

The Wee Childcare Company Ltd - Carnoustie OOSC Day Care of Children

Burnside Primary School
Thomas Street
Carnoustie
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Telephone: 07709210488

Type of inspection:
Unannounced

Completed on:
25 March 2025

Service provided by:
The Wee Childcare Company Ltd

Service provider number:
SP2016012692

Service no:
CS2022000402

About the service

The Wee Childcare Company Ltd is a day care of children service. The service is registered to provide a care service to a maximum of 40 children attending primary school at any one time of whom no more than seven are of pre school age.

The service operates from Burnside Primary School, Angus and benefits from having access to a dining hall with nearby toilets, activity hall and enclosed playground.

About the inspection

This was an unannounced inspection which took place on 24 and 25 March 2025. One inspector 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.

To inform our evaluation we:

- spoke with children using the service;
- received feedback from 10 families;
- received feedback from three staff;
- spoke with staff and management;
- observed practice and children's experiences; and
- reviewed documents.

Key messages

- Children were valued as their rights were promoted within the setting.
- Children were empowered to make choices about their play, and had opportunities to lead their play both indoors and outdoors.
- The inclusive environment promoted effective partnership working with families.
- Staff understood children's individual and development needs and placed importance on these.
- Families benefited from a quality service due to the skills, experience and positive attitude across the team.

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?	5 - Very Good
How good is our setting?	5 - Very Good
How good is our leadership?	5 - Very 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?

5 - Very Good

Quality indicator 1.1: Nurturing care and support

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.

Children were secure within the service and were observed to be confident, independent and leading their own play. Children and staff chatted with each other, and it was evident that positive relationships had been developed.

Children were aware of and understood their rights as staff upheld and promoted these. For example, floor books, displays and activities demonstrated how the service had been ensuring children's rights were visible and promoted across the service.

Snack was a sociable experience for children, where they were independent in self-serving their snack and drinks of milk or water. We observed some children helping prepare snack and breakfast, and table arrangements supported a positive, sociable and relaxed atmosphere.

Staff knew the children well and talked about their individual needs. For example, clear information and strategies were shared around children with additional support needs (ASN) and medical requirements. Staff understood the importance of their role in supporting children across the service. This supported children to form positive attachments with staff and feel secure and protected. One child told us "the staff do lots of fun things with us, they help make things, play games and help us".

Personal plans were in place and included registration forms, 'My World', overview information sheets and recorded care plans. The plans contained strategies of support, individual goals and evaluations. As a result, children's needs were met through person-centred care and support.

Children's health and wellbeing needs were being met as the appropriate forms and permissions were in place for the safe administration of medication. Systems supported children receive care tailored to their need. Formal reviews had taken place, however we identified an issue with one child's medication. This had the potential to negatively impact on children's health and wellbeing. However, management took immediate action and resolved the matter before the inspection was concluded.

Staff understood the role they had in safeguarding children. Staff outlined how they would share initial concerns on children's welfare and were confident in child protection procedures. This contributed to keeping children safe from harm. One staff member told us "child protection training keeps me updated on what signs to look out for, what steps to take and how to listen to children".

Quality indicator 1.3: Play and learning

A balance between spontaneous and planned play experiences supported a smooth transition between school and the service. Children were playing together, had fun throughout the session with friendships developing. It was unnoticeable there were three different schools accessing the service as staff and children had created a welcoming space for all children and ages.

We observed children invite staff into their play. For example, staff participated in dancing, arts and crafts and active activities enthusiastically. The connections and interactions between children and staff showed how play was valued across the service.

Planning approaches were child centred, and staff were responsive to children's interests, choices and wishes. Weekly planning and completed evaluations ensured children were supported to reach their full potential through various play and learning opportunities.

Children were busy and happy to chat to us to showcase their service. Children told us "I enjoy going to the beach park" and "the club is really good...I like the toys and all the things to do".

Opportunities for planting, growing, using natural resources and active opportunities were supporting children's creativity and physical activity.

How good is our setting?

5 - Very Good

Quality indicator 2.2: Children experience high quality facilities

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.

The staff team had created a welcoming and respectful environment for children to play. Spaces were clean, well-organised and inviting for school age children. Children could freely move around and resources were wide ranging which was age appropriate and of interest to children.

Parents told us:

- "My child likes fantasy creatures and is very creative, the club have always given them something related to their interests, currently they are making band jewellery".
- "My child loves video games and arts which is good for his imagination and concentration".
- "My daughter always enjoys the range of activities provided".

