. Other activities they had planned included a comedy night, a rocks and minerals evening and creating outfits to wear from bubble wrap. Children told us ' We never get bored there's lots of options here', ' We help to plan and then the ladies put stuff out' and 'It's a lot of fun, I really like coming to COSC'. This resulted in children that were empowered to make choices, had ownership of their club and led their own play and learning in a meaningful way.

Staff and children had created a book called 'Our adventures' which evidenced the fun experiences children were provided with. Children enjoyed looking back at the photographs and showing us activities they had participated in. We highlighted that staff could take observations of children's thoughts as they played and support children to identify a skill they would like to achieve while attending the club as part of their personal plan. This would deepen interests and learning further and help staff support children to reach their full potential.

Staff were skilled at when to facilitate and support children's play and when to step back and give children time and space to engage independently. They interacted well with children at the appropriate times and consistently at their level. For most of the session there was a calm ambience which resulted in children's emotional security being supported and contributed to children feeling safe and secure.

Older children proudly told us how they looked after younger children in the club and explained their 'Buddy system and Pledge'. They knew younger children very well and confidently told us, how they helped them feel included and fully involved in the clubs' routines, experiences, and activities. This approach gave older children responsibility and resulted in younger children feeling safe, secure and provided them with a sense of belonging.

Family learning and links within the community was a strength of the service. For example, children often picked litter from the school playground, and they proudly told us how they had helped staff promote the club on a stall at a local fayre. Families were offered good opportunities to come into the service to film nights; to talk about their job roles and make jewellery. These opportunities supported effective communication, helped build positive relationships and connected children well to their local and wider communities. A parent told us 'There's always fun events and project's happening, they really challenge the children'.

How good is our setting?

4 - Good

We evaluated this quality indicator 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

Staff had meaningfully created areas of play within the large school dining hall which developed children's independence and empowered them to make choices. The hall was furnished with long tables and chairs. Children were provided with a small area consisting of a rug, a beanbag and a few cushions in which to rest and relax. We asked the manager to consider making this area more cosy, inviting and homely. This would enable children to have some quiet time if needed in a more comfortable area. Additionally, we highlighted that children would benefit from an enhanced provision of real-life experiences, natural materials and loose parts to enrich their play and learning further. Staff were keen to further develop these areas of play and would consider solutions for storage as currently storage space was limited.

Children had formed positive relationships and most played cooperatively in small groups. For example, some children created a game with a large skipping rope, others had fun building towers from wooden blocks, and older children were fully engrossed in a game of 'Blingo' with a staff member. Playing respectfully together helped children learn, build confidence and develop their social skills.

Children benefitted from free flow access between the indoor and outdoor area which enabled them to be direct their own play and supported them to be active and healthy. Outdoors children were offered a variety of experiences. For example, they had fun playing badminton and football and developing their larger motor skills on large climbing equipment.

Children's health and wellbeing was supported through good infection prevention and control measures. The hall, resources and equipment were well maintained and clean. Children were familiar with handwashing routines, however there were a few missed opportunities when children came in from playing outside. We suggested staff further support children's awareness through gentle reminders and discussion. We acknowledged the responsibility of cleaning the school toilets was with contracted cleaners and asked the manager to ensure club staff check the toilets are clean prior to children attending the club.

Accidents and incidents were documented well. The manager undertook termly audits to identify and action any risk. We asked they implement a monthly audit to minimise the risks to children further.

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 manager was well organised and had established good working relationship with the staff team. This had resulted in making good foundations in which to build the confidence of staff and support the improvement plans within the service. Children, families, and staff had created a logo and statement of aims for the service which promoted a shared vision and understanding of what to expect from the club.

Realistic improvement plans reflected current priorities and supported staff to have clear, and achievable goals. There had been significant improvements made since the previous inspection. The manager, staff and committee had worked hard to get all the relevant paperwork and systems in place. The manager and staff had a good understanding of where they were within their improvement journey, but there was scope to further develop where improvements were needed and how these would be actioned to improve outcomes. To ensure an ethos of continuous improvement, the committee, manager and staff should now work together on a more regular basis. This would help ensure pace of change continues and improvement priorities are monitored and measured and when achieved new priorities are identified. We directed the manager to best practice guidance 'Self-evaluation for improvement - your guide' to assist them with this (see area for improvement 1).

It was evident that children were fully involved in evaluating their experiences and planning their activities. Families had some involvement in influencing positive change. A questionnaire had been sent out by the committee to gather families' views on the quality of the service. The manager was unaware of their responses and how they were being used to plan for developments. Staff understood their role in improvement planning however, they needed better systems in place to evaluate their progress and how they would move forward. The committee, staff and families should now work in true partnership to reflect

on what is going well and how they will identify future developments to improve outcomes (see area for improvement 1).

