

KLAS Care Day Care of Children

East Fulton Primary School
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Paisley
PA3 3SG

Telephone: 07506 978 685

Type of inspection:
Unannounced

Completed on:
25 February 2025

Service provided by:
KLAS Care C.I.C.

Service provider number:
SP2014012399

Service no:
CS2014333589

About the service

KLAS Care is an after school care service which is provided by KLAS Care CIC. The service is registered to provide an out of school care service to a maximum of 40 children attending primary school. The outdoor space has been taken into account when agreeing the maximum number of children.

Children must have access to the outdoor space at all times.

About the inspection

This was an unannounced inspection which took place on Monday 24 February and Tuesday 25 February 2025. This inspection was carried out by two inspectors from the Care Inspectorate.

To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

This inspection was part of a pilot to test the 'Quality improvement framework for early learning and childcare sectors' developed jointly with Education Scotland. Because this inspection was part of a pilot, no new evaluations (grades) have been awarded.

During the inspection we:

- spoke with 10 people using the service.
- received 18 completed questionnaires responses from parents.
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children were happy, confident and had positive relationships with staff.
- The staff team worked well together ensuring a positive ethos within the setting.
- The management team encouraged and supported a culture of continuous professional development.
- Staff deployment was effectively managed and well organised throughout the session.
- To support children's play, learning and development the environment should be developed and enhanced.

Leadership

Quality Indicator - Leadership and management of staff and resources.

Throughout the inspection management and staff responded well to advice and suggestions. As a team they were committed to improving the service, working together to establish a shared vision focused on delivering the best outcomes for children, families, and the community. The vision, values, and aims were at the heart of the service, supporting its growth and development. Parents told us.

'All the staff are warm and friendly and I feel confident leaving my child here.'

'They are friendly and appear kind, caring and knowledgeable on my children's likes and personalities.'

We found positive working relationships between management and staff. They communicated effectively during the inspection through regular conversations and the use of radios when required. Staff and management met regularly to discuss what was working well, what was needing improvement and any plans or upcoming events. Staff told us they felt listened to and were supported by the management team. As a result, the team delivered an organised service ensuring smooth transitions and responding well to children and family's individual needs. Parents told us.

'Relationships are built on trust which I have an abundance of for the staff at this facility.'

'I speak to the staff at every pickup. If there are problems the staff call me. '

'I work full time and use the holiday club. With this in mind, my contact is sporadic, and I have not built relationships with any specific staff, but all interactions I do have are always very positive.'

To support ongoing improvement, we would encourage the management team to revisit the service's vision, values, and aims in partnership with children, families, and staff. This should focus on children's involvement, the environment, and the quality of experiences the service provides. This will help ensure the service continues to deliver positive outcomes for children, families, and the community.

Management had developed quality assurance processes to support continued improvement within the service. This included monthly self-evaluation reviews and an improvement plan which identified the services priorities. For example, children's care and learning, children's access to a quality setting for care, play and learning and children experience a high-quality facility. However, these processes were not yet robust enough to ensure procedures were consistently followed to secure sustained improvement. Management would benefit from streamlining and reviewing the information gathered. It was not always clear how staff, children, and parents had been involved in these processes, or how outcomes were being monitored and tracked. Developing a more consistent approach would help demonstrate how feedback influences improvements and supports positive outcomes for children.

Processes for evaluating and improving the service now need to be firmly embedded into the daily practice through regular monitoring of staff practice, the environment and children's experiences as well as involving staff, children, and parents. It would be helpful for the manager to visit the Care Inspectorate HUB where they will find 'The Model for Improvement' which provides a framework for developing, evaluating, and implementing changes. This would enable the manager to monitor change and the impact to support more reflective practice and improved outcomes for children.

We sampled safer recruitment files and found staff had been recruited in line with safer recruitment practice and all staff were registered with the Scottish social services council (SSSC). This approach ensured that children were safe, and secure.

We spoke with newly appointed staff, and they told us they felt supported in their role and were currently working through their induction process. The service had recently reviewed their induction manual and told us they are in the initial stages of implementing a new induction programme. We discussed the 'National Induction Resource' and encouraged the senior team to use this as part of their newly developed programme as it has valuable links to best practice, reflective tools and observations which will support the new staff and management team.

Quality Indicator- Staff skills, knowledge, values, and deployment.

Staff were warm, welcoming, and engaged well throughout the inspection. They spoke positively about their roles and felt supported and encouraged by the management team. As a result, the team were happy, enjoyed their role and wanted to provide the best service for children, families, and the community. Parents told us.

'Staff are always kind, nurturing and approachable.'

