

## Springfield Out of School Care Club (SCIO) Day Care of Children

141 Springfield Road  
Linlithgow  
EH49 7SN

Telephone: 07788 943 687

**Type of inspection:**  
Unannounced

**Completed on:**  
9 July 2025

**Service provided by:**  
Springfield Out of School Care Club  
(SCIO)

**Service provider number:**  
SP2016012739

**Service no:**  
CS2016348124

## About the service

Springfield out of school care club (SCIO) is a daycare of children service for school age children. It operates from the Springfield Community Wing attached to Springfield Primary School in Linlithgow. All facilities are on one level. They have use of the entrance area, gym hall and playroom. They have direct access to the outdoor area from the gym hall. They are near local amenities and parks.

The service is registered to;

### **Number(s) and Age(s) of person(s) to whom service may be provided:**

1. To provide a day care of children service to a maximum of 110 children at any one time who attend primary school and S1 of High School.

### **Any other conditions unique to the service:**

2. The service will operate from the large hall, the creche room, the coffee lounge, the school hall and the library.

## About the inspection

This was an unannounced inspection which took place on Tuesday 08 July between the hours of 09:00 and 16:15. We gave feedback to the manager on Wednesday 09 July at 11:00. 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 information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with 12 children and received information from 13 parents/carers who completed our electronic questionnaire
- spoke with four staff and management
- observed practice and how children were supported with their routines, care and play
- reviewed documents.

## Key messages

- Children experienced warm, compassionate care from staff who knew them well and met their needs, rights and choices.
- Staff worked in partnership with parents and other services so that children benefitted from consistent approaches to their care.
- The service was led well as the manager was proactive at addressing any issues that arose which supported staff in their role.
- Staff should consider how best practice guidance can be used to support them in their work.
- Established relationships with parents supported partnership working, enabling information to be shared to meet children's changing needs.

## 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 evaluated this key question as good where several strengths impacted positively on outcomes for children/people and clearly outweighed areas for improvement.

### Quality Indicator: 1.1 Nurturing care and support

Children experienced a warm welcome from staff when they arrived at the setting. They were happy to be there and keen to see their friends and play. Staff understood the importance of promoting and developing positive relationships. We therefore saw respectful interactions and caring approaches by staff met the needs of children which supported their overall wellbeing. As a result, children knew they mattered as they were relaxed and happy in the care of staff.

Communication with families meant partnership working with parents had been established. This enabled information to be shared about the needs of children. As a result, personal plans had been developed and these were used well to support children's individual needs. Parents shared "I'm asked regularly to update information about my child and give feedback. When feedback is given, it is responded to." And "The club regularly contact us to update plans around our children. They also ensure the children are consulted." In addition, staff worked with other professionals to agree and implement strategies that kept them safe, healthy and thriving. To further develop staff understanding of children's emotional regulation, we suggested further training on trauma-informed practice using the National Trauma Transformation Programme. This will support staff with children's emotional regulation and understanding this better.

Meal and snack times were social and relaxed occasions for children. They could help themselves to the food they wanted and cleared up after they had finished. They chatted with each other and staff in a meaningful way. Children felt valued as conversation was genuine and gave them opportunities to share information about themselves in a natural way. We asked the service to refer to the Healthy Eating in Schools document to further support healthy snack choices. At lunch time, staff roles could be considered so, if involved, they can comfortably sit with children.

### Quality Indicator: 1.3 Play and learning

Children enjoyed play and learning activities that respected their interests. As they were readily available to them, children settled quickly when they arrived. They led their play as they had choice about what they wanted to do. We saw they used their imagination, played games and joined in physical activities. Staff supported children as they talked with them about what they were doing. As a result, they had fun with friends, were encouraged in what they were doing and had their achievements recognised.

Children could influence the activities available and told us their ideas had been used in the summer programme. They shared "It's fun because there are lots of good toys, games and activities and the staff are nice." And "There is lots of fun activities to do and I like playing outside on the pitch when it's nice." While children were engaged in their play, it was recognised they would benefit from additional resources. For example, more magnetic shapes would have enabled children to build more complex structures and 'have competitions'.

Floor books were used to record activities children had been involved in and record their input. There was

scope to further develop the use of these. For example, most information was about what was on offer. Consideration could be given to recording the outcomes for children, including how their rights were respected through their experiences. This would help plan future play experiences to enhance and extend play and learning for children. In some instances, this information could be used in personal plans to demonstrate children's development.

Observations staff recorded of children's play recognised their social and emotional wellbeing. Staff helped children to build friendships and grow emotionally resilient as they were values focussed. Children were therefore developing skills for life as staff prioritised their wellbeing. To build on this, we discussed using the National Children's Charter for School age Childcare in Scotland for observations as well as United Nations Convention on the Rights of the Child. This would help children to fully understand their rights and support their overall wellbeing in a meaningful way.

## How good is our setting?

## 4 - Good

We evaluated this key question as good, where several strengths impacted positively on outcomes for children, and clearly outweighed areas for improvement.

