

Wallacestone Whizz Kids Day Care of Children

Reddingmuirhead Community Hall
Shieldhill Road
Reddingmuirhead
Falkirk
FK2 0DT

Telephone: 07563105704

Type of inspection:
Unannounced

Completed on:
29 January 2025

Service provided by:
Grange After School Project

Service provider number:
SP2003002657

Service no:
CS2003011430

About the service

Wallacestone Whizz Kids is registered to provide a day care of children service to a maximum of 40 primary school aged children at any one time. The service operates within a community hall situated in a residential area of Falkirk. The service has exclusive use of the premises during operational hours. Children have access to an entry area, large hall, two additional rooms, kitchen and a fully enclosed outside area. Toilets are available throughout the premises.

About the inspection

This was an unannounced inspection which took place on 27 January 2025 between 15:15 and 18:00 and 28 January 2025 between 14:00 and 18:00. Feedback was given to the manager and provider on 29 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 children who were using the service
- Spoke with and gathered feedback from 28 families
- Spoke with management and staff
- Observed practice and children's experiences
- Reviewed documents.

Key messages

- Children experienced inclusive, nurturing care and positive interactions.
- Children had fun and enjoyed the activities available.
- Children were relaxed, happy and confident with staff and each other.
- Good relationships with children and families supported positive communication.
- Children were listened to and had ownership of their time in the service.
- Planning systems should be improved to support children's individual interests and development.
- Quality assurance should be enhanced with increased monitoring and assessments.

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. Whilst some improvements were needed, the strengths identified had a significant positive impact on the children's experiences.

Quality Indicator 1.1: Nurturing care and support

Children experienced nurturing and respectful care which promoted their feeling of belonging and being well cared for. They were happy, relaxed and confident with staff and each other. Positive attachments and trusting relationships with staff contributed to children feeling safe and secure in the care setting.

Staff sensitively responded to children's individual cues when seeking comfort and reassurance. Children were supported well to explore and express their emotions. Gentle chats and use of the 'feelings thermometer' helped children to understand their changing emotions and build resilience. Families appreciated staff's care and attentiveness of the children. Children felt supported and described staff as kind and approachable.

Children enjoyed a relaxed and sociable snack experience where their allergies and preferences were managed well to promote inclusion. Children served themselves encouraging choice and independence and occasionally helped to prepare snacks. The service was planning to involve children more regularly in leading the snack experience, which will further promote their independence and responsibility.

Individual care plans, created with children and their families included important health and personal information enabling staff to provide appropriate care. Regular discussions with families about children's changing needs and experiences encouraged positive information sharing. This helped to build effective strategies for additional support and promoted continuity of care.

Staff knew the children well and maintained open discussions with them to remain knowledgeable of their individual personalities. Support plans included children's interests, activities, fears and support needs. Most plans had been regularly updated, however the quality of information varied. The manager had identified the need to improve monitoring of support plans and training staff in gathering and recording meaningful information. Additionally, opportunities for children to be more involved in maintaining and contributing to their support plans should be considered to promote ownership and engagement.

Quality indicator 1.3: Play and learning

Children were happy and having fun, they confidently selected the activities they wanted to engage in. They told us there was a good selection of toys and games to choose from. Their favourites included arts and crafts, playing pool, watching movies, reading and playing outside. We spoke to the service about enhancing opportunities for children to engage in challenging play, for example science, technology, engineering, and mathematics (STEM). This would also extend opportunities for exploration and discovery.

The inclusive environment encouraged positive friendships among the children. They played well together and enjoyed each other's company. Older children supported the younger children during activities and games for example learning to play draughts and creating with loom bands. Children were sharing their differing ideas and abilities during block play, this promoted negotiation skills, problem solving and

demonstrated a respectful care setting.

Easy access to toys, games and activities gave children choice, empowering them to lead their own play and learning. Staff were immediately responsive to children's requests for additional activities. Planning was based on informal observations and discussions with children and should now be formalised to better support children's individual interests and development. Improved planning would support a good balance between spontaneous and planned play and support smooth transitions between school and the service. Improvements to planning was previously identified and remains outstanding. **See area for improvement 1.**

The service had recently moved to new premises and were evaluating opportunities to engage with the local community and increase children's sense of belonging. Positive links with the community hall committee was helping children to develop a sense of ownership of their time in the premises. The service should now progress their plans to make use of nearby amenities for example local parks, playing fields and green spaces. This would increase children's opportunities for outdoor activities and exploration.

Areas for improvement

1. To support children's continued development and enjoyment in the service, the provider should ensure the manager and staff develop planning methods which take into account children's individual learning, interests and personalities. Clear records of planning and children's involvement should be kept and effectively used for evaluating children's experiences and identifying future activities. This will demonstrate to children their contributions are valued, listened to and they are recognised as experts of their own experiences, needs and wishes. This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity' (HSCS 2.27).

How good is our setting?

4 - Good

Quality indicator 2.2: Children experience high quality facilities

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on the children's experiences.

Children were welcomed into a warm, bright, clean and well maintained environment. Furnishings were comfortable and appropriate to the children in attendance. Indoor and outdoor play areas were planned well to give children space to move freely and make independent choices of where they wanted to play. Free access to the garden area promoted daily access to fresh air and active play. Families made positive comments about the new premises. They told us they liked the garden area and the different environments where children could play.

Comfortable seating in the quiet room gave children space to rest and relax, enabling them to set their own pace of day. Throughout the inspection children enjoyed spending time in this room reading and chatting to their friends. We asked the service to consider providing comfortable seating in all play areas, in particular the large hall where children sat on the floor.