'The staff are all very lovely and nurturing.'

There was a culture of continuous professional development within the organisation. Staff were encouraged and supported to completed further education for example BA childhood practice and forest kindergarten. Training was beginning to have an impact on the provision with the development of the outdoor area and staff told us they were also developing as individuals and professionally. Annual staff training was undertaken. For example, first aid and child protection and a record of training supported staff to track their learning and development journey. Staff should now develop records to detail the impact of learning and development which should then inform a learning action plan.

We found systems were in place to keep children safe. Staff had completed relevant child protection training and were aware of how to report any concerns. This contributed to children's overall wellbeing and safeguarded their rights.

Regular supervision meetings and yearly appraisals were supporting staff to be clear about their roles and responsibilities, recognising achievements and identifying training needs. Senior practitioners had completed some observations of staff practice these were informal and discussed at staff supervision sessions.

Staff deployment was effectively managed and well organised throughout the session. Arrangements were in place to ensure continuity of care across each session and ensure positive transitions and communication with families. Staffing arrangements considered the individual needs of the children and the skill set of staff. Staff were organised prior to leaving the service to collect children from their designated collection point and were clear on their individual roles and responsibilities. As a result, children were supported safely to and from school with staff who knew them well.

Staff welcomed children positively on arrival to the service and asked them about their school day or how their morning had been. Staff communicated well with each other and were flexible and supportive to one another. Staff worked well as a team to ensure positive experiences and outcomes for all children. As a result, children were happy and engaged positively with staff. Parents told us: -

'The most positive aspect for my child is being understood and not judged.'

'Communication is great with the staff, and I am constantly updated through email or verbal conversations.'

Children play and learn

Quality Indicator - Play, learning and development.

Children were visibly happy and confident, actively accessing all areas on offer. There was free flow for children to the outdoor area and there were some opportunities for them to play on their own or with their peers. The children engaged well with each other and invited staff to join them in their play through sharing, taking turns and playing cooperatively. Some children were using their imagination and curiosity to develop their play and learning. This showed us that children felt safe, secure, and confident in the setting.

Children were supported and encouraged to be independent for example, self-serving snack and breakfast, clearing away and washing dishes. Staff supported children to wash their hands prior to eating and to tidy up after using resources. As a result, children were given opportunities to develop skills for life and learning.

Staff were involving children in leading their play, learning and development through regular discussions. Weekly planning, experiences and reflections were displayed on the planning wall to support all staff to develop children's interests and needs. Staff provided some experiences of interest along with resources for example, dinosaurs, action figures, dolls, building blocks. However we found experiences to be limited, we would encourage staff to develop play and learning that enhances children's curiosity, knowledge, and understanding and meaningfully record children's engagement of what worked well, and what they would improve. This will assist the staff in delivering better quality of play and learning while supporting children to engage with experiences in a more positive and purposeful way.

We identified a lack of freely available resources and disorganisation of some areas inside and outside the service. Management and staff should develop the environment to support play, learning and development through providing provocations and resources that inspire children to play and learn. Consideration should be given to developing cosy, quiet areas for children to rest and relax. A whole team approach is required to ensure children have a well organised accessible environment that is nurturing, respected, and inspires children's imagination and creativity.

Display boards documented children's achievements and experiences. Staff should consider how these displays are presented to enable children to recognise, enjoy and celebrate their achievements capturing the child's voice to show children they matter.

The staff team interacted with the children through positive, respectful, engagements and were aware when to engage and when to stand back. Some staff were observed supporting and developing children's curiosity and creativity. Children's individual needs were supported and considered through enhanced transitions that were planned to ensure children had a positive experience this was in consultation with the children's parents. As a result, children were relaxed, calm and engaged enabling them to have a positive experience within the service building relationships and developing friendships with their peers.

We sampled personal plans for the children present as this was an area for improvement at the last inspection. We found the service was collating relevant information to support children's health, welfare and safety needs and children's next steps in play and learning. We discussed with management recording clearly 'How' staff are supporting children's individual needs that include strategies for care, support, and protection.

We found this area for improvement has been met.

This key question was not assessed.

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

Staff should ensure children's personal plans contain all relevant information and are consistently reviewed and maintained for all children.

Referring to Health and Social Care Standards which state, 'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices'. (HSCS 1.15)

This area for improvement was made on 26 September 2018.

Action taken since then

We sampled personal plans for the children present we found the service was collating relevant information to support children's health, welfare and safety needs and recording children's next steps.

We discussed that staff should ensure they are recording clearly 'How' they are supporting children's individual needs that include strategies for care, support, and protection.

We found 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.

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