

Holmston Out of Skool Club

Day Care of Children

The Auld Kirk Hall
Blackfriars Walk
Ayr
KA7 1TT

Type of inspection:
Unannounced

Completed on:
18 June 2025

Service provided by:
Holmston Out of Skool Club

Service provider number:
SP2004933094

Service no:
CS2003036709

About the service

Holmston Out of Skool Club provides a day care of children's service, to a maximum of 45 children. Children who attend are picked up from local primary and grammar school. They also offer care during holidays and in-service days. The service is located in The Auld Kirk Hall Blackfriars Walk, in Ayr.

The service had use of a two rooms on the ground floor, one room upstairs and children have access to an enclosed outdoor space. There are a number of local amenities close by such as parks, shops and library.

About the inspection

This was an unannounced inspection which took place on 11 June 2025 and 16 June 2025. Feedback was given in person on 18 June 2025 from 13:00 to 14:30. 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 using the service
- reviewed feedback from 13 families using MS forms
- reviewed feedback from 3 staff members employed in the service using MS forms
- spoke with senior management and all staff during the sessions
- 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 experienced varied play and learning experiences within the local community, enriching their play and learning.
- Children enjoyed high levels of active play outdoors, supporting their wellbeing.
- Children with additional support needs were supported well, promoting their inclusion and success.
- Children had a voice and were regularly consulted on provision and their views, giving them real ownership of the club.
- Parents highly valued and praised the service, echoing inspection findings.

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

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 happy and settled in the club. They were comfortable and relaxed in the setting as they had built positive relationships with staff and friends. Staff knew children well and talked about how they supported their interests. This ensured children felt loved, valued and included. Children told us they felt safe and that the staff were friendly and kind. One child told us "I love coming to the club, I like playing with my friends and the staff, they keep us safe, and I like going to the different experiences in the library."

Children benefitted from a staff team who respected them as individuals, and were approachable, fun and caring. Staff provided clear and consistent expectations for children. This had a positive impact as children were respectful, confident and having fun with each other and with staff. One parent told us "Above all, this is an extremely well-run and organised service. Genuine care for the children and a varied programme of activities."

Personal plans were in place for all children and this information supported staff to meet the individual needs of children. Personal planning was carried out in the service. Children completed their own views and aspirations for these and this was a collaborative approach. This supported children to have a sense of ownership of their personal information. Plans were reviewed regularly and updated when there were changes. This meant staff had accurate and up to date information to support them to fully meet the needs of children in their care. One parent told us "I always receive a copy of my child's care plan to read, sign off and add comments. My keyworker always goes into great detail regarding my child's development at club which complements her development at school and at home very well. He is very in tune with her likes, dislikes and needs."

Children experienced a homely, relaxed and unhurried meal. They had several opportunities which promoted independence, for example, the preparation, serving and clearing away of their snack. We seen that children had recently looked carefully at the snacks they wanted. We could see that both parents and children were involved in this, to ensure a balanced and healthy menu. Staff sat with children to eat and there were lots of rich conversations and laughter. This carefully considered approach to mealtimes ensured this experience was sociable and meaningful.

Children's safety and wellbeing was supported by confident staff, who understood their role in identifying, recording and reporting any safeguarding concerns. All staff had completed relevant child protection training, including updates and were clear about their roles and responsibilities. This meant children and their families were provided with the appropriate help and support.

Medication was very well managed and in line best practice. Storage and delivery of medication was handled by the staff who were well trained, competent and understood the children's needs.

Quality Indicator 1.3 Play and learning

Children enjoyed their time in the club. One child told us "I wish my mum would let me stay longer at the club, I love everything and everyone here." They actively led their play and learning. They comfortably explored the environment and selected their preferred resources. Children sustained engagement in their choice of activity. One child told us "I like to create art in the out of school care, as learning in school can be hard and I can relax and draw whatever I want here and it feels good." For example, some children expressed their interest in creativity with staff individual members and this engaged their imagination using arts and crafts resources. This demonstrated that children felt safe and secure to become immersed in play.

Literacy and numeracy development was promoted throughout the club with a variety of resources, such as books, mark making materials, puzzles, and tabletop games. Staff carefully considered their interactions with children to extend learning and encourage problem solving.

Staff recognised children's interests and understood their individual needs well. This meant that if children needed one to one with a member of staff, this was well supported. Floor books captured children's experiences and voices and demonstrated children had opportunities to access a variety of experiences. These included, extensive arts and crafts opportunities, constructing models, baking and physical and risky play. Parents spoke positively about the experiences on offer. One parent told us "My kids really enjoy going to OSC. Always a good range of activities on offer and variety to keep them interested. Kids can choose what activities to access and there is no problem to get a change of resources from the cupboard, based on children's interests."

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

Children experienced an environment that was well-maintained with plenty of natural light and ventilation. Children's artwork and photos were displayed, providing children with ownership of their setting as well as creating a sense of belonging. The service operated from several rooms over two floors, in a church building. Each room was very well resourced and children confidently showed us around each area. The lay out of the club ensured that children had room to play, relax and could move around the area with ease. Children were confident in moving around these spaces to explore their ideas and interests. Resources were age and stage appropriate and children had the freedom to transport these around the environment to extend their play and experiences. One staff member told us "If there is any damages to the building then it is reported immediately to management and church officials. If there is any damage to resources then this is reported to management who either repair it or dispose of it."

