

Kidzcare@St. Peter's Primary School Day Care of Children

St. Peter's School
10 Falcon Road
Edinburgh
EH10 4AH

Telephone: 07812991448

Type of inspection:
Unannounced

Completed on:
30 January 2025

Service provided by:
Kidzcare Ltd

Service provider number:
SP2003002918

Service no:
CS2010250136

About the service

Kidzcare@St Peter's Primary School is registered to provide a care service to a maximum of 70 children at any one time of primary school age. The service will operate during term time Monday to Friday 7.15am to 9.00am and 2:30pm to 5.45pm, and from 8.30am to 5.45pm during school holiday periods.

The club operates from the dining hall within the school with direct access to the school playground. Children have access to school facilities.

About the inspection

This was an unannounced inspection which took place on Monday 27 and Tuesday 28 January 2025. 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 intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with and observed children using the service
- received electronic questionnaires from eight families
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children were happy, engaged and settled in the service.
- Staff worked well together as a team. They were kind and respectful towards each other.
- Children experienced warm, caring and nurturing approaches from the staff team.
- The service worked well with families to ensure they held accurate information to support the care and wellbeing of children.
- There were good play opportunities which children were actively engaged in. Further development of natural resources would enhance children's experiences.
- Quality assurance processes were in place for the continual improvement of the service.

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 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 were happy, engaged, and having fun. Staff were caring and warm in their interactions which ensured children felt welcomed in the setting. When children needed support or comfort, we saw that staff were responsive to their needs. Mostly all parents agreed with the statement 'Overall, I am happy with the care and support my child receives in this service'. Parent's comments included "Wonderful people who love what they do" and "It's a positive environment".

Staff supported children's health, care and wellbeing needs through personal plans. These were completed with children and their families and regularly reviewed. They contained clear information about children's current needs, preferences and interests. Medical needs, allergies and dietary requirement information was also included. As a result, children were supported to remain safe and healthy. Support plans for children with specific needs were clearly documented. We discussed with staff that risk assessments to support specific patterns of behaviour should be included. This would ensure children have the care and support that is right for them.

Children's medical needs were supported by the safe storage of medication. Information was accurate and reflected children's individual health needs and requirements. Staff were confident and had a good understanding of how to administer medication, including emergency medication for children. This meant that their health care needs were met.

Staff understood their role and responsibilities in keeping children safe. They had completed child protection training and demonstrated a good understanding of the processes and procedures they would follow if they had any concerns about children's wellbeing.

Children experienced snack times that were sociable, relaxed, and unhurried. They enjoyed sitting with friends to eat and discuss their day. Staff sat alongside children and engaged in meaningful conversations which enabled their social development. Children were consulted about what types of snacks they would like, and their choices were included in the weekly snack menu. They had opportunities to be 'snack helpers' and prepared snack for the rest of group, This promoted independence and supported important life skills.

Quality indicator 1.3: Play and learning

Children were actively involved in leading their play and learning experiences which meant the pace of the session was child led. A variety of play and learning opportunities were available. These included arts and crafts, books, small world toys and games. Some resources were set out and some were accessible for children to independently select. Children told us that they enjoyed spending time in the club, enjoyed arts and crafts, games, playing with friends and football.

Staff planned activities to reflect children's ideas and wishes each week. For example, we saw children ask staff for more science activities. Staff recorded this with children and gathered their ideas. The plan included experimenting with food and volcano making. This demonstrated staff responsiveness to children, that their ideas mattered, and their views were respected.

Children's literacy and numeracy skills were supported by staff who used opportunities to follow children's interests in numbers and writing through activities provided. Further opportunities included conversations with the staff team, group activities, individual reading and small group storytelling.

Floor books captured children's experiences and voices. They offered children opportunities to revisit learning and talk about what they had enjoyed. This meant children were able to share learning with their peers. Some children we spoke to were not aware of the floorbooks. We discussed with staff ways to ensure all children have opportunity to participate and share their experiences.

Staff were present and genuinely interested in children's play. This contributed to children's sense of worth. We encouraged the service to develop staff's use of questioning and wondering aloud to help extend children's thinking. Effective use of questions would help extend children's learning by offering appropriate challenge to help them progress.

