

Milnathort Kids Club Day Care of Children

Milnathort Primary School
Bridgefauld Road
Milnathort
Kinross
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Telephone: 01577 867 257

Type of inspection:
Unannounced

Completed on:
24 February 2025

Service provided by:
Perth & Kinross Council

Service provider number:
SP2003003370

Service no:
CS2003010139

About the service

Milnathort Kids Club is a day care of children service, registered to provide care to a maximum of 24 children at any one time; from 4 years (if attending primary school) to 14 years when using the dining hall or; The service may be provided to a maximum of 32 children at any one time from 4 years (if attending primary school) to 14 years when using the gym hall.

The service operates from Milnathort Primary School, Kinross-shire. The children are accommodated within the dining hall and gym hall. Staff design these rooms each day to create a designated play space for different age groups of children. The children have access to a fully enclosed outdoor area that is accessible from the dining hall. There was a secure door entry system in place.

About the inspection

This was an unannounced inspection which took place on 19 and 20 February 2025 between 15:30 and 17:30. 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 seven children using the service
- received 19 completed questionnaires from parents and carers
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

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.

The service had recently moved to a different area of the primary school and this had been managed well. Children were settled and familiar with their space as a result of staff's commitment to making it an inviting space. There was scope for this to be further developed to promote a homely warm environment.

Staff were proactive and worked well as a team. They moved around the space well to promote free flow play and choice for children. Most parents felt that staffing levels were effective in providing good quality care and support.

Children were involved in the development of the service. Their views were regularly sought to identify strengths and areas for improvement. Family engagement had already been identified as an area for improvement by staff and they were keen to involve parents more.

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?	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?

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 supported by good interactions. Staff were respectful and responsive to children's needs and cues. For example, some children were making books and were very keen to share these with the staff. Staff listened and responded warmly showing the children that they mattered. One parent told us, "Staff know my children and it's obvious they care about them" and another commented that, "my child likes the staff and has only positive things to say". This enabled children to develop good attachments with staff and feel confident and comfortable in the environment.

Personal plans are in place to effectively support children's well-being. Information was clear and up-to-date. Support strategies were in place to ensure children with additional needs received consistent approaches. Staff had created an overview sheet to ensure that key information about all children's care play and learning needs was easily shared. All children had an 'All About Me', which they completed themselves. Staff had designed these to promote interest and engagement. This provided children with the ability to share what matter to them and to be involved in they're own care plans. Some parents didn't know or disagreed that they felt involved in their child's personal plans. Stronger partnership working with parents would ensure that the information is accurate and right for children.

Children benefitted from a positive snack experience. They were given time and space to sit and speak with their friends while having snack. Children had a good level of independence to support them develop life skills. Staff regularly sought their views on how they could improve their experience. One child reflected that they liked that they could self-serve.

Staff had a good knowledge and understanding of their roles and responsibilities in safeguarding children. There were effective child protection procedures in place. For example, there were clear instructions on how to report and respond to any concerns that staff may have. As a result, children were safe and protected.

Families were welcomed into the service. This allowed them to see their child's space and feel connected to the service. During collection time, parents and carers were greeted by staff and given a short summary of their time at kids club. Any key information shared between staff and parents was recorded well to ensure it was shared effectively.

Quality Indicator 1.3: Play and learning

Children were empowered through responsive planning approaches. Their spaces were well designed to enable children to settle quickly and engage in play and learning. For example, children had expressed that they would like to do more baking and have sports competitions. This was well facilitated by staff and children had fun as a result. Staff regularly sought their views and opinions to shape their experiences. At times, it was not always clear if their ideas were acted upon. We highlighted that this could risk disheartening children and losing opportunities for future collaboration.

Children's experiences were being captured in a floor book. This enabled children to reflect and evaluate their experiences. Children were proud to showcase what they had been doing. One parent told us, "I used to feel bad for having to work late, but I know my kids are having so much fun and taking part in activities that I don't have the skill or time to offer them at home".

Language literacy and numeracy was evident within the environment. Children were encouraged to lead their own play and staff provided a range of materials to support this. For example, staff told us they had provided measuring tape for children to measure creations they had constructed with loose parts. This supported children to further develop their language and numeracy skills in a fun way.

Children benefitted from skilled interactions from staff. For example, they had a good understanding of when to intervene and when to allow children to explore their own abilities. This provided children with responsibility and allowed them time to problem solve.

When able, children were supported to explore their community. They enjoyed attending the local library and staff aimed to do this as often as possible. As a result, children were developing a sense of belonging within the community.

