

Go Kids St Margaret's Day Care of Children

St. Margarets Primary School
Salmon Inn Road
Polmont
Falkirk
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Telephone: 07751365335

Type of inspection:
Unannounced

Completed on:
21 May 2025

Service provided by:
Great Oaks Kids Club (G.O. Kids)

Service provider number:
SP2003002658

Service no:
CS2003015501

About the service

Go Kids St Margaret's operates a school-aged childcare service from St. Margaret's Primary School in Polmont, Falkirk. Thirty-nine children can be cared for at any one time and the service offers a breakfast club, after school club as well as childcare during Falkirk Council school holidays. There are amenities close by such as shops, a sports centre and transport links.

Children have access to two classrooms in the school. One of these is shared with the school for music lessons and the other is mainly used by the club. There are toilets between the indoor play spaces, close to the entrance and exit of the building. Children can play in the school playground, including a multiuse games area (MUGA) and some woodland spaces.

About the inspection

This was an unannounced inspection which took place between Tuesday 20 May 2025 from 14:45 to 17:30 and Wednesday 21 May 2025 14:45 to 17:00. 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 information gathered since the last inspection.

In making our evaluations of the service we:

- spent time with six children and three family members.
- spoke with staff and management.
- observed practice and daily life.
- reviewed documents.

As part of this inspection, we undertook a focus area. We have gathered specific information to help us understand more about how services support children's safety, wellbeing and engagement in their play and learning. This included reviewing the following aspects:

- staff deployment
- safety of the physical environment, indoors and outdoors
- the quality of personal plans and how well children's needs are being met
- children's engagement with the experiences provided in their setting.

This information will be anonymised and analysed to help inform our future work with services.

Key messages

- Children benefitted from a staff team who knew children very well and responded sensitively to their needs.
- Personal plans allowed staff to tailor care and activities to suit children's individual needs and interests.
- Staff respected the voice of the children in the club, asking them for contributions and views about the experiences and opportunities.
- There was a strong ethos of inclusion where children and families were valued, respected, and included.
- Staff shared that they felt very supported by the management team and demonstrated an ethos of good teamwork.
- When families offered suggestions, the whole team were responsive.

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?	4 - 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

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.

Quality indicator 1.1: Nurturing care and support

Children were warmly greeted into the service, there was a genuine sense of fun and excitement. Staff interacted with children in a warm, respectful and nurturing manner. Children benefitted from a staff team who knew children very well and responded sensitively to their needs. For example, a child arrived in the club and decided to read a book by themselves, staff allowed the child time to settle and discreetly checked in with them, talking to them quietly whilst reassuring them. As a result, children had developed a strong sense of belonging to the club and continued to build on positive relationships with the staff team and their friends.

Each child had a personal plan which was completed in partnership with children and then shared with families via a communication digital app, seeking their input and confirmation of the plan. Personal plans allowed staff to tailor care and activities to suit children's individual needs and interests. A new electronic system has been implemented, where key information was recorded such as health care and wellbeing needs. All staff had access to this information and was reviewed regularly to ensure that the needs of the children were being met. This meant that the care provided for individual children met their health and wellbeing needs.

Children had a clear sense of belonging within the setting and were keen to talk to us about their experiences. Children were familiar with the daily routine and moved confidently around the facilities. All children demonstrated a sense of pride in their setting. A wall of photographs had been developed, sharing achievements in the club and at home, which gave children a sense of ownership and empowered them to reflect on these experiences.

Children had access to snacks and drinks during their time at the setting. Children took turns to prepare snack for their friends alongside staff each day. They told us how much they enjoyed the choices and always had enough to eat. During our visit, children enjoyed a snack of sandwiches, noodles and fruit. Children could select their own food which developed a sense of independence and were encouraged to tidy up afterwards. Arrangements for snack were calm, pleasant and sociable. Families shared "Children are consulted on snacks, and my child mostly enjoys these" and "There are a variety of different options available".

Staff understood their roles and responsibilities to keep children safe and protected from harm. They could confidently tell us how they would respond if they had any child protection concerns.

Medication for children was stored appropriately, and care plans were detailed on how to support children with health needs. This contributed to keeping children safe.

Quality indicator 1.3: Play and learning.

Children led their learning and were offered fun, interesting and varied experiences which effectively catered for different ages, interests, needs and preferences. Staff skilfully provided choice and challenge to stimulate

the children's curiosity and imagination. This supported children to be independent and to freely decide which activities to engage with. As a result, children were confident in leading their own learning.

Staff respected the voice of the children in the club, asking them for contributions and views about the experiences and opportunities. The team used this information to help them plan for experiences that offered challenge, excitement and fun. One child shared "We love to make slime; this is our favourite thing to do". During the inspection we observed children making slime, there was lots of chatting, laughing and having fun. This meant that children felt valued and that their opinions mattered.

There was a very good balance between child led and adult led activities. Children were supported to develop skills in language, literacy and numeracy through the skilful use of open-ended questions. This effectively supported the children's critical thinking skills, extending their interests and sustaining their engagement for longer. We discussed with the setting the development of language, literacy and numeracy and how this could be further developed outside.

Floor books had been developed to capture children's participation in activities, and we could see the breadth of experiences offered within the setting. Both staff and children used the floor book to record their thoughts and used the book to reflect on previous experiences and learning. A "big move" floor book had been a successful tool when the service moved location within the school to record progress but also to reduce any anxieties whilst empowering the children to take ownership of the development of the new areas. As a result, children were happy and settled in their new environment.

