

# Langtoon Kids Club Day Care of Children

Auchterarder Community School  
New School Lane  
Auchterarder  
PH3 1BL

Telephone: 01738 472 350

**Type of inspection:**  
Unannounced

**Completed on:**  
11 September 2025

**Service provided by:**  
Perth & Kinross Council

**Service provider number:**  
SP2003003370

**Service no:**  
CS2003015416

## About the service

Langtoon Kids Club is situated in a building within the grounds of the Community Campus in Auchterarder. The service is registered to provide an after-school care service to 50 children at any one time.

The service is in a residential area close to shops, parks, and other amenities. Children have access to a designated after school room and the canteen area, toilets, and other school facilities. Children have access to a school playground and grass area for outdoor play experiences.

The service is provided by Perth and Kinross Council. A peripatetic manager is supported by a supervisor who attends the club every day.

## About the inspection

This was an unannounced inspection which took place on 10 and 11 September 2025. 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 registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year. To inform our evaluations we:

- spoke with children using the service
- received and reviewed thirteen completed questionnaires - nine from children's relatives