

Kids Fun House at Rowantree Day Care of Children

Rowantree Primary School
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Dundee
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Type of inspection:
Unannounced

Completed on:
24 January 2025

Service provided by:
Kids Fun House

Service provider number:
SP2003000707

Service no:
CS2022000393

About the service

'Kids Fun House at Rowantree' is a day care of children service, registered to provide care to a maximum of 32 children at one time of an age to attend primary school.

The service operates from Rowantree Primary School in an urban area of Dundee. The children are accommodated within a designated room in the school as well as having access to the dining hall and gym hall. The children have access to a fully enclosed outdoor area that is accessible from the dining hall. There is a secure door entry system in place.

About the inspection

This was an unannounced inspection which took place on 22 January and 23 January 2025 between 15:15 and 18:30. One inspector carried out the inspection.

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.

To inform our evaluation we:

- spoke with six children using the service and one of their parents or carers
- received nine completed questionnaires
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

The managers of the service were not registered with a relevant regulatory body such as, Scottish Social Services Council. This is not in line with professional codes of practice.

Recruitment processes were not always in line with good practice guidance. This limited the managers ability to ensure the people were safe and right, with suitable skills and values, to be recruited.

Children always experienced kind and respectful interactions from staff. Positive attachments had been created that enabled children to feel safe and secure within the setting.

Children were empowered to lead play and create a space that was right for them. Staff skilfully followed their interests to provide them with a range of stimulating and engaging activities.

Children benefitted from a good sense of ownership within the setting. They had been able to develop the environment to have an identity which felt different from being in school.

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 always experienced kind and respectful interactions from staff. Positive attachments had been created that enabled children to feel safe and secure within the setting. One parent told us, "The workers are very welcoming and friendly and my child loves it". Care and attention was given to children to enable them to express themselves. This told them their voice mattered and they could trust that someone was there to listen to them. As a result, they were nurtured through their daily experiences.

Children's wellbeing benefitted from effective personal planning. Children had ownership with some paperwork such as, 'All About Me's' to ensure their voice, feelings and ideas were accurately recorded. This positively impacted on staff knowledge of children's care, play and learning needs. Staff were keen to extend this ownership further into all elements of their personal planning.

At the beginning of every session, children were encouraged to reflect on their day and staff sensitively supported them to navigate their emotions. Conversations were well recorded by staff to track children's wellbeing, which enabled them to identify emerging patterns and provide responsive support strategies.

Staff had good knowledge and understanding of their roles and responsibilities in safeguarding children. They undertook relevant training to ensure their practice was up to date. As a result, children were protected from harm. Records kept by staff did not always provide clear decisions of action to be taken, if necessary, or any follow up information. This risked important information being missed or lost. We signposted the manager to 'Guide to Chronologies and National Guidance for Child Protection in Scotland' 2021 - updated 2023, to improve the method of recording within chronologies and records of concerns.

Staff worked well with other working professionals. For example, they were proud of their partnership with the local primary school and reflected positively on how this impacted on children's sense of security and belonging. Children and families benefitted from staff sharing their knowledge and providing support where needed. For example, they often collected pamphlets from the library on outings to provide families with support.

Children knew routines well. This resulted in a calm and relaxed atmosphere for children. For example, snack time was a welcoming, social experience for children to connect with friends and share their stories from their day. Their views were respected when gathering ideas about how to make food choices healthier. Staff were also working towards developing further independence for children to experience more responsibility and develop their life skills.

Quality Indicator 1.3: Play and learning

Children had access to a good range of toys, games and activities available to them. For example, a dolls house, crafting woollen jellyfish, board games and toy cars. Opportunities were well considered by staff, planning in relation to children's needs and interests. One child told us, "I like coming to club as I get to do kids stuff like messy play, which I don't get to do at home". This impacted positively on children's outcomes, as they enjoyed play and learning experiences that were stimulating and fun.

Daily huddles kept staff informed and provided children with time to share their views and opinions. One parent told us their child, "struggled with their social skills before starting and [the service] helped them to come on leaps and bounds. They learn, they have fun. The service is excellent and an absolute lifesaver for working families". This showed that children were supported to achieve.

Children were empowered as a result of skilled interactions. Staff understood the importance of supporting children and families holistically. For example, through the use of nurturing approaches to support them to feel ready to play and learn. They were mindful of when to stand back and observe, so not to interrupt the flow of children's play. This respected their right to play and enabled good quality, child led experiences.

Children were supported to develop a good sense of community. Staff worked well together to plan meaningful trips to places like the library, art and craft workshops and local parks. One parent told us, "My child goes to the park (weather permitting). They have gone on many trips out with the local area which they have thoroughly enjoyed". This enabled children to care for their community, for example feeding local swans, and to develop a sense of belonging.

Children and families were included in the planning and recording of children's play and learning experiences. For example, Floorbooks contained a range of activities and events which were captured using the children's own voices. This supported good reflection and enabled children to evaluate their experiences. As a result, they were proud to show these to the inspector and could speak confidently about what they had done. Social media was also used as a tool to work effectively with families. One parent told us, "You get to see the things that the children do when picking up and social media shows you what activities they do". This promoted inclusion and positive partnerships.

