

Primary Playcare - Orchardhill Day Care of Children

Orchardhill Parish Church
12 Church Road
Giffnock
Glasgow
G46 6JR

Telephone: 01416 440 111

Type of inspection:
Unannounced

Completed on:
13 June 2025

Service provided by:
Primary Playcare Limited

Service provider number:
SP2004004956

Service no:
CS2004083798

About the service

Primary Playcare - Orchardhill is part of a group of out of school care provisions provided by Primary Playcare Limited. The service operates from Giffnock Primary School in the morning and Orchardhill Parish church hall in the afternoon. The service is based in the Giffnock area in Glasgow.

The service is registered to provide out of school care for a maximum of 50 children attending primary school only.

Any other conditions unique to the service:

2. The care service will operate between the times of 7.45am to 9.00am during term time and 2.30pm to 6.00pm during term time and 8.00am to 6.00pm during school holidays, during this time they will have the exclusive use of the memorial halls.
3. The care service will operate a breakfast club between the times of 7.45am to 9.00am during term time only at: Giffnock Primary School Academy Road Giffnock Glasgow G46 6JL
4. Minimum staffing levels to adhere to the guidance in Annex A of the National Care Standards for Early Education and Childcare up to the Age of 16.

About the inspection

This was an unannounced inspection which took place on Thursday 12 June 2025. The inspection was carried out by one early learning and childcare 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 service registered.

In making our evaluations of the service we:

- spoke with and observed children using the service
- contacted families through Microsoft questionnaires to gather their views
- 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 were given a warm welcome and staff took time to ask children how they were feeling.
- Children were secure, happy, and settled through being cared for by a dedicated staff team.
- Staff knew children well and told us about their individual personalities, needs, and interests.
- Children had a wide range of play and learning opportunities to choose from which reflected their current interests.
- Both accommodations used by the children provide a bright, clean, and well-ventilated space for children to engage in a variety of play experiences.
- High aspirations for the service were shared by all staff and throughout from the manager and extended management team which showed us the service had a particularly good capacity for change.
- The manager and staff team were friendly, visible, and approachable to children, their families and visitors.

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 & 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 welcomed into the service by staff who were kind and caring. During breakfast club and after school, children were given a warm welcome and staff took time to ask children how they were feeling and how their morning or day had been. As a result, children were secure, happy, and settled with staff and within the environment.

Breakfast and snack were well prepared and organised in advance of children arriving. Staff managed this well to ensure children had a nutritious, balanced choice. At breakfast children enjoyed, waffles, croissants, cereal, and yoghurts. Snack consisted of fresh fruit, ham and or cheese rolls, crackers, and yoghurts. Children were encouraged to be independent, they enjoyed eating together, the atmosphere was relaxed, sociable and a positive experience.

Staff supported children to wash their hands prior to eating and to tidy up after. As a result, children were given opportunities to develop skills for life and learning. Parents told us, 'The after-school club seems to provide great, consistent care for my child when they go there. The club provides a choice of snacks each day and sets up a great variety of activities for children too.', 'The kids receive a really sensible healthy variety of snack each day, well trailed. The children are involved in food prep at times, which they love.'

Personal plans and all about me information was supporting the team to meet children's needs. Staff knew children well and told us about their individual personalities, needs, and interests. Information recorded about children's interest, health, welfare, and support needs were detailed within their personal plan. The service had recently updated and implemented a new format. To ensure staff are clear on 'how' they will support and meet children's individual needs we would ask that management along with staff to monitor what is being documented.

We sampled medication held along with the service's policy, procedures and consents forms and found these were in line with best practice guidance 'Management of medication in day care and childminding settings.' The manager should continue to review forms and the storage of medication as part of their quality assurance process.

Children new to the service along with their parents were given a supportive and informative transition. Information prior to children starting at the service was being gathered to ensure staff could support children's individual needs and strategies in supporting them to have positive experience. Graduations for children leaving the service had taken place along with family members. This enabled children and staff an opportunity to celebrate achievements and wish the children leaving all the best in their next chapter of moving onto high school. As a result, children felt included, and achievements were acknowledged and celebrated.

