

Kirkcaldy North Out of School Club Day Care of Children

North Primary School
Nile Street
Kirkcaldy
KY2 5AY

Telephone: 07515289728

Type of inspection:
Unannounced

Completed on:
21 March 2025

Service provided by:
Fife Council

Service provider number:
SP2004005267

Service no:
CS2022000236

About the service

Kirkcaldy North Out of School Club is a daycare of children service for school aged children provided by Fife council. The service is registered to provide a care service to a maximum of 20 school age children up to 14 years.

The service operates from Kirkcaldy North Primary School, Kirkcaldy, Fife. Children from Kirkcaldy North and Dunniker Primary School's access the club. The service is in a residential area close to local amenities. Children have access to a dedicated room, gym hall and toilets. Children also have access to a school playground for outdoor play experiences.

About the inspection

This was an unannounced inspection which took place on 18 March 2025 between 15:00 and 17:15 and 20 March 2025 between 14:00 and 16:15. 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 information submitted by the service and intelligence gathered since service registration.

In making our evaluations of the service we:

- observed children using the service
- spoke with children attending the service
- received feedback from two families
- spoke with the staff and management team
- observed practice
- reviewed documents

Key messages

- Children experienced a warm and welcoming after school club.
- Staff interactions were kind, caring and responsive to children.
- Play experiences could be further developed to provide curiosity, inquiry and appropriate challenge for children.
- Children had a dedicated play space that supported them to feel valued.
- Outdoor play experiences allowed for energetic, active play.
- The service should continue to develop self-evaluation and quality assurance processes as part of their improvement journey.
- A positive team ethos was evident, this supported children to feel at ease and safe whilst in the setting.

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 made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

1.1 Nurturing care and support

Children experienced a warm and welcoming after school club. Staff interactions were kind, caring and responsive to children's needs and requests. Children talked positively about the club and told us, 'we get to draw, go outside and use the Hamma beads, we can use the tent too'. One parent commented, 'Staff are always friendly and welcoming, [child] is genuinely happy in their care. They care for [child] like one of their own'.

Children experienced a calm and sociable snack time with opportunities for independence and choice. The snack routine was flexible throughout the session so children could choose when to eat. Children had a choice of healthy snacks and were encouraged to self-serve, pour their own drinks and clear away their plates. This supported children to be independent and help to develop life skills. We suggested that staff sit with children to further promote opportunities for meaningful conversations.

Children benefited from effective personal planning. These had been reviewed with children and their families and contained clear information about their current needs, preferences and interests. Children had been involved in creating their own next steps for learning as part of their personal planning. Staff could be more creative in ensuring children have opportunities to set meaningful goals to support their play and learning.

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.

1.3 Play and learning

Most children were having fun as they played independently and cooperatively with friends. This encouraged children to develop positive relationships with their peers. We observed them playing role play games in the gym hall, drawing pictures and playing football together. We discussed with the service ways in which play experiences could be offered to provide curiosity, enquiry and challenge for children. This would support children to be engaged in play, which is relevant, meaningful and stimulates excitement.

Staff were playful in their interactions with children and there was lots of chatter and laughter as they took time to listen to children. Staff knew the children's interests well; we saw staff sing along to children's favourite songs from the radio creating a sense of fun and joy. Children benefited from this knowledge as staff were able to offer activities and resource which they knew children enjoyed.

Staff facilitated children's play and learning well throughout the inspection. They recognised when to give children time and space to lead their play independently and provided support and interaction when invited by children. This supported good quality play and learning experiences.

Children contributed their ideas and suggestions throughout the session. They were included in creating the snack menu and were offered opportunities to plan play experiences. The floor book captured children's voice and allowed some opportunity for staff to plan play experiences. Children's involvement could be enhanced by providing them with opportunities to identify skills they would like to develop at the club and to be more involved in evaluating play experiences.

How good is our setting?