There were a variety of toys and equipment for children which they could easily access. Resources available took account of children's stages of development and interests and were of good quality. For example, Lego, books, board games, reading tent, dolls, arts and crafts. As a result, children were engaged in their play. One child told us, "I love making crafts and I have everything I need."

Children had direct access to the outdoor area. It was small, however enclosed and safe, providing children with opportunities to engage in active and challenging play. This supported children to be active and healthy. As the outdoor play area was limited, children benefited from local trips which included the library, local parks and the beach. Robust infection prevention and control and food safety practices provide high levels of safety for children. For example, the play spaces were clean and well maintained and handwashing

routines were embedded. This meant children were safe from the potential spread of infection. These are supported by effective quality assurance practices.

Children's personal information was stored securely on the password protected computer to ensure families privacy and confidentiality.

How good is our leadership?

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 3.1: Quality assurance and improvement are led well.

The service was well led by a strong, approachable manager who delegated responsibility appropriately to staff and involved them in the development of the service. Very Good direction was provided to the team who were committed to providing children and families with positive experiences. High staff morale impacted strongly on this. Regular team meetings allowed all staff to know what was important for the setting and promoted consistent approaches. Set agendas allowed meetings to be planned for and be purposeful. This was further supported by daily discussions before and after sessions, to support staff to reflect together and discuss any individual needs or requirements. One parent told us "The staff are absolutely excellent. They communicate well with any changes/policies etc and are so approachable."

The service's vision, values and aims were shared with parents. These included, 'To build positive relationships between adults and children encouraging mutual understanding and respect throughout the local community.' These were reflected in practice and supported staff and families to understand what to expect from the service. The importance of using the views of children and parents to inform the planning and development of the service was recognised. Children's views were actively sought through discussion and mind maps. Parental views were gathered using emails, questionnaires and opportunities at pick up for parents to come into the setting. This supported children and families to feel valued and respected. Ongoing self-evaluation using guidance documents such as 'A Quality framework for the daycare of children, childminding and school-aged childcare' supported the service to deliver high quality care and support for children and families. A realistic development plan focused on development in a manageable number of areas. One area that has been identified for the coming year includes 'to continue to ensure that children are better involved in the development of their personal plans.'

Positive outcomes for children were promoted by quality assurance processes. Regular audits were used to monitor personal plans, medication and accidents. Staff told us they felt supported by the management team and were confident to make any suggestions to progress improvements. Staff were supported in their practice at regular performance meetings, where they discussed any issues and planned for individual professional learning and development.

Regular support and supervision sessions helped staff to feel supported and be confident in their roles. Policies and procedures were in place which reflected current guidance and legislation. Positive outcomes for children were promoted by quality assurance processes. Regular audits were used to monitor personal plans, medication and accidents. Staff told us they felt supported by the management team and were confident to make any suggestions to progress improvements. Staff were supported in their practice at regular performance meetings, where they discussed any issues and planned for individual professional learning and development.

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

Children benefitted from a caring and nurturing staff team who knew them well and were focussed on providing quality care and support. We seen the many ways that children are involved in recruiting new staff to the service. This includes asking questions at interviews and feeding back to staff when the potential staff member came and take part in a session prior to being considered for a post.

Effective use was made of staff experience, knowledge, and skills, to ensure children's experiences across their entire session were positive. All children were warmly greeted by staff as they arrived at the service. Staff communicated effectively to ensure children felt safe and secure.

Staff worked well together, and it was clear they had developed positive respectful relationships with each other. This resulted in staff flexibly supporting each other to meaningfully engage with children and meet their individual needs which enhanced children's overall experiences.

Children were encouraged to feel included, respected and valued as they understood the routines of the day. Staff understood their individual roles and responsibilities. Senior staff were positive role models to other staff. A keyworker system was in place that helped to ensure that every child felt confident and supported during their time at the service.

The small staff team were stable and consistent, which ensured families always knew which staff were supporting their children. The service valued the positive attachments that staff had developed with children and their families. Families valued the staff team and some of their comments included:

"They are very helpful, and my child is happy."

"My child loves coming and would come every day if they could."

"Staff know my child well and I know they have fun."

"Staff are very professional, caring, reliable and organised. The children have a good relationship with them."

"The management team are long-standing, reliable and approachable and the rest of the staff are great too. I feel that the staff turnover is fairly low and they only ever seem to leave for better jobs. It always seems a nice group of staff."

Annual appraisals supported staff to reflect on their strengths and areas they would like to develop. Staff attended training sessions and various online courses throughout the year. They were now beginning to identify the impact of training and how this positively influenced their practice. As a result, this supported continuous development which promoted positive outcomes for children.

Staff caring for children were registered with the Scottish Social Services Council (SSSC). They are the regulatory body responsible for registering the social services workforce. They provide public protection by promoting high standards of conduct and practice and support the professional development of those registered with them. We concluded through our inspection, that there were effective, thriving relationships between staff, parents and children.

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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