

# Kennoway Out of School Club Day Care of Children

Kennoway Primary and Community School  
Langside Crescent  
Kennoway  
Leven  
KY8 5LW

Telephone: 07515 189 467

**Type of inspection:**  
Unannounced

**Completed on:**  
16 January 2025

**Service provided by:**  
Fife Council

**Service provider number:**  
SP2004005267

**Service no:**  
CS2003016454

## About the service

Kennoway Out of School Club is a daycare of children service for school aged children provided by Fife council. The service is registered to provide a care service to a maximum of 24 children from school age up to 14 years.

The service operates from Kennoway Primary School, Leven, Fife. The service is in a residential area close to local amenities. Children have access to the dining hall, toilets, and can use other school facilities such as The Hive. Children have access to a school playground for outdoor play experiences.

## About the inspection

This was an unannounced inspection which took place on 14 January 2025 between 14:45 and 17:00 and 16 January 2025 between 14:00 and 16:00. 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, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- observed children using the service
- spoke with children attending the service
- received feedback from two families
- spoke with the staff and management team
- observed practice
- reviewed documents

## Key messages

- Children experienced warm and compassionate care, interactions from staff were kind, caring and responsive to children's individual needs.
- Children were supported effectively to develop an awareness of safety and build self-confidence in identifying and managing risk with 'SIMOA the elephant'
- Children did not always have exclusive use of a space for their afterschool club.
- A range of effective systems were in place to support a culture of continuous improvement.
- Staff were committed to their role and were enthusiastic about providing quality care and learning for children in their setting.

## 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 made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

### 1.1 Nurturing care and support

Children experienced warm and compassionate care. Staff interactions were kind, caring and responsive to children's individual needs. It was clear to us that staff knew children and families well and had developed positive relationships. One child told us, "We have supportive staff who helps us, they are fun and kind and make sure everything is fair, and everyone gets a turn." As a result, all children were happy and settled.

Children benefitted from a flexible snack routine. They experienced a calm and sociable snack time with some opportunities for independence and choice. Children were encouraged to self select their snack, pour their own drinks and clear away their plates. This helped them to develop life skills. Staff recognised the opportunity to build on relationships and sat with children at this time, supporting the sociable experience. Children happily engaged in conversation and told us about their day at school. Children had access to water and fresh fruit throughout their session. This promoted children's choice and supported their individual routines.

Children benefitted from effective personal planning. These had been developed with children and their families and contained clear information about their current needs, preferences and interests. Staff knew children well and confidently implemented strategies to support their wellbeing. As a result, children's needs were met through person-centred care and support. We discussed with the service the value of ensuring 'All About Me's' are updated in a timely manner in partnership with children to reflect current interests.

Children's health and wellbeing needs were being met as the appropriate forms and permissions were in place for the safe administration of medication. Staff were knowledgeable on how to share initial concerns on children's welfare and were confident in child protection procedures. This contributed to keeping children safe from harm.

### 1.3 Play and Learning

Children were having fun as they played independently and cooperatively with friends. This encouraged children to develop positive relationships as they played together, shared and took turns. We observed them playing group games, drawing pictures and playing football. Staff were playful in their interactions with children and there was lots of chatter and laughter as they took time to listen to children. They were responsive to children's requests and non-verbal play cues, effectively supporting play. As a result, the majority of children were engaged and having fun. However, not all children were effectively challenged in their play experiences. We suggested the service further develop loose parts play using natural materials and open-ended resources. We encouraged the service to create areas of play, so children were able to see the selection available. This will increase opportunities for children to be curious, problem solve and engage in play that is meaningful to them.

Children contributed their ideas and suggestions throughout the session. They were included in creating the snack menu and were offered opportunities to plan play experiences. A pictorial activity planner supported children to lead their play whilst at the club. In addition to this, floor books had been used to record children experiences and to celebrate children's wider achievements. These could be further developed to support the evaluation of children's experiences to inform future planning.

## How good is our setting?

## 4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

### 2.2 Children experience high quality facilities

Children were cared for in the dining area of the school which provided ample space for play. However, on some days, the service did not have exclusive use of the space during the session. Children told us, 'We have to pack everything up to move rooms, we'd like to have our own room'. Staff acknowledged the challenges of creating an area where children felt a sense of ownership in a shared space which wasn't always consistent (**see area for improvement 1**). There was a lack of appropriate space for children to rest and relax during their sessions. Whilst this had been a priority for the service, staff should consider further developments to foster more welcoming, comfortable surroundings.

