

Dalgety Bay Out of School Club Day Care of Children

Dalgety Bay Primary School
St. Bridgets Brae
Dalgety Bay
Dunfermline
KY11 9LT

Telephone: 07515189434

Type of inspection:
Unannounced

Completed on:
10 December 2024

Service provided by:
Fife Council

Service provider number:
SP2004005267

Service no:
CS2022000195

About the service

Dalgety Bay Out of School Club is registered to provide a school aged childcare service to a maximum of 16 children at any one time. It is located in Dalgety Bay Primary School, Fife, close to local transport links, shops and other amenities. The manager of the service is also responsible for three other out of school care services in the area.

Children are cared for in a designated playroom within the school premises and there are toilets across from the playroom. They also have access to the school gym hall and sensory room. Children have access to the outdoor play space through a doorway close to the playroom. The outdoor space includes a concrete playground, a 'trim trail' climbing apparatus and some wooded areas.

About the inspection

This was an unannounced inspection which took place on Monday 9 December 2024 between 14:45 and 18:00. We gave feedback to the manager on Tuesday 10 December 2024. The inspection was carried out by one inspector from the Care Inspectorate. This was the service's first inspection since re-registering with the Care Inspectorate in 2022 to become a stand-alone service, separate from an existing registration.

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:

- spent time with 12 children
- received feedback from 10 of their family members
- spoke with two staff and the manager
- observed practice and daily life
- reviewed documents
- spoke with the depute headteacher of the school.

Key messages

- Children experienced, warm, caring and nurturing support from staff who understood their needs, rights and choices.
- Families were very happy with the care, play and learning experiences offered to their children and were confident that they were well cared for.
- Staff had worked with children and families to develop detailed personal plans that helped them to offer each individual the right support at the right time to meet their needs.
- Children were empowered and enabled to lead their own play and learning and their right to be heard was respected when planning their experiences.
- Children played in a mostly safe, clean and well-maintained setting through the effective infection prevention and control measures and positive risk assessments implemented by staff.
- The provider should ensure that children's toilets are safe, clean and well-maintained to reduce the risk of the spread of infection.
- There were very good quality assurance and self-evaluation processes in place that included children and families in influencing change and driving improvement.
- Staff worked very well as a team to plan routines that met children's needs, rights and choices, including smooth and calm transitions across the day.

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?	4 - 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 experienced warm, caring and nurturing support from staff who understood their needs, rights and choices. Staff responded sensitively and compassionately to their actions, emotions and words, respecting their right to be heard. Children were independent, confident and happy across their experiences, and they told us that they felt safe and happy in the club. Families told us they had positive relationships with staff and that this gave them confidence that their children were well looked after. Children were also kind and caring to each other, celebrating each other's achievements. They had worked together to set expectations for how they spend time with each other. This helped them to develop skills for life as well as emotional resilience. As a result, there were strong, trusting and positive relationships between children, families and staff.

Children's care, play and learning were well supported by effective personal planning approaches that respected children and families' views. Staff had worked closely with them to develop detailed plans that recorded children's needs, rights and choices and identified ways to offer each child the right support at the right time. This included where children had health needs that required medication. Where children needed some additional support to feel included and respected, staff had created specific plans so that they could offer consistency and continuity of care. The positive relationships staff had built with the school supported this practice. For example, there were clear plans in place to ensure smooth, relaxed and supportive transitions for all children, each morning and afternoon, between the club and school. As personal planning approaches are developed, we encouraged staff to continue evaluating how well they support positive outcomes for children and think creatively about how to respect all children's needs, rights and choices over time.