There was a tent for a quiet space, where children could go to relax, have some quiet time or self-regulate. Cushioned spaces had been created to support social or rest and relaxation areas for children. Children shared they enjoyed attending the service, in particular playing with the toys on offer and meeting friends.

Children had opportunities to play outdoors and benefited from a safe, secure large space that included a wooded area, grass field and enclosed wooden learning huts. This promoted active, healthy lifestyles for children. Staff told us they use children's suggestions, interest and likes to plan activities. As a result activities helped children's curiosity and imagination and supported children to experience a wide range of play opportunities.

Display boards and use of an online platform ensured information was shared with parents. At pick up and drop off it was evident how valued the service was. For example, during our visits parents shared how wonderful the service was, and this was echoed by school staff. The positive relationships supported information sharing leading to positive outcomes for children.

Staff ensured all risks and hazards were identified and addressed before the children arrived for the session. For example, completed check lists were in place and complete. Risk assessments included identified hazards and detailed control measures.

Infection control measures were considered, with children handwashing before having snack and tables being wiped down appropriately. This supported children's health and wellbeing.

Children's information was stored safely in locked filing cabinets and drawers.

How good is our leadership?

5 - Very Good

Quality indicator 3.1: Quality assurance and improvement are led well

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.

The team had a clear vision for their setting with the aim to offer high quality childcare. There was vision, values and aims in place for the service. Management and staff had created a welcoming environment and had developed positive relationships with families. Parents told us "My daughter is well looked after" and "My children are well looked after, supporting my kids needs and supplying a well run service".

Children and families felt valued and listened to because staff had developed positive relationships with them. Children's and families' views were sought to inform the development of the service through use of the online platform, focus questions and creation of floor books. This supported opportunities for families to engage with the service in a formal way. Families were also welcomed into the service when dropping off and collecting children. This supported natural relationships and promoted a strong sense of belonging to the service.

Quality assurance including self-evaluation and improvement plans were in place and were effective. The service improvement plans identified focus areas for improvement across the service. These included:

- recognise the unique and individual properties of each site, service users and stakeholders; and
- improve the inclusion and voice of current children, families and staff with the creation of individual sites' charter.

One staff member told us "we are currently in the process of developing a site charter with the help of the children and families. This is to ensure the service we offer is right for them and their needs". The approach, tools and use of systems supported a culture of continuous self-evaluation and improvement, which was focused on children and families and driven by a committed team.

Quality assurance systems to monitor medication, accident and incidents reviews for example, were working well to ensure health and wellbeing needs were managed effectively.

Policies and procedures which underpinned the service and supported staff practice were in place. These were currently going through a review and included involving families. For example, families had been given opportunities to share views and suggestions around updated policies such as snack guidance. This ensured policies remained relevant and continued to follow best practice.

A positive ethos and effective leadership helped build staff confidence. Supervisions and appraisals, regular staff meetings and mentor programmes ensured children benefited from high quality care and experience. One staff member told us "The Wee Childcare Company is a lovely place to work. With a good team that works well together".

How good is our staff team?

5 - Very Good

Quality indicator 4.3: Staff deployment

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.

Staff deployment was carefully considered to support the needs of children attending each day. Staff were accessible to children and told us there were 'always' enough staff available each day to meet the needs of children.

The planning and arrangement of transport meant children's transitions were smooth and well considered. Good contingency planning was in place to manage staff absences. This meant children and families experienced continuity of care which helped develop positive relationships.

Staff were friendly, motivated and dedicated to providing a happy, welcoming and nurturing service to children and their family. Two staff members told us:

"I love working here ensuring children have the best time" and "Families and parents know they can come to any member of the staff team for support. The relationships are of a good standard and families are always warmly greeted into the service".

Families commented on the strength of the staff team. Two parents told us:

"We've known the staff since 2019. All of them are very kind and support our child."

"They are approachable and easy to communicate with."

Staff were flexible and communicated effectively as children moved between play spaces which ensured that children's safety was maintained. Walkie talkies were available, and the opening of a large hall was done without impacting on children's play.

Effective use was made of staff knowledge and skills to ensure children's experiences were positive. For example, goal setting for staff, clear roles and responsibilities and the use of online learning resources meant children were safe and engaged in quality experiences.

An effective induction process supported newly appointed staff to meet children's needs. For example, the use of the Early learning and childcare: national induction resource by mentors helped new staff settle into their role and become part of the staff team.

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?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very Good

How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good

How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good

How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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