Children's sense of belonging was further promoted with designated spaces to store their personal belongings. The premises were shared by other community groups, we suggested ways children's art work

could be displayed while the service was in operation. This would promote children's pride in their work, reflect their interests and enhance their sense of inclusion.

Children and family's personal information was securely stored to ensure their privacy and dignity. Information was accessible to relevant staff whilst remaining confidential. Children remained safe with access to the premises being monitored through a secure entry system and appropriate staff supervision in the outside area.

Relevant risk assessments informed staff of their responsibility of keeping children safe and well. Children were encouraged to think about risk in their play and contributed to the rules of the service to promote a happy, respectful, calm and safe environment. Consideration should be given to enhancing children's involvement in developing and carrying out daily risk assessments. This would further promote their learning and understanding of keeping themselves and others safe and encourage responsibility for the environment.

Children's health and wellbeing was promoted through effective infection prevention and control practice. Hand washing took place at most key times throughout the day. We asked staff to remind children to wash their hands after playing outside.

How good is our leadership?

4 - Good

Quality indicator 3.1: Quality assurance and improvement are led well

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on the children's experiences.

Management and staff had developed a shared understanding of what was important in the service. This helped to create a caring environment which considered children's wellbeing to be at the heart of the service. The written aims and mission statement for the service were broad. We asked the manager and provider to review these and consider how they reflected the service provided.

Effective communication and an ethos of mutual trust and respect contributed to positive working relationships between staff and management. Staff told us they were supported well and were valued as individuals and as a team. The manager had developed an internal training system to support new staff to become familiar with current guidance and develop new skills relevant to their role. This promoted staff confidence and desire to continue with their professional development.

Families felt heard and had good opportunities to express their views about the service and their children's care. Regular updates ensured families were kept informed about the service and organisational change. Children and families were recognised as key stakeholders and were fully included in decision making about the new premises and the renaming of the service. They were given time to make visits to the premises and share their views. This enabled children to adjust to the new environment before the move and supported a positive transition to promote their continued happiness in the care setting.

Some quality assurance had positively impacted the service and enhanced opportunities for children and families to share their views and make suggestions for improvements. The service should now provide children and families with feedback on the changes made as a result of their contributions. Management and staff had informally identified additional improvements to be made, such as developing the outside

area. Formal systems to record identified improvements and implement clear action plans should be developed. These plans should demonstrate how the service will address improvements, the supports needed and continued assessment and evaluation of the progress made to secure positive change. Whilst some work had been undertaken to enhance quality assurance since the last inspection, the area for improvement previously made remains outstanding. **See area for improvement 1.**

Areas for improvement

1. To enable children to benefit from a service that is focussed on improvement and committed to providing high quality care, the provider and manager should ensure that they have developed and implemented an effective system of quality assurance to monitor and improve all areas of practice and promote continued positive outcomes for children.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

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. Whilst some improvements were needed, the strengths identified had a significant positive impact on the children's experiences.

Quality indicator 4.3: Staff deployment

Children benefitted from caring staff who took time to listen to them and get to know their individual views, needs and life out with the service. Staff consistently praised and encouraged children during their play and remained mindful of their different development stages throughout their interactions. Children felt at ease with staff and enjoyed jokes and friendly conversations. These interactions contributed to children's feeling of being nurtured and respected. Families made positive comments about the relationships their children had with staff.

Children were familiar with staff who cared for them. Staffing levels remained high, meaning absences were managed well to ensure continuity of care and children's continued feeling of security in the setting. Continuity of staff throughout the session meant families received effective feedback about how their child spent their day. This also promoted the development of positive relationships with families.

The level of staffing and effective deployment across the play areas was managed well, ensuring appropriate supervision and staff availability to children. Staff communicated well and quickly asked for support when needed to ensure children's immediate needs were met. For example, responding to activity requests and supporting children's emotional wellbeing when individual attention was needed. Staff effectively shared tasks and responsibilities to ensure children's play remained uninterrupted. This promoted children's continued enjoyment and engagement in their play.

Staffs' varied skills and experience enabled them to support each other well. Positive mentoring and daily team discussions supported new staff to feel confident in their new role. Inductions were planned individually, supporting staff to progress at a pace that was right for them. This promoted inclusion and meant staff gained a good understanding of what was expected of them in their role within the setting.

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 support children's continued learning development and enjoyment in the service, the provider should ensure the manager and staff develop planning methods which take into account children's individual learning, interests and personalities. Clear records of planning and children's involvement should be kept and effectively used for evaluating children's experiences and identifying future activities. This will demonstrate to children their contributions are valued, listened to and they are recognised as experts of their own experiences, needs and wishes.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity' (HSCS 2.27).

This area for improvement was made on 22 November 2023.

Action taken since then

Staff recorded what activities had been provided each week and discussed as team what experiences children had enjoyed. They used the information gathered to consider future provisions and activities. Staff were responsive to children's immediate requests for toys, games and activities. We acknowledged the positive action taken to meet this area for improvement. However, there was scope to formalise and improve planning systems to ensure an effective balance between planned and spontaneous experiences which take into account and promote children's individual learning, development and interests. Therefore, this area for improvement remains outstanding. Further information can be found under quality indicator 1.3 Play and learning.

Previous area for improvement 2

To enable children to benefit from a service that is focussed on improvement and committed to providing high quality care, the provider and manager must ensure that they have developed and implemented an effective system of quality assurance to monitor and improve all areas of practice and improve outcomes for children.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: '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 22 November 2023.

Action taken since then

Action had been taken to enhance opportunities for children and families to express their views. This was acknowledged as an improvement however quality assurance remained mostly informal and was not yet having a consistent, positive impact on the service. Therefore, this area for improvement remains

outstanding. Further information can be found under quality indicator 3.1 Quality assurance and improvement are led well.

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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