Children benefited from the use of the large dining hall. This area allowed them to engage in play experiences that promoted active, energetic play. Upon arrival, children could play with some resources which had been set up, such as small world items, and access an art and craft area. This provided children with opportunities to be imaginative and creative. Children were supported to make choices in their play by accessing the resources cupboard. In addition to this, children had access to a school playground and astro pitch which provided them with opportunities for energetic and physical play, benefitting their wellbeing.

Staff were aware of the 'Keeping Children Safe - Look, Think, Act Campaign' to support awareness raising of potential risks in their setting. Staff used this knowledge to effectively engage with children to identify and manage risks. On the first day of inspection, one child told us, 'SIMOA the elephant keeps them safe and when they put her in their pockets it helps them remember rules'. This supported children to develop an awareness of safety and build self-confidence in identifying and managing risk.

There were infection prevention and control procedures in place which supported a safe environment. For example, the service was clean and well maintained. We observed children being supported to understand the need for good hygiene and hand washing at necessary times. This contributed to minimising risks of infection for both the staff team and children.

Effective systems were in place to ensure children were accounted for at all times. Children were signed in and out of the service. Good communication between staff contributed to ensuring children were accounted for at all times.

### Areas for improvement

1. To ensure children experience an environment which meets their rights, needs, and choices, the provider should ensure children have a dedicated space which promotes a sense of belonging and ownership.

**This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that; 'I can use an appropriate mix of private and communal areas, including accessible outdoor space, because the premises have been designed or adapted for high quality care and support' (HSCS 5.1).**

**How good is our leadership?****4 - Good**

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

**3.1 Quality assurance and improvements are led well**

Children were regularly consulted for their views. They had opportunities to share their ideas about the club through daily discussions. For example, they suggested snack ideas and gave feedback on the activities and experiences. Staff were responsive to their suggestions. This supported children to feel valued and heard.

Families had been consulted for their views using a questionnaire. When families offered suggestions, staff were responsive. This helped families to feel included and listened to. We discussed considering different ways to seek feedback to encourage all families to feel included in service improvement.

A range of effective systems were in place which supported a culture of continuous improvement. For example, the improvement plan that was realistic, achievable and measurable and supported positive outcomes for children. Staff were encouraged to be part of the service development, contribute ideas and reflect on their practice together. This had created a culture of self-evaluation for improvement.

The manager and staff fully engaged in the inspection process and appreciated the guidance and signposting to best practice offered by the inspector. The manager and staff demonstrated their commitment to the service and were motivated to make improvements to ensure positive outcomes for children.

## How good is our staff team?

4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

### 4.3 Staff deployment

Staff were responsive to children's individual preferences, care and wellbeing needs. They were attuned to children's verbal and non-verbal cues to ensure children were well supported. As a result, children were happy and received the right care and support at the right time.

Staff were committed to their role and were enthusiastic about providing quality care and learning for children in their setting. Children approached staff for help and reassurance throughout the inspection which demonstrated that they had developed trusting relationships. A positive team ethos was evident on the day of inspection. This supported children to feel at ease and safe whilst in the setting.

We observed staff communicating well during the inspection to discuss how best to carry out tasks and ensure they knew where each other was. They used walkie talkies to support children to access the playground and astro areas for parts of the session. This supported children to make choices about where they wanted to play.

Staff were respectful and supportive of each other. This created a positive environment for children and families. There had been recent changes to the staff team, however arrangements for unplanned absence were supported by effective systems. For example the manager used the same supply staff to minimise disruption to children's routines.

The staff team worked well together, and staff welcomed feedback and suggestions for improvement through effective supervision. This demonstrated the commitment of staff to the ongoing development of the service and improving outcomes for children.



## 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

The service should protect children's health, safety, and wellbeing, by ensuring risk assessments are reviewed and updated. This should involve staff and children to support effective practice. These should be clear and easily understood by all people involved in the service.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'My environment is secure and safe' (HSCS 5.19).

This area for improvement was made on 30 May 2023.

#### Action taken since then

The service had reviewed and updated risk assessments. To support effective practice, children were using 'SIMOA the elephant' to develop their understanding of risk assessing and staying safe.

This area for improvement has been met.

#### Previous area for improvement 2

The service should establish robust infection prevention and control measures in line with current guidance to prevent the risk of infection and cross contamination. To do this they must ensure children and staff wash their hands effectively at appropriate times, including but not limited to when entering the setting and handling foods.

This is to ensure that children's health and wellbeing is promoted and is consistent with the Health and Social Care Standards (HSCS) which state that: I experience high quality care and support based on relevant evidence, guidance, and best practice (HSCS 4:11).

This area for improvement was made on 30 May 2023.

#### Action taken since then

The service had embedded hand washing routines for staff and children as part of their daily routine. This contributed to minimising the risk of infection for both children and staff.

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](http://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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