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

The service had recently moved to a different area of the primary school and this had been managed well. Children were settled and familiar with their space as a result of staff's commitment to making it an inviting space. They had plans to hands the sense of ownership by adding additional display boards. There was a rug for children to play on and a tent that supported enclosure. There was scope for this to be further developed to promote a homely warm environment.

The indoor and outdoor environments were developmentally appropriate spaces. There was a good level of curiosity, risky play and challenge, which supported children to be stimulated and engaged in their play and learning. For example, children inside were playing chess, board games, badminton and drawing. While outside they were playing football and exploring how well different things floated in puddles. Some parents commented that they would like to see their children play outside more often, in all weathers. While others identified outdoor opportunities as a strength as their children were able to, "play outside after a busy day at school".

The setting and equipment was safe and well maintained. There was a secure entry system in place that promoted children's safety. There was a fire exit from the dining hall which was able to be opened from indoors. The door was a push bar with no alarms. The service was aware of this and had taken some steps to minimise the risk to children. We discussed further options that should be taken to minimise the risk of children leaving the service unnoticed.

Risk assessing was regularly carried out to ensure hazards were quickly identified and removed. We highlighted the importance of sharing these routinely with staff to ensure that they are confident in their roles and responsibilities in mitigating risks. Accidents and incidents audits were also effective in improving the safety of the service for children. For example, a trend was identified in the number of accidents happening on the trim trail. Staff responded appropriately to minimise further accidents.

Children benefitted from good infection prevention and control practices, such as regular hand washing, to keep them safe. Furthermore, children's information was securely stored and managed. Children's files were appropriately stored in a locked cabinet.

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 was led by a reflective and committed management team. They engaged well in the inspection process and were open to feedback to improve experiences for children. This demonstrated an ethos of commitment and willingness for continuous improvement.

A shared vision, values, aims and objectives positively informed practice. Children were involved in the reviewing of their mission statement to ensure it met their vision and values too. We highlighted the importance of incorporating children's rights going forward to support children fully understand their rights.

Quality assurance measures, such as audits of medication and accident and incidents, were in place to help monitor children's care and support and the quality of the service. There was scope to further develop quality assurance procedures, for example, environment observations and staff practice. This would support staff to further evaluate the quality of children's experiences and play environment.

Reflective practices were embedded in staff's practice. This contributed to a good level of self-evaluation during daily conversations and staff meetings. As a result, staff were responsive and proactive in making changes to the environment to support children's care, play and learning needs.

A service improvement plan was in place, which led to continuous improvement. It contained clear objectives and reflected the service well. Timescales were identified to support improvement; however, these were rarely met. We supported the service to better capture progress made towards improvement goals. This would support staff morale and provide opportunities to recognise achievements made while working towards their goals.

Children were involved in the development of the service. Their views were regularly sought to identify strengths and areas for improvement. Most parents told us they did not feel involved in a meaningful way to help develop the service. Family engagement had already been identified as an area for improvement by staff and they were keen to involve parents more. For example, comment books for children and parents had recently been introduced. This provided children and families with another way to share their thoughts and ideas. Staff responded to comments made and were committed to taking suggestions forward.

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

All staff were passionate about the service and engaged well throughout the inspection process. Staff told us they felt well-supported in their roles. They felt that they received supportive feedback on their work and felt able to approach the leadership team for support or with ideas to improve the service. Staff told us that they were able to share their views and their own wellbeing was well considered. 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. They moved around the space well to promote free flow play and choice for children. One parent told us, "staff are great, my children enjoy their time at this club". Most parents felt that staffing levels were effective in providing good quality care and support.

Effective arrangements were in place in the event of absence, with the manager providing support. Where possible, covering staff were already known to the children which supported some element of consistency for children during staff absences. A board at the entrance contained pictures of staff in on that day to support families to get to know staff.

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**

To improve outcomes for children, the manager should develop an effective system of quality assurance, including self-evaluation.

This should include but is not limited to:

a) Supporting staff to develop their knowledge and understanding around self-evaluation processes and use these reflections to improve practice.

- b) Develop a clear and effective plan to maintain and improve the service.
- c) Meaningfully involve children and families in the development of the service.
- d) Develop and implement an effective monitoring programme.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HCSC) which state that:

'I can be meaningfully involved in how the organisations that support and care for me work and develop' (HSCS 4.6); and

'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

This area for improvement was made on 11 October 2023.

Action taken since then

Improvements had been made to develop an effective system of quality assurance. Staff had a good understanding of self-evaluation to support improvement. A clear and effective plan had been implemented to maintain and improve the service. Children were meaningfully involved in the service. Families were beginning to be more included, with staff exploring different methods of engagement to best support this. There was an early monitoring programme in place; however, we made suggestions on how to build on this. This has been reflected in Quality Indicator 3.1 in this report.

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.

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?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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