The manager could not provide us with any evidence of quality assurance and monitoring systems. To ensure aspects of quality care and support is not overlooked, as identified within this report, the manager should undertake regular monitoring which covers all aspects of service delivery. This would help identify improvements and support staff to effectively and consistently make positive changes to improve outcomes (see area for improvement 2).

Areas for improvement

1. To ensure an ethos of continuous improvement and a steady pace of change, the committee, staff and families should now work in true partnership to reflect on what is going well and how they will identify future developments to improve outcomes.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state 'My care and support is consistent and stable because people work together well' (HSCS 3.19).

2. To improve outcomes for children and families, the manager should develop quality assurance systems to review all aspects of the service through regular monitoring and feedback to staff. Information gathered should be used to inform improvement plans.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state '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 quality indicator as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality indicator 4.3 - Staff deployment

Staff were warm, friendly, and calm in their approach towards the children they cared for. They had respect for all children encouraging them to have a voice, which demonstrated children were valued and their views were important to them.

The manager and staff were fully committed to improving outcomes for children and families. They told us they were happy in their roles and felt supported by each other. They engaged positively in the inspection process, and it was evident through our discussions that they were enthusiastic professionals.

The manager was knowledgeable on how to keep children safe from harm. They were confident in how to respond should they have concerns of a child's welfare which contributed to keeping children safe. We signposted best practice guidance 'Guide to Chronologies' to further support them with keeping records in a way that fully considered children's needs.

Staff were knowledgeable on play work practice and principles which supported the positive ethos in the service. Some online training opportunities were available to staff, but they were unaware if they could still access this service. We would encourage the provider to consider further training for all staff that is relevant

to the priorities of the service and for staff due to refresh their knowledge on child protection. This would further support improving experiences for children and families.

Effective staff deployment ensured children were always well supervised and supported appropriately. Staff communicated well throughout the session. For example, when leaving the hall or when going to the outdoor area. They used radios to let each other know when children were moving between areas. This meant children were accounted for at all times and well cared for.

Staff had established very good relationships with children and their families which supported children to flourish and feel safe in the service. A parent we spoke with held the staff team in high regard their comments included: 'They are amazing, they put their heart and souls into the kids' and 'The staff provide a healthy, positive and friendly environment'.

Children received continuity and consistency in their care as familiar staff to the children were used for extra support or any unplanned absences. They knew the children well which meant their routines and experiences were not disrupted.

Newer staff to the service had received an induction and were mentored by the manager whom they worked with daily. They were complimentary of the manager and found them approachable and supportive which helped them gain confidence. We asked the manager to review the induction process to ensure it was robust and fully supported staff to understand their roles and responsibilities. We signposted guidance 'Early learning and childcare: national induction resource' to support them with this.

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

To ensure appropriate levels of challenge and high quality experiences for children, the provider should develop their approaches to child led planning. Consideration should be given to ensure all children's individual stage of development is well considered.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My care and support meets my needs and is right for me' (HSCS 1.19).

This area for improvement was made on 21 September 2023.

Action taken since then

Children were confident and had ownership of the club. They confidently told us how they planned their experiences and showed us the club plan which they had created. Activities planned were child led and fully engaged the children of all ages and stages in their play. The children showed us a book that evidenced the activities they had planned and enjoyed reflecting together about their experiences. A rich programme of fun and challenging activities was offered.

This area for improvement has been met.

Previous area for improvement 2

To ensure children have access to a range of experiences and are well supervised, the provider must ensure that the deployment of staff provides adequate supervision indoors and outdoors across the whole out of school club session.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My care and support is consistent and stable because people work together well' (HSCS 3.19). This area for improvement was made on 21 September 2023.

This area for improvement was made on 21 September 2023.

Action taken since then

Staffing within the service took account of the numbers of children and their individual needs. During our visit, there were 13 children with two members of staff. One staff member was deployed outdoors and one staff member indoors. They used radios to communicate which ensured all children were accounted for at all times. This supported the safety and wellbeing of children.

At snack time, all children came indoors and staff sat and with children which promoted a calm, supportive meal time experience.

The manager monitored children as they were collected and communicated with families. The second member of staff engaged with the children and played games with them.

Children were fully engaged in the resources and activities made available to them. They were eager to tell us about their fun experiences and what they liked to do at the club. Experiences, resources and activities were age appropriate, interesting, stimulating and challenging.

This area for improvement has been 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	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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