4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

2.2 Children experience high quality facilities

Children experienced a bright, clean well-ventilated play space with lots of natural light. The dedicated room offered children a space that supported them to feel valued; art work was displayed, and children appeared to feel comfortable, relaxed and happy. The room had direct access to large gym hall. This meant children could choose where to play, and which activities to engage in. For example, drawing and crafts, or energetic play in the hall. Children could rest and relax in a small tent if they wanted to read a book or have some quiet time. Children had access to a selection of developmentally appropriate resources which were easily accessible. This supported children's choice and independence. As a result, many children were engaged in play experiences and having fun.

Outdoors, children had access to a large playground with a trim trail. Children enjoyed playing with balls, climbing and playing chase. The large open space meant they could be energetic and active, contributing to children's overall wellbeing. However, this was limited. Children waited until later in the session to be offered outdoor play. This reduced opportunities for children to benefit from fresh air and experience physical play and activity. The service could develop ways to ensure children have more choice about when they can play outdoors.

There were infection prevention and control procedures in place which supported a safe environment. We observed children being supported to understand the need for good hygiene and hand washing at necessary times. This contributed to minimising risks of infection for both the staff team and children.

Effective systems were in place to ensure children were accounted for at all times. Children were signed in and out of the service, and new procedures were in place to ensure children were collected from schools as part of the walking taxi service.

Risk assessments were in place and had been reviewed regularly to support a safe environment for children. Arrangements were in place for maintenance and repairs within the service. As a result, children were kept safe.

How good is our leadership?**4 - Good**

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

3.1 Quality assurance and improvements are led well

The vision, values and aims reflected the service, with a focus on promoting children's independence in making choices and decisions and providing a range of fun, play based activities that reflect their individual needs, likes and interests. Children had good opportunities to share their ideas and views about the club through daily discussions and floorbooks. For example, they suggested snack ideas and gave feedback on some activities and experiences or snack.

Families had some opportunities to be involved in the development of the service. Parents told us they felt welcomed and listened to. They were asked for their views using the floorbook and through informal conversations. Parents comments included, 'I've been asked about my views of the service in the feedback book'. This was in the early stages of implementation, and we encouraged management to continue to develop ways of meaningfully involving families in service development.

Some quality assurance had been undertaken to evaluate staffs practice and children's play experiences. However, these were in the early stages of implementation. As a result, there was not a clear cycle of improvement in place to ensure identified improvements were impacting positively on children's experiences. The service should continue to develop quality assurance processes as part of their improvement journey.

An improvement plan was in place which focused on the key priorities of the service. Progress in areas for development had been limited. The manager and staff had a clear understanding of where they were within their improvement journey and were keen to continue to improve children's experiences and outcomes. There was scope to further reflect on practice through self evaluation processes to develop a continuous cycle of improvement.

The manager and staff fully engaged in the inspection process and appreciated the guidance and signposting to best practice. 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?

4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

4.3 Staff deployment

Effective staff deployment across the service meant that the small staff team were meeting children's needs throughout the session. Staff were proactive in recognising any gaps and ensuring effective supervision and quality engagement with children. Staff placed themselves thoughtfully during busier times, such as snack time, to ensure children's individual needs were considered. As a result, children benefitted from a calm and positive experience. Staff communicated well and in a respectful manner to ensure children's needs were met across the session. This contributed to children being respected and created a positive ethos within the service.

Staff were committed to their role and were enthusiastic about providing quality care and learning for children in their setting. Children approached staff for help and reassurance throughout the inspection which demonstrated that they had developed trusting relationships. A positive team ethos was evident on the days of inspection. This supported children to feel at ease and safe whilst in the setting.

Consistency of staff was a priority for the provider, which contributed to staff working well as a team and provided continuity of care for children. Relief staff knew some children from holiday clubs and introduced themselves at the beginning of the session, and the manager provided support when needed. Staff were respectful and supportive of each other which created a positive environment for children and families.

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

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