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 which was clean and comfortable, with plenty of natural light and good ventilation. Staff had added sofas and bean bags to enhance a homely atmosphere. This enabled children to have a relaxed area, where they could read books and work together. There was some scope to enhance this homely feel further through warm lighting, which staff were keen to take forward.

Older children had shared their interest in having a space just for them. They told us staff listened to them and, "always came up with the best ideas". As a result, children were very proud and happy to have this space which they could call their own.

Children benefitted from a strong sense of ownership within the setting. They had been able to develop some of the environment to have an identity which felt different from being in school. Children, with some help from staff had developed information displays and their artwork was used to provide interest in the space. These were well maintained, kept up to date and enhanced the environment.

Setting and equipment were safe, secure and well-maintained. The environment was checked by staff at the beginning of each session in order to identify and mitigate potential risks to children, families and staff. Prompt action was taken to minimise hazards and good reporting ensured action was monitored. Staff understood procedures that were in place to minimise risk to children. For example, one member of staff would stand at the front entrance to prevent children leaving unattended during busier times. Risk assessments were not available at the time of inspection. We highlighted the importance of these being kept on site so they can be accessible to staff at all times.

Staff supported children to take part in appropriate risky play, for example, climbing on climbing frames and playing safely outdoors. This enabled children to challenge themselves and explore how to manage risks.

Children benefitted from good infection prevention and control practices, such as regular hand washing, to keep them safe.

Children's information was securely stored and managed. Children's files were appropriately stored in a locked cabinet.

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

One of the managers for the service was not registered with a relevant regulatory body such as, Scottish Social Services Council. This had the potential to put children at risk. **(See Requirement 1)**

Recruitment processes were not always in line with good practice guidance. For example, references and checks, such as PVGs, were not received until after a few staff members started working with children. This limited the managers ability to ensure the people were safe and right, with suitable skills and values, to be recruited. **(See Area for improvement 1)**

A shared vision, values, aims and objectives were being developed to positively inform practice. Children had some involvement in the reviewing of these to ensure they met their vision and values too. We shared the importance of incorporating children's rights to ensure they develop a full understanding of their rights.

A self-evaluation was in place and included children and families feedback. For example, one parent shared that, "We give our feedback and we love doing this. we hope it can help the club the way it helps us. I feel included in the learning and plans. The group makes us feel valued and once again we just love it". Strengths and areas for development had been identified as a result. These were yet to be incorporated into an improvement plan. This would ensure improvement is well managed and impact of changes made are well monitored.

Areas for development were promptly addressed within the service. A systematic approach was used in relation to quality assurance. For example, observations were targeted to identify key development needs and staff and children worked together to improve. The leadership team consistently reviewed the impact of the changes made and recorded this well. There was scope to also use this approach to celebrate what's going well to ensure good practice is also recognised.

Auditing was also effective in supporting good quality care, play and learning. For example, audits of accidents and incidents identified a trend in accidents when children were wearing heels as part of role play. Appropriate action was taken to reduce risks, without compromising on children's experiences.

Requirements

1. By 4 April 2025, to keep children safe, the provider must ensure a manager is fit to practice. To do this the provider must, at a minimum, ensure a manager is registered with a relevant professional body.

This is to comply with Regulation 7(2)(d) (Fitness of managers) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice, and follow their professional and organisational codes' (HSCS 3.14).

Areas for improvement

1. To support children to receive high quality care, play and learning, the provider should use thorough and safe recruitment processes, including but not limited to, requesting accurate and appropriate information or references relating to a person's suitability to work in a specified role.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice, and follow their professional and organisational codes' (HSCS 3.14).

This is to ensure that practice is consistent with the Scottish Social Services Council, Codes of Practice for social service workers and employers (2024). Codes of practice for employers of social service workers, Section 1 – 'Make sure people you recruit are suitable to be social service workers and that they understand their roles and responsibilities'.

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

All staff were passionate about the service and engaged well throughout the inspection process. They shared with us that the manager was approachable and supportive in their role. For example, one staff member told us they were, "very supportive. We all work as a team to make it a positive, fun environment for the children and staff". As a result, children benefitted from a committed staff team that knew the positive impact they could have on their experiences and outcomes.

Staff were respectful and supportive of each other. This created a nurturing environment for children and families. Staff knew children and families well and understood their individual needs. As a result, positive relationships had been developed.

Consideration had been given to the mix of skills and experiences of staff to ensure that children received quality outcomes. Families told us they were confident that staff had the appropriate skills, knowledge and experience to care for their children. The management team had a good oversight of training across the year to ensure staff's professional development was supported.

Staff were proactive and worked well as a team. One parent told us, "I always see staff members in the areas that the children are playing. They are always watching the kids. They communicate via walkie talkie should anything arise". As a result, staffing levels were effective in providing good quality care and support.

A positive ethos within the setting helped to minimise absences. The staff team were stable and consistent, which ensured families knew which staff were supporting their children. Effective arrangements were in place in the event of absence, with the manager providing support. This meant that children and families experienced continuity and consistency of care.

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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