Children enjoyed nutritious and healthy snacks each day because staff had a very good understanding of relevant best practice guidance. Staff spent quality time with children during snack, enjoying warm, genuine and relaxed discussions that helped them get to know children as individuals and create a sense of belonging. Children were independent in some parts of the snack routine and enjoyed chatting with each other too. They were able to choose what they wanted to eat each day and all children had the opportunity to choose an option for snack when they attended. Some children told us that they would like a better variety of snacks and more options each day to choose from. We agreed that this would make the snack experience even better. We encouraged staff to broaden their expertise in offering food experiences that help children develop skills for life and promote positive relationships with food. We also asked them to ensure that children used plates and cutlery at snack times in line with infection prevention and control guidance.

Quality indicator 1.3: Play and learning

Children were empowered and enabled to lead on their own play and learning, choosing from a very good variety of spontaneous and planned experiences. Children were creative, imaginative and curious in their play, using books to learn about arts and crafts skills and enjoying imaginative play based on favourite stories.

Children told us that they really liked their play experiences at the club with favourites including the craft area and Lego. Children were encouraged to be active outdoors, enjoying football and group games with staff who supported them to develop rules for their play. Families liked that their children spent time outdoors every day. Staff had begun to build on their connections with the local community to enhance children's play and learning further. We agreed that this would promote positive outcomes and a sense of achievement for children.

Children's interests were used as the basis for planning play and learning and they were included in choosing play each day. For example, there was an 'art planner' which recorded children's plans for what would be available in the craft area each day of the week. This helped children to feel empowered and respected their right to be heard and lead their own play. Each child's interests were recorded in floorbooks to ensure that all children's ideas were valued and acted on in play. This also ensured that children's achievements were shared through photos and comments from children and families. Staff were beginning to use what they observed in children's play and learning to think about how they could enhance their experiences. We encouraged staff to continue developing this aspect of their practice, closely linking this to children's rights, as part of their continuing professional development. This would support children to achieve their potential and understand their rights in a practical way.

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 played in a mostly safe, clean and well-maintained environment. During the re-registration process, some improvements had been made to the playroom, including adding kitchen style counters, a fridge/freezer and appropriate flooring. This helped to ensure children remained safe and healthy. Staff had worked to plan the setting to meet children's needs, rights and choices, creating different spaces for different types of play. There was ample space to achieve this, both indoors and outdoors, including in other parts of the school. For example, children made good use of the sensory room to rest and relax if they were feeling overwhelmed. There were also displays which openly celebrated children's achievements and helped them to feel valued. There were some good resources available for play and staff have been working to build on their 'loose parts' to encourage children to be creative and develop problem solving skills. Children would benefit from a wider range of natural materials and varied play resources so they can fully explore their own ideas and curiosities in play. In addition, one parent suggested that more visual communication supports could be used across the setting so it is fully inclusive. We encouraged staff to consider how these resources could be improved, both indoors and outdoors, as part of their development plans.

Children and staff worked together to identify and minimise risk, checking the setting each day for potential hazards. Including children in this process was improving their levels of responsibility as well as developing key skills for life. Staff understood how to keep children safe using detailed risk assessments that were changed depending on new circumstances or when planning new experiences. Staff had been included in learning, training and development around keeping children safe, using best practice guidance to develop routines for trips and outings. We encouraged them to continue developing this approach as they begin to explore further parts of the community over time.

Staff had implemented effective infection prevention and control procedures that reduced the risk of the spread of infection, keeping children safe and healthy most of the time. The play space was cleaned effectively each day and staff were mindful of keeping play resources clean, for example, using the school washing machine to wash linen once a week. Children independently washed their hands and did this confidently as part of their routine at the right times. Children's toilets were in a significant state of disrepair, with damp on the walls and rust on pipes. The tiles were worn and difficult to clean and some facilities were visibly dirty. We spoke with the manager and school staff to communicate our concerns. Both leaders had reported the toilets to the provider; however, there was no firm timescale in place to improve these facilities. We asked the provider to improve the toilet facilities so these are fully safe, clean and well-maintained, protecting children's health, safety and wellbeing (**see area for improvement one**).

