

Kidstore Childcare Limited Day Care of Children

Burngreen
Kilsyth
Glasgow
G65 0HT

Telephone: 01236 827 490

Type of inspection:
Unannounced

Completed on:
13 March 2025

Service provided by:
Kidstore Childcare Limited

Service provider number:
SP2010010961

Service no:
CS2010250712

About the service

The service is registered to provide care for 101 children not yet of an age to attend primary school at any one time. Of those 101 children, no more than 48 are aged under three years, of whom no more than 18 are aged under two years. The outdoor space has been taken into account when agreeing the maximum number of children aged two to under three years and three years to those not yet of an age to attend primary school.

Care is provided from a single storey property located in Kilsyth, North Lanarkshire. The service is close to shops, public parks and local amenities.

Care is provided from separate playrooms for the different age groups of children. Children also have access to a large, secure and natural outdoor play space.

About the inspection

This was an unannounced inspection which took place on 12 and 13 March 2025 between 09:15 and 16:30. Two inspectors from the Care Inspectorate carried out the inspection. 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 14 children using the service
- received 17 completed questionnaires / survey responses from parents
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children experienced warm and caring interactions, which helped them to feel nurtured and valued.
- Children were offered some interesting experiences which promoted curiosity, imagination and problem solving through play.
- Daily opportunities for all children to play outdoors were provided, which had a positive impact on children's social, physical and emotional skills.
- Management and staff should continue to review and evaluate children's play spaces both indoors and outside, with full consideration being given to experiences for younger children.
- Staff need to consistently follow best practice guidance in relation to infection prevention and control measures in order to respect children's privacy and dignity, and help keep children safe.

Children thrive and develop in quality spaces

Quality indicator: Children experience high quality spaces

Children were cared for in an environment that was bright and well ventilated. They benefitted from playrooms that had been recently decorated, contributing to a clean and welcoming environment. Children had individual spaces to store their jacket and personal belongings, this helped to create a sense of belonging.

Overall playrooms had been arranged to support children's play, reflecting children's interests and needs. The service were reviewing some spaces to add more homely touches and we agreed this would be beneficial to help ensure playrooms were warm and inviting. The service should continue this approach with a focus in younger playrooms. This would include ensuring all spaces offered experiences to encourage imaginative play, spark curiosity and increase the opportunities for children to extend and consolidate their learning through play.

The outdoor play area for older children was a strength of the service, with children benefitting from a large, natural and stimulating space. There were opportunities for children to participate in risky and challenging play, promoting a benefit risk approach. We observed children balancing, climbing and using real tools within the garden. This supported their wellbeing, social skills and physical development. Parents told us "the variety of play equipment and the opportunity for outside play is fantastic" and "[my child] loved when the garden was upgraded with the tunnel and other equipment. [They] enjoy playing in the mud and puddles and also on the swing." We discussed with management the potential for developing and enhancing all outdoor spaces by extending loose parts material (materials which can be taken apart and put together) to further promote children's play and learning. Management agreed with this.

Children benefitted from a mostly safe and secure setting with a range of safety measures in place to help protect them. This included secure entry systems, clear boundary fencing, as well as regular headcounts and communication between staff. However, within some rooms we discovered potential risks to children, this included storage of cleaning materials in an unlocked cupboard and radiators that were very hot to touch.

To ensure children are cared for in a safe environment the management and staff should fully risk assess all areas of the service regularly. Risk assessments should be developed with identified hazards and the control measures in place to keep children safe. **(See Area for Improvement 1).**

Some infection prevention and control measures were in place, for example, handwashing by children and staff, and the use of Personal Protective Equipment (PPE) when needed. Playrooms, toilets and nappy changing areas were mostly clean during the inspection. Management should address any areas within the service to help prevent the potential spread of infection. This includes ensuring changing area doors are closed, with a particular emphasis on when children's care needs were being met. This would help ensure children's privacy and dignity is recognised and valued. We also asked the service to remove any resources that should not be stored within bathroom areas. This will help minimise the potential spread of infection. **(See Area for Improvement 2).**

Areas for improvement

1. To help ensure children's safety, the provider, management and staff should regularly audit the environment. This should include, but not be limited to, developing risk assessments and ensuring appropriate safeguards are in place and they can confidently take action when they identify risks.

This is to ensure care, play and learning is consistent with the Health and Social Care Standards (HSCS) which states that: 'My environment is secure and safe.' (HSCS 5.19) and 'I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishings and equipment' (HSCS 5.24).

2. To support children's health and wellbeing, the provider should develop the toilet and changing facilities for children to protect their privacy and dignity. This should include, but is not limited to, ensuring staff are knowledgeable about infection prevention and control measures.

This is to ensure that care and support is consistent with the Health and Social care Standards (HSCS) which state: 'If I require intimate care, this is carried out in a dignified way, with my privacy and preferences respected' (HSCS 1.4).

Children play and learn

Quality Indicator: Play and learning

Children were playing throughout the service with friends and staff. Most children were having fun, where their play and learning was supported as they accessed a range of spaces with opportunities to use their imagination and explore their natural curiosity. Children told us "I like playing with friends", "I like going on the bikes", "I like painting pictures" and "I like to play with the cars and monster trucks."

Within the baby room, staff supported children's play through warm, kind and caring interactions. Staff positioned themselves at children's level and supported their communication skills, through reading stories and using repetitive phrases and actions to build children's vocabulary which helped promote language skills. However, we found at times staff were task orientated, which impacted on children's play and engagement.

Older children benefitted from uninterrupted play, allowing them to lead their play and have fun. This increased children's choice and engagement. However, this was not consistent for younger children. Their play opportunities and engagement was variable due to the set-up of play spaces and routines of the day. On the day of inspection we found many spaces within the playroom were not being used and children were often gathered together in small groups for adult led activities. We discussed where spaces and routines could be further developed to support children's choices, promoting an enabling, challenging and creative environment. This would help enrich children's play.

Staff were mostly responsive to children through skilled observations, responding appropriately to extend children's thinking and learning, whilst also supporting their curiosities. Within the block play area, staff supported children's problem solving when they were trying to create a roof for their house using open ended materials. Some staff used skilful questioning that encouraged children to think independently and practice new skills. However, we identified some missed opportunities when skilled interactions and effective questioning could have further extended children's curiosity, emerging skills and independence.

Play and learning experiences helped to promote language, literacy and numeracy skills. Children outdoors were engaged for prolonged periods of time in a bug hunt, where staff supported numeracy skills through counting, measuring and comparing. Children also worked together in small groups to problem solve how to move larger boulders together. This brought lots of laughter and supported friendships between children.

Children benefitted from a staff team that had a good knowledge and understanding of how children learn and develop. Recent training was supporting children's experiences, for example, fire pit and block play training. The service should continue to build on staffs' knowledge and theory of child development to continue to support positive outcomes for children. This would include further exploring play pedagogy to help ensure all children have a true play-based approach, with a focus on younger children.

A 'planning in the moment' approach was used to support children's play, learning and development. This included a 'focus child' approach, where planning was personalised for individual children. Whilst this provided an overview of how each child would be supported, we discussed where planning approaches could be further developed to consider spaces, opportunities and resources within indoor and outdoor spaces. This would help to ensure the environment reflected children's interests, needs and stage of development.

Children were beginning to develop an awareness of their local community and people within it. This included visits to the local supermarket for baking ingredients. and visits from a police officer. The service could continue to build on these opportunities, this would help develop their skills, curiosities, wonder of the natural world, and their local community links.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

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 iartras.

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.