Quality indicator 1.3 - Play & Learning

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 happy, having fun and engaged well in the play experiences on offer on the days of inspection. Children had a range of play and learning opportunities to choose from which reflected their current interests. For example, dancing, small world and creative crafts, gymnastics, football, basketball, and sports experiences in advance of their sports day at school. As a result, children had a variety of experiences and resources to choose from that were tailored to all different ages and stages of development. Parents told us, 'Sporty activities, crafts, and baking are favourites. They absolutely loved Halloween and theme events. I get told I pick them up too early because they are having fun!', 'They are always chatting about the activities of Playcare- it obviously catches their imagination. In good weather they love going to the local park with staff- fantastic idea. Similarly, they are offered the space for safe outdoor play most days.'

Children were meaningfully and actively involved in leading their play and learning through a balance of spontaneous and planned experiences that promoted children's choice and independence. At breakfast club children could free flow from indoors to the outdoors area based at the school. In the afternoon at the church hall children had the option to stay and play at the service or go to the school grounds to play on the trim trail, football, or basketball. Staff were adaptable and considerate of children's needs and interest and supported them all to have the option to be actively involved in all aspects of play. For example, responding to children's request to go from indoors to outdoors at a time to suit their needs and choices. Staff used effective questioning through discussing decisions with children when they wanted to take part in risky play while climbing. As a result, this was supporting children's thinking, widening their skills, and consolidating their learning through play.

We sampled the planning cycle and found this was reflective of children's interest and current topics of interest for example sports day, Father's Day, talent show, pamper day and end of term party celebrations. Management told us evidence of children's play was documented on Facebook and photos displayed on display boards in the service. To develop planning and tracking experiences further we would encourage the service to re-introduce the big books as part of their planning and development journey. This will enable staff to strengthen the documentation of experiences and thread children's voices, goals, and preferences through the planning process to further enhance the child centred approach already established.

How good is our setting?

5 - Very Good

Quality indicator 2.2 Children's 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 quality indicator as very good.

The service is located across two buildings, in the morning children are based at Giffnock primary school and have use of the gym hall, toilets and outdoor area. In the afternoon, the service is based at Orchardhill Parish church hall where they have use of all rooms, the kitchen, and the toilets.

Both accommodations used by the children provide a bright, clean, and well-ventilated space for children to engage in a variety of play experiences.

Staff regularly gather children's feedback on the experiences and environment through encouraging them to complete an evaluation sheet gathering information on what they would like to improve at the service and what they enjoyed.

The spaces available in the buildings flowed well, with dedicated play areas that promoted children's independence. The stage area in the church hall provided opportunities for the older children to have space to themselves to chat and relax giving them the opportunity to have time out. As a result, children's voices were acknowledged and recognised supporting them to have a positive inclusive time at the service. Parents told us, 'The children are given the opportunity to explore activities indoors and outdoors. They are provided materials to get creative if they want to and have access to resources to be active too. Depending on weather, the children also get the opportunity to visit local play areas too.', 'The service is local, flexible, great opening hours, the kids love the supervisors, and we find the staff really helpful.'

Staff were practising good infection prevention and control measures and children were encouraged to wash their hands prior to afternoon snack. At breakfast club children were using hand gel instead of washing hands as the toilets were situated away from the hall. To further enhance hygiene practices and to minimise the risk of infection we would recommend that children washed their hands upon arrival to the service, prior to breakfast and when returning indoors from outdoors.

The environments used were secure and well-maintained. Staff conducted safety checks, and risk assessments which ensured a safe setting for children. We would ask that staff and management ensure all gates and exits outdoors at the school are closed or secure to ensure children are kept safe.

Parents collected their children from the secure entrance at the church, or from the school playground where staff used a walkie-talkie system to coordinate pick-ups. We found parents did not collect children from inside the church hall. We would encourage management and staff to review the current pick up at the church hall with consideration to allowing parents inside. This would improve face-to-face communication and provide opportunities for children to share details about their achievements, promoting their self-confidence and connections between the children, service, and parents.

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 quality indicator as very good.

We found that management and staff team engaged very well with the inspection process. They were motivated and committed to providing a high-quality service for children, and their families. The service had created a vision, values, and aims that underpinned their daily practice. Parents told us, 'Honestly, we would not wish to change a thing. They have struck a perfect balance.', 'It is all good. This is a fantastic service, and we are lucky to have the staff take care of our children.', 'To date, I have been really pleased with the care that Primary Play are providing. They work hard to keep activities varied to suit all needs and provide a good choice of snacks too.'

High aspirations for the service were shared by all staff and throughout from the manager and extended management team which showed us the service had a particularly good capacity for change. They had created conditions where everyone connected to the service felt comfortable to share ideas and lead changes to support positive outcomes for children and their families.