How good is our setting?

5 - Very Good

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.

Quality indicator 2.2: Children experience high quality facilities.

The service was extremely comfortable, welcoming, and inviting. There was a strong ethos of inclusion where children and families were valued, respected, and included. Staff were committed to ensuring children had access to high quality experiences and outcomes. They had ample space to play and explore their surroundings. We observed children enjoying a story in the quiet area, which was furnished with a comfortable sofa and cushion. This gave children a sense that they mattered.

Play spaces were accessible for all children and enabled them to move freely between each playroom. Each area was well set up with a variety of resources to promote children's creativity and curiosity. Displays around the room celebrated achievements and learning, demonstrating that children were valued. As a result, children were engaged in their play and learning within a well-planned environment.

Staff worked well together to ensure that children were safe and accounted for throughout the day. They undertook regular headcounts as children arrived at and left the setting, and as they moved between inside and outside. Staff demonstrated a good understanding of potential risks in the setting, taking action to ensure that children's play experiences were not compromised. This contributed to keeping children safe.

The service had systems in place to support staff to complete risk benefit assessments. This ensured risks were identified whilst highlighting the benefits of equipment and areas. Staff had worked with groups of children to develop their awareness of risks in the setting and within their local community, identifying how these can be reduced using SIMOA (Safety, Inspect, Monitor, Observe and Act) which is part of the Look,

Think and Act campaign from the Care Inspectorate. This gave children a sense of responsibility and provided opportunities for discussions around risks in the environment.

Infection prevention and control procedures were well managed by the team. Hand washing was embedded into daily routines as children and staff washed their hands at key times of the day. Staff supported children to develop independence in self-help skills and personal care. As a result, children's health and wellbeing was promoted.

How good is our leadership?

4 - Good

We found important strengths that clearly outweighed areas for improvement in this key question. This contributed to positive outcomes for children and, therefore, we made an evaluation of good.

Quality indicator 3.1: Quality assurance and improvement are led well.

A shared vision, values and aims were positively informing practice. These were demonstrated through the practice of kindness, inclusion and respect. The values of the service had been reviewed by children, parents and staff. There was a strong ethos of continuous improvement to enhance the delivery of high-quality practice. The team recognised that improvements were needed to meet the changing needs of children and families and were open to ideas and suggestions. This demonstrated a capacity and willingness to improve outcomes for children

Children were regularly consulted for their views. They had opportunities to share their ideas about the club through daily discussions and entries into the floor book. For example, they had suggested making slime, through consultation between the children and staff this was implemented. The staff around the children were responsive to their suggestions. This supported children to feel valued and empowered.

Families had been consulted for their views using a questionnaire. When families offered suggestions, the whole team were responsive. This helped families to feel included and listened too. We discussed considering different ways to seek feedback to encourage all families to feel included in-service improvement. A parent shared "Staff ask for regular updates and information, they also ask my child what their interests are out of school". As a result, most families felt that their views and opinions were listened to and valued.

A range of effective systems were in place which supported a culture of continuous improvement. For example, staff had used the Care Inspectorate "A quality framework for day care of children, childminding and school-aged childcare" as a self-evaluation tool. The whole team identified areas of strengths and had developed action plans to plan next steps to improve outcomes for all who use the service. This had created a culture of self-evaluation for improvement.

How good is our staff team?

5 - Very Good

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.

Quality indicator 4.3: Staff deployment

Staff communicated well and worked together as a team to ensure children were effectively supported and supervised. They considered where children played and deployed themselves indoors and outdoors to

support children's safety and facilitate their play experiences.

Staff had a good mix of skills, knowledge and experience which meant children benefitted from responsive, fun and meaningful care, play and learning. Children told us staff helped to keep them safe.

We observed staff communicating well during the inspection to discuss how best to carry out tasks and ensure they knew where each other was. They used walkie talkies to support children to access the playground and astro areas for parts of the session. This supported children to make choices about where they wanted to play and provided resources to extend their play and learning further.

While there were no formal assigned leadership roles, staff confidently reflected upon their strengths and shared aspects of their next steps from their annual appraisals with the whole team. Staff attended training sessions and various courses throughout the year, they were able to identify the impact of training and how this influenced their practice. As a result, this supported continuous development which promoted positive outcomes for children.

New staff were welcomed into the setting. Staff shared that they felt very supported by the management team and demonstrated an ethos of good teamwork. Children benefitted from an established team who continued to build on existing positive relationships with each other. Children and families were supported by a team who knew them very well and continued to build on positive relationships.

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 promote high-quality outcomes for all children, the provider should ensure the deployment and levels of staffing provide opportunities for staff to use their experience, knowledge and skills effectively. This should include, but is not limited to:

- (a) staff building positive and trusting relationships with each other as a team
- (b) staff creating and implementing a shared vision with children and families, supported by clear values and aims
- (c) staff influencing and driving improvements by using development opportunities to make informed changes.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state that: "I am confident that people are encouraged to be innovative in the way they support and care for me" (HSCS 4.25).

This area for improvement was made on 21 May 2025.

Action taken since then

Since the last inspection a shared vision with children and families has been embedded into the ethos of the service. Children have benefitted from a team around them, listening and responding to their suggestions, using this information to develop areas and implement experiences. Staff continue to build on positive and trusting relationships, using each other's strengths and experiences to ensure positive outcomes for children and families.

This area for improvement has been met.

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?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good

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

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