Areas for improvement

1. To support and protect children's health and wellbeing, the provider should ensure that the toilets used by children are safe, clean and well-maintained. This should include, but is not limited to, ensuring all surfaces can be cleaned effectively and removing signs of rust and damp.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that "I experience an environment that is well looked after with clean, tidy and well-maintained premises, furnishings and equipment" (HSCS 5.22).

This is to ensure staff skills and knowledge is consistent with the Scottish Government document, 'Space to Grow and Thrive: Design guidance for early learning and childcare and out of school care settings'.

How good is our leadership?

5 - Very Good

We made an evaluation of **very good** for this key question. There was a culture of continuous improvement that did not require significant adjustment to ensure positive outcomes and experiences for children.

Quality indicator 3.1: Quality assurance and improvement are led well

Leaders and staff had a shared vision for what they wanted children and families to experience in the club. There was a warm, nurturing and empowering ethos that supported children to have fun, be independent and feel respected and included. Children's views and opinions were actively sought using a range of methods which aimed to ensure everyone could feed back in their own way. Staff had also developed different ways to gather the views of families, offering stay and play sessions as well as using questionnaires and a suggestion box. Families told us they felt included and respected and had regular opportunities to offer feedback. The manager was considering other ways to motivate families to be involved and we encouraged them to use relevant improvement methods to measure their progress and clearly identify what was going well. This would help to make strategic plans for improvement based on successes and achievements that matter to children and families in the setting.

There were very good strategies in place for self-evaluation and quality assurance that continually improved children's care, play and learning. There were audits in place to keep track of basic aspects of practice that maintain children's health and safety, for example, reviewing medication and personal planning. The manager was approachable and supported staff to develop professionally while also looking after their wellbeing.

As a result, there was a positive working environment where informed changes were made to promote positive outcomes for children. Staff were regularly included in evaluating their own work in line with relevant best practice guidance and they used their reflections to create a clear improvement plan that was improving children's experiences. For example, a recent focus on creative and imaginative play was motivating children to learn new skills and build their confidence and self-esteem. One parent told us, "(The manager) has been quick to respond to any issues I have raised which have been resolved on the same day. This makes me feel heard and respected and gives me confidence in the service and its ability to meet the needs of my child." We discussed with the manager how the very good processes in place could be used more widely, for example, to offer staff feedback on how well they implement children's personal plans. This will continue their professional learning journey as a team and broaden the evidence of what children experience in their care.

How good is our staff team?

5 - Very Good

We evaluated this key question as **very good**, where major strengths promoted positive outcomes for children and there were very few areas for improvement.

Quality indicator 4.3: Staff deployment

Children enjoyed quality time with staff that supported their wellbeing and confidence because there were very good routines in place for staff deployment. Staff worked very well together as a team and focussed on meeting children's needs, rights and choices each day. They respected each other's skills and experience to offer children high quality care, play and learning that was respectful and inclusive. Staff had clear roles and responsibilities to ensure key tasks were completed to keep children safe, healthy and achieving. If temporary staff were needed to cover holidays or other absences, these were people who were closely connected to the club and the school so that children were familiar with them. This also meant that their consistency and continuity of care was maintained if there were changes in the staff team. This helped children to feel safe and secure while maintaining the vision and values they experienced each day.

Children were offered a wide range of care, play and learning experiences because staff empowered and enabled them to be independent and responsible. By making tasks into experiences for children that developed positive skills for life, staff were able to maximise their time with children to be supportive, nurturing and promote positive outcomes. Staff carefully considered children's individual needs when planning their routine and were considering how they could extend this further to allow more time building community connections. We agreed that this would improve children's experiences and offer them rich and meaningful play.

Staff also used their time away from children effectively to reflect on their work and make plans to meet children's needs, rights and choices. By using this additional time for learning and development, staff were able to explore and share new ideas with other professionals. This expanded their skills in ways that improved children's experiences. We encouraged the team to consider the findings from this inspection in their reflections to support their professional development over time.

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?	4 - Good
2.2 Children experience high quality facilities	4 - 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

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iartras.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.