

The Sunrise After School Club Day Care of Children

Coylton Primary School
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Type of inspection:
Unannounced

Completed on:
27 March 2025

Service provided by:
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Service provider number:
SP2003903060

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CS2019372594

About the service

The Sunrise After School Club is based within Coylton Primary School in the town of Coylton, in South Ayrshire.

This daycare of children service is registered to provide care for a maximum of 32 children at any one time. Of those, no more than four are in their pre-school year. The service has exclusive use of the GP room and school gym/dining hall as required.

About the inspection

This was an unannounced inspection which took place on 26 and 27 March 2025 between 07:30 and 18:00. The inspection was carried out by two inspectors from the Care Inspectorate. To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration and complaint 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 child care 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:

- received 25 completed survey responses from parents
- observed practice and daily life
- reviewed documents
- spoke with three staff and management.

Key messages

- A committed approach to continuing professional development meant staff were confident and competent in their role.
- Strong attachments and relationships supported children to feel valued and secure.
- Children were having fun and were mostly engaged in their play.
- Children received continuity of care through effective staff deployment.
- Children's rights were upheld through regular opportunities to choose and be responsible in their play and learning.

Leadership

Quality Indicator - Leadership and management of staff and resources

Children and families experienced a service that was well led. Values were an important part of the service and both staff and children had been involved in creating 'promise charters'. The children's promise charter highlighted things that were important to children to enhance their experience at the service. For example, 'Being kind and Respectful' and 'Help each other out'. This further supported children to have a good understanding of their rights and how these were incorporated into daily play and learning experiences. These were displayed in the main playroom for children and parent to see. As a result, children and families experienced a service that was inclusive and reflective of their aspirations. One parent commented: "My children are safe, nurtured and treated as individuals. All staff are friendly caring and approachable." As a result, children and families experienced a service that was inclusive and reflective of their aspirations.

Self evaluation and quality assurance systems were in place to support improvement across the service. The manager told us they used relevant guidance and best practice documents, including the new shared framework 'A quality improvement framework for early learning and childcare sectors: school aged childcare'. Staff told us they were encouraged to be involved in these processes and that they were supported to contribute their views and opinions. This contributed to sustained, measurable improvements, which impacted positively on outcomes for children and families.

A detailed improvement plan was in place and was reflective of the current aspirations and needs of the service. Staff told us their views and those of children and families were sought to create priorities and actions. One parent told us: "We are regularly asked for our views on improving the service." We could see some evidence of identified targets from this plan already being put into place. For example, the introduction of regular staff wellbeing chats to support staff, ensuring they felt valued and included. As a result staff and families felt involved and included in identifying and driving improvements within the service.

Robust procedures ensured staff were recruited safely and in line with current best practice guidance. A mentor system and basic induction pack helped new staff to feel supported. We discussed with the manager how the current induction pack could be enhanced with incorporation of the National Induction resource.

This would further support new staff and their mentor to be reflective and provide a more detailed approach to induction.

Quality Indicator - Staff skills, knowledge and deployment

Staff were skilled and had a good understanding of how children play and develop. The use of documents including 'Realising the Ambition' supported staff to consider how interactions and spaces impacted on outcomes for children. Staff knew children and families well and could confidently discuss how they meet children's individual health and wellbeing needs. As a result, children received care and support that was right for them.

All staff were committed to enhancing their skills and knowledge. Staff spoke positively about the regular opportunities they had to engage in continuous professional development. This impacted on the quality of experiences and outcomes for children. The manager told us that all staff must undertake relevant core training, including child protection training within an agreed timescale. This meant staff were confident and competent in their role.

Regular opportunities to meet as a team supported staff to engage in professional discussions and share good practice. To further support consistency, we asked the manager to consider a more detailed approach to recording minutes of meetings. This will allow important updates and details to be shared and revisited with all staff. For example, staff who may have missed meetings due to absence or annual leave.

Support and supervision meetings provided staff with the opportunity to meet with their manager to reflect and set goals for the year ahead. Staff told us they felt personally and professionally supported by the management team. One member of staff commented: "It is a very open workplace where everyone is supported and respected. I feel all of my needs are met by those around me." As a result, staff felt valued in their role.

The management team recognised and valued the importance of ensuring that the service was appropriately staffed. Children knew all staff well and strong attachments were evident. Staff who predominately worked during the hours of breakfast club were available to support the after school care in times of staff absence or annual leave. As a result, children experienced continuity of care.

Children play and learn

Quality Indicator - Play, learning and development

Most children were having fun and engaged in activities and children's choice was promoted. For example, free flow access to the outdoor playground allowed children to choose where they would like to spend time. Children were encouraged to take responsibility during play and they could tell us where the boundaries were within the playground. This helped embed children's knowledge of their rights and supported them to be safe.

Parental involvement in children's personal plans was sought, however not always consistently recorded. We saw some examples where parents had highlighted things they wanted their child to develop, and this being incorporated into planning for children. The manager told us this was something they were currently working on and was part of this year's improvement priorities. This will further support a collaborative approach to learning and ensure all parents are involved and included.

A balance of planned and spontaneous opportunities supported some children in leading their play and learning. Outdoors, children enjoyed ball games including tennis, whilst inside children played board games and enjoyed engaging in arts and crafts. Children's views were sought through the use of floor books regarding experiences and activities they would like to take part in. Observations supported staff in recognising children's individual interest and we could see where staff had taken these forward. One parent commented: "My child is able to talk to the staff, is confident and happy when they are there. There's are lots of activities. My child loves craft activities and often brings things home to show what they have made." This supported children to be motivated and engaged in their learning.

Some staff were confident in extending and scaffolding children's play and learning. For example a discussion about roads and maps led to a member of staff and few children further researching this using a mobile device. Staff observed children and knew children's style of play well. This meant, during play staff were confident to facilitate experiences and support children as play developed.

Communication and relationships between staff and children were mostly supportive and respectful. At times, some interactions between staff and children could have been more nurturing. We raised this with the manager who agreed to monitor this to ensure all children receive a positive and respectful experience.

Complaints

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

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