

Cairneyhill Out of School Club Day Care of Children

Cairneyhill Primary School
Northbank Road
Cairneyhill
Dunfermline
KY12 8RN

Telephone: 07515 189 436

Type of inspection:
Unannounced

Completed on:
7 March 2025

Service provided by:
Fife Council

Service provider number:
SP2004005267

Service no:
CS2009193386

About the service

Cairneyhill Out of School Club is registered with the Care Inspectorate to provide a care service to a maximum of 16 children at any one time from an age to attend primary school to 14 years.

The service is provided from a portacabin in the grounds of Cairneyhill Primary School in Fife, which is close to local shops, green spaces and other amenities. The service has also access to the school playground and playing field.

About the inspection

This was an unannounced inspection which took place on Wednesday 5 March 2025 between 2.30 pm and 5.45 pm and on Thursday 6 March 2025 between 1.30 pm and 4.30 pm. 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 information gathered since the last inspection.

In making our evaluations of the service we:

- spent time with six children and three of their family members
- received feedback from two families from our online questionnaire
- spoke with three staff and management
- observed practice and children's experiences and how they were supported with their care, play and routines
- reviewed documents.

Key messages

- Staff knew children well and were proactive in identifying ways to make the transition from a busy day at school to the club as smooth as possible.
- Children's wellbeing was effectively supported through personal planning, which was meaningfully reviewed with children and their families.
- Children had fun while playing independently and cooperatively with friends.
- Staff were playful and spontaneous in their interactions with children and took time to listen to children's ideas and opinions. This contributed to create a fun and relaxed atmosphere.
- Staff encouraged children to test their ideas and plan their own play experiences.
- Children's play and ideas were clearly at the heart of the improvement plan as staff encouraged children to share their suggestions for activities to do, choose what resources to buy and discuss the values which were important to them.
- The strong team working ethos contributed to an inclusive and caring environment for children and families.

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

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.

Children experienced warm, caring and nurturing approaches to support their well-being. Staff knew children well and were proactive in identifying ways to make the transition from a busy day at school to the club as smooth as possible. They took a genuine interest in finding out how the children's day had been and were able to quickly read cues to recognise if a child needed some reassurance. They were consistently responsive to the children's needs throughout the session. This supported children to form positive attachments with staff and feel secure and protected in their care.

Staff effectively supported children's wellbeing through personal planning, which was meaningfully reviewed with children and their families. Personal plans contained clear information about their current needs, preferences and interests. As a result, children's needs were met through person-centred care and support. Staff told us they wanted to review the 'All about me' forms so that they could represent each child's unique personality, characteristics and preferences more effectively in consultation with the children. Staff spoke affectionately about the children and confidently implemented strategies to support their wellbeing, showing an in-depth understanding of their personal traits and needs. They approached each conversation with the children with kindness and warmth. As a result, children were at ease in the setting and were able to confidently share how they felt and whether they wanted to take part in an activity.

Children experienced a calm and relaxing snack time both indoors and outdoors. They had plenty of choice of fresh fruit and vegetables, which promoted healthy eating habits. There were opportunities for independence and choice with children involved in deciding the snack menu. They created charts about their preferences and prepared their own pancakes and fresh toppings. Staff recognised the opportunity to build on relationships and as a result children benefitted from a positive and sociable experience. Children happily engaged in conversation during the inspection and told us about their day at school and their time at the after school club. Children had access to water from a water station throughout the session. This supported them to stay hydrated.

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.

Quality indicator 1.3: Play and learning

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.

Children had fun while playing independently and cooperatively with friends. This encouraged children to develop positive relationships as they played together. We observed them drawing pictures, playing group games, building dens and doing dressing up. These activities supported children's curiosity and imagination while giving them the chance to relax after a busy school day.

Staff were playful and spontaneous in their interactions with children and took time to listen to children's ideas and opinions. This contributed to create a fun and relaxed atmosphere. Staff were responsive to children's requests and non-verbal cues, effectively supporting play. As a result, the majority of children were engaged and having fun.

Children confidently led their learning as they could access a high quality, wide range of resources including loose parts, natural materials and open-ended resources. Staff encouraged children to test their ideas and plan their own play experiences. As a result, children experienced enjoyment and fulfilment in taking ownership of the whole learning process. This was evidenced in the floorbook, which showed children engaging in science-related activities such as making their own volcano, slime and hand cream. This meant children were appropriately challenged and supported in deepening their learning and interests.

Staff also supported children to use and extend their problem solving and life skills by sowing pieces of wood to be used in their loose part play and create intricate dens. Staff understood the importance of child-led play and gathering children's voices. They encouraged children to evaluate their own play experiences, which informed future planning. As a result, children were engaged and focussed during their play for long periods of time.

How good is our setting?