### Quality Indicator: 2.2 Children experience high quality facilities

Children had access to spacious areas within the community wing that supported positive experiences at the service. They had opportunities to play physical games, be creative and use their imagination. In addition, they benefitted from using green spaces and local parks for physical activities. As part of the summer programme, children had fun playing organised games outdoors. Parents shared that children were outside more in better weather. They said "The club do go outside as soon as the weather is nice. They could maybe still wrap up in the winter and head out when it's dry but as far as I can tell they do it as much as possible." And "Plenty of opportunities to play outdoors when weather permits." We asked the service to consider more free flow access to the outside play area for children in all weathers.

The areas used by the service were used well to meet children's needs. For example, younger children benefitted from being in the smaller room which was quieter. Being in a calmer area meant they could undertake activities, such as snack, at their own pace.

The premises were safe and secure as a door entry system was in place. There was a system in place to report any repairs to community wing staff. We acknowledged some areas could be better maintained but recognised the limitations of the service's ability to make changes to the premises. For example, we discussed with the manager that the overall presentation of premises could be better and the cleanliness in toilets areas improved. We were confident that any significant maintenance issues would be fixed in a timely manner. Staff were aware of how they could improve the setting, finding ways to achieve this within the limitations of the lease agreement.

Staff were safety conscious and had established routines were in place which minimised risk. For example, risk assessments were used well to reduce any hazards that may compromise children's safety or wellbeing. We saw that children were familiar with the rules and expectations when walking in the community and playing at parks. Staff ensured children understood why boundaries were in place which helped them keep safe. As a result, they were enabled to take risk in their play which helped them develop confidence in their physical abilities. To further promote safety, staff could use best practice guidance to improve policies, procedures and risk assessments. The Care Inspectorate practice notes on SIMOA (Safe, inspect, monitor,

observe and act) are designed to raise awareness and safeguard children. They would also help to enhance staff actions.

The spread of infection was minimised as the environment was well ventilated and maintained. Children were kept safe and healthy as good hygiene practice was encouraged. For example, they washed their hands at appropriate times and staff used personal protective equipment which supported safe practice.

## How good is our leadership?

4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children/people and clearly outweighed areas for improvement.

### Quality Indicator: 3.1 Quality assurance and improvement are well led

Children benefitted from a management committee, leadership and staff team who were committed to providing a quality service. Some national, local and best practice guidance had been used to keep up to date. As a result, most policies and procedures had been reviewed to reflect any changes. The manager should continue to keep up to date with guidance that can improve experiences for children over time.

Team meetings, induction, training and supervision were used well to support staff in their role. These opportunities helped them develop their skills and knowledge which focussed on meeting the needs of children in their care. A child led approach was promoted as staff used their learning in practice. For example, sharing information about autism and considering the wellbeing indicators improved outcomes for children.

Systems were in place which enabled staff, children, parents and stakeholders to share their views. These opportunities contributed to the development of the service. For example, transition for children going to school had been improved so they were well prepared for this change in their lives. Children's voice was captured in floor books as they shared ideas about activities.

The manager and staff should develop the use of reviews to evaluate the impact of change. For example, to ensure the desired aim is being achieved from the improvement plan. Recording examples that have promoted positive outcomes for children will help staff develop their skills in assessment. It will support reflective practice and enable continuous improvement as staff develop confidence in evaluation.

A private Facebook page and newsletters were used to share information with parents and carers. This enabled them to know how their views were listened to and acted upon. Parents shared ways they were involved and communicated with by staff and leaders. They were "Invited to parent meetings, newsletters and general conversations with staff." And said that "Feedback is always taken on board."

To improve outcomes for children, the manager should continue to develop and embed quality assurance at all levels. This will give an overview of how the service is performing and enable gaps in the provision to be actioned. For example, audits could be used better to analyse information from accident records to highlight any themes that need addressed.

## How good is our staff team?

4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children/people and clearly outweighed areas for improvement.

### Quality indicator 4.3: Staff deployment

There was a good mix of staff skills and experience within the team. Children enjoyed benefitting from their different interests and talents. For example, dance and football coaching was sometimes offered in line with the skills of staff in the service. Staff changes had been well managed which meant newer staff had settled in as they had felt supported. This resulted in a shared ethos as they had developed positive working relationships.

Safer recruitment processes were well managed to keep children safe, protected and cared for by staff suitable to their role. Staff learned key aspects of practice quickly when starting in the service as a good basic induction was in place. To improve this process, we suggested cross referencing the mentor list with the National Induction Programme. This would help to promote professionalisation within the workforce.

Staff communicated well with each other which ensured children were supported and supervised. They were flexible in their approach which meant they responded well to changes through out the day. For example, escorting a few children back to the service from the park. This meant not all children's play was interrupted as staff agreed safe solutions.

One area that could be improved was the organisation of some planned activities. We asked that staff make sure they have all resources needed. This will mean that children will not have to wait for extended periods of time for the activity to start. As staff develop in confidence, they could have a few bigger activities available at one time. This would offer children more choice and keep them engaged in their play more frequently.

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://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

## To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at [www.careinspectorate.com](http://www.careinspectorate.com)

## Contact us

Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

0345 600 9527

Find us on Facebook

Twitter: @careinspect

## Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iartras.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿੱਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.