Staff had a clear understanding of their roles and responsibilities, which supported the positive ethos and the continuous improvement of the service.

The service had a development plan in place linked to the quality framework for daycare of children, childminding, and school -aged childcare. The service had been focusing on, developing snack, the outside place spaces and developing an area for the older children to support their age, abilities, and interest. We can see the impact of the identified areas and how these are improving outcomes for children. We would ask that management continue to develop the improvement plan and now update the quality indicators achieved in previous years with a view of reflecting on the current children, families, and staff. We would encourage the management and staff to consider ways of documenting the improvement journey to enable all children, staff, and families to review and reflect.

The manager and staff team of the service were friendly, visible, and approachable to children, their families, and visitors. This created a positive ethos in the service which focused on fostering strong relationships and effective communication. The manager and the staff were organised, accessible and positively influenced the delivery of the service.

Children and families' views were sought to inform the development of the service. Children were empowered to make suggestions through conversations with the team, planning sessions, and evaluation forms. We would encourage management and staff to use this feedback and incorporate this into the service's development plan and feedback to parents and children on any changes following their suggestions. This will show parents, staff, and children that their voice is recognised and acknowledged as part of any changes and improvements to the service.

Management supported new staff into the service with a robust induction process and used the National induction resource to support staff to reflect on their role and guide them to best practice resources. Staff were registered with the Scottish social services council (SSSC) and safely recruited through the provider obtaining appropriate checks prior to staff starting. However, the provider should ensure all students employed to work in the service are registered with Scottish social services council (SSSC). This will support the safety of children, families, and staff.

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 quality indicator as very good.

Staff deployment was effectively managed and well organised throughout the session and at drop off and collection times when children were leaving or arriving to the service. Staff were organised prior to leaving the service to collect children from their designated collection point and were clear on their individual roles and responsibilities. As a result, children were supported safely to and from school with staff who knew them well. Parents told us, 'Staff are welcoming and present, from what I see during pick up and, on other days when I see them walk pupils to and from school.', 'Staff members are always friendly and welcoming. Children seem to enjoy spending time with them. New staff are often not introduced. It would help if this happened.', 'There is a great mix of experience in the staffing. It is cleverly done. They have a real feel for the children's particular requirements or challenges.'

At pick up times children were aware of the routine and that staff were there to collect them with a warm and friendly approach. Staff used walkie talkies, and carried registers, making this a secure transition for all children. Staff welcomed children positively and asked them about their school day. As a result, children were happy, excited, and engaged positively with staff.

Staff regularly communicated with each other, counting children in attendance at different points to promote child safety. Staff were observed communicating well to meet children's needs both indoors and outdoors. We saw staff maintaining good supervision across the session, as they were flexible in their deployment and moved with the children. This enabled staff to respond to individual children's needs and interests without compromising other children's experiences.

Walkie talkies supported a free flow experience for children which allowed them to access the outdoor area at their leisure. Staff were flexible in how they supported children through moving appropriately through the session to meet the needs of the children. As a result, there was effective supervision and quality engagement with the children across the session.

Staff engaged in regular team meetings which supported self-reflection and group evaluations of the service provisions. Opportunities to meet as a team supported the service to continue to grow and evolve. This ensured positive outcomes for children attending the service and that children remained at the heart of any changes.

Staff engaged in regular supervisions and annual appraisals which were completed by the manager or provider. Strengths and objectives were openly discussed with appropriate training and support offered to individual team members. The manager had established a system to monitor any core training that should be completed by staff members across the year. This ensured staff knowledge and practice remained relevant and up to date. To support staff to reflect on why training is important and the impact this can have on outcomes for children we would encourage staff to write a reflective outcome following any training.

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

The front play area should be further risk assessed to lessen risks of safety. This is to ensure care and support is consistent with the Health and Social Care Standards which states, 'I experience a high quality environment if the organisation provides the premises' 5.17 My environment is secure and safe.

This area for improvement was made on 19 April 2019.

Action taken since then

We sampled risk assessments and observed the front area used by the children. Staff had implemented boundaries and limited what experiences the children could use out in this area. Alternative areas were used

to support outdoor play within the grounds of the school, Risk assessments had been developed to support staff in delivering safe outdoor play. We discussed with management and the provider reviewing risk assessments after the summer term and ensuring staff were vigilant of new children and their understanding of boundaries and how to stay safe in this area. 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?	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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