4 - Good

We found important strengths that clearly outweighed areas for improvement in this key question. This contributed to positive outcomes for children and, therefore, we made an evaluation of good.

Quality indicator 2.2: Children experience high quality facilities

While the setting was used as a multi-purpose room in conjunction with the school and nursery community, staff had created an environment which was as comfortable and well-maintained as possible. We discussed with staff the opportunity to rethink the layout of some tables to support children to engage in different activities by themselves or in small groups.

Staff told us they had used a separate room to do dancing, music activities and yoga and planned to develop these opportunities further.

In the main playroom, children's drawings, photographs and voices were displayed on the walls which promoted the children's sense of belonging to the setting. Children could choose from a good variety of play resources, easily accessible from labelled boxes placed at their level. This supported the children to experience a wide range of play opportunities.

Soft cushions, bean bags, chairs and soft blankets were available to create a space for the children to unwind and relax after a busy day at school. Outdoors, staff made good use of the green space at the back of the building, the astro pitch and the community play park.

There were robust infection prevention and control procedures in place which supported a safe environment. The service was clean, clutter-free and well maintained. We observed children confidently carrying out effective hand washing practice at necessary times. This contributed to minimising risks of infection for

both the staff team and the children.

Staff demonstrated consistent understanding and knowledge of potential risks and how these could be minimised. For example, well planned routines ensured a safe and smooth transition when younger children were collected from school and older children walked to the service.

The staff team worked well when some children chose to go to the play park or astro pitch. Children were involved in assessing any potential risks which supported them to be aware of their environment and surroundings. This ensured children benefitted from a variety of activities that provided challenge and fun in a safe way. To aid this further, we signposted staff to the Care Inspectorate SIMOA (Safety, Inspect, Monitor, Observe, Act) campaign, to further empower children to identify and manage risks effectively.

Effective systems were in place to ensure children were accounted for at all times. Children were signed in and out of the service and staff monitored all the entrance and exit doors at any point of change throughout the session. For added safety, staff crated an album containing pictures of the children and their collectors. This meant practitioners confidently knew who was dropping off and collecting children and safety passwords were also in place.

How good is our leadership?

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 3.1: Quality assurance and improvement are led well

The manager and the staff team had a clear vision for their setting with the aim to offer high quality childcare in a stimulating and secure environment.

Children's play and ideas were clearly at the heart of the improvement plan as staff encouraged children to share their suggestions for activities to do, choose what resources to buy and discuss the values which were important to them. This was achieved through daily discussions and written records of their voices. For example, children suggested snack ideas and gave feedback on the activities and experiences.

Parents shared with us: 'staff are friendly and approachable. They have a good understanding of my children. The care is always excellent. My children's opinions are sought for choices of activities.' Children also identified some good practice around sharing the space and being kind to each other. This supported children to feel valued and heard and promoted a strong sense of belonging to the setting.

When families offered suggestions, staff were responsive. This helped families to feel included and listened to. Parents were also involved in some of the out of school club's activities such as fun hairdos at Halloween, playing chess and drawing, which strengthened the positive relationships with the parents and the community. We discussed considering different ways to seek feedback to encourage all families to feel included in the service improvement.

A range of effective systems for quality assurance purposes was in place, which supported a culture of continuous improvement. For example, the improvement plan was realistic, achievable and supported positive outcomes for children. We discussed ways in which the children's involvement could be made even more visible in identifying the priorities for the improvement plan and evaluating the progress on those priorities.

Staff were encouraged to be part of the service development, contribute ideas and reflect on their practice together. This had created a strong 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?

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 4.3: Staff deployment

There was a good mix of skills and experience in the small staff team. The practitioners engaged naturally in professional dialogue throughout the day, demonstrating a deep respect for each other's skill set, a great ability to reflect collaboratively on their practice and a shared motivation and desire to improve outcomes for children. The strong team working ethos contributed to an inclusive and caring environment for children and families. As a result, families felt included and were satisfied with the care and support provided. A parent told us: 'It's a great comfort for me knowing that my children are safe and happy whilst I am at work'. Another parent echoed: 'I can't speak highly enough of the service. Staff know my children well and always have their best interest at heart'.

Good communication between staff contributed to ensuring there was a high level of supervision at all times. This meant staff offered a safe environment in which children could move freely and securely.

Staff spoke confidently about the improvement priorities, being open about the areas they successfully made progress on as well as the aspects that needed more time to be improved effectively.

Regular supervision meetings with the manager allowed staff time for reflection on practice, skills and training needs. Staff received feedback and support from the manager at regular times throughout the year.

Staff also took responsibility for their own professional development and embraced any new opportunities to learn. They discussed previous training such as loose parts play and what impact it had on the children's experiences.

They also identified aspects of child development and play theories they would like to develop their understanding of. To this effect, we signposted staff to some online resources and webinars on play pedagogy such as the Froebel trust.

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

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