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 benefited from a welcoming and bright environment. The rooms were warm, clean and well ventilated. The layout offered easy access to resources which could be moved between play areas. All children attending the club, attended the school the club was based in. This familiarity helped promote a smooth transition for children.

Children were supported to be healthy and safe through effective infection prevention and control routines. Staff had implemented appropriate measures to keep children safe and healthy. For example, children were encouraged to wash their hands and tables were cleaned after children had finished their snack. The playroom was visibly clean and staff reported maintenance issues quickly to ensure the premises were well-maintained.

Play spaces reflected children's interests and provided a range of opportunities for active play, learning and space to relax and rest. Children were offered a quiet space to read books and take time out. It was a comfortable area sectioned with cushions and soft furnishings.

Children's health and wellbeing was supported through regular exercise and fresh air. We saw children having fun outdoors playing football and badminton in the school playground. Use of outdoor space was used in all weathers. Staff encouraged friendship groups as they played, which helped to support children's confidence and give them a sense of belonging.

Some staff told us of recent outdoor learning training they had attended. They planned to use their knowledge to build more opportunities for children's experiences in the outdoors and natural environment. These would include activities and more use of natural resources.

Risk assessments were in place for indoor and outdoor areas and there was an effective system in place for children being signed in and out of the setting. Staff carried out daily checks of all spaces to ensure any potential risks were identified and actions taken to remove these. This meant spaces were safe for children to play and explore.

Information about children was kept securely. Sensitive information was only shared with those who needed it to meet children's needs. As a result, children's information was protected, and storage complied with relevant best practice.

How good is our leadership?

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 3.1: Quality assurance and improvement are led well

The service had been in a period of transition due to staff changes and the absence of a permanent manager. The temporary manager had a positive working relationship with the staff team and was supported by the service deputy managers. There was a warm atmosphere and staff told us they felt valued and well supported by the management team. This created a culture of respect within the team.

Children were being included in planning aspects of their experiences, for example, the snack menus and the play experiences on offer. Some children told us they could previously share their views through circle time. However staff told us it was more informal now through discussions with individual children or small groups, for example during snack time. Children's suggestions were listened to and acted upon, which helped them to feel valued. This contributed to a shared responsibility towards achieving positive outcomes for children.

Families' views were valued by the service. However not all parents felt they were meaningfully involved in its development. At present staff gathered views informally and formally through surveys and questionnaires. Staff had recognised that this was an area they wanted to improve further, and we discussed a variety of ways this could be achieved.

Quality assurance, including self-evaluation and improvement plans, were in place which supported the ongoing development of the service. We saw that quality assurance and monitoring processes were working well and were having a positive impact on staff practice, provisions, and outcomes for children.

Staff showed commitment to the continuous development of the service and found team meetings and staff training opportunities helped them to discuss practice and development.

Daily briefings gave staff a good overview of the day's events and time to share and discuss updates of children's ever-changing needs. Systems were in place to carry out regular supervision meetings with staff. This helped staff to reflect on their practice, set targets and identify their training needs to further assist them in their role.

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

Staff worked well together to create a warm and welcoming environment for children and families. They were respectful in their interactions and caring in their approach. Staff told us they enjoyed working at the service and felt valued in their roles. Parents told us "The staff are very nice, kind, receptive and welcoming".

The service was appropriately staffed and staff worked flexibly as a team to meet children's needs and support participation in play. Staff communicated well with each other which ensured that children's safety was maintained. They positioned themselves across the indoor and outdoor spaces, to help ensure children were safe and supervised but their play was not interrupted. This meant that children received the right care at the right time.

Most families told us communication was good and that they always received information about the service and felt staff were responsive to their requests. However, some parents felt they had not been informed of new staff joining or had been introduced to them. We discussed communication methods with staff to ensure parents were kept abreast of changes within the service, including changes in the staff team.

The staff team had a mix of skills and experience and had access to a range of inhouse and online training courses. They also had opportunities to undertake professional qualifications relevant to their role. We would encourage the team to continue to develop their knowledge, skills, and practice by using best practice guidance and frameworks to support positive outcomes for children.

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?	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

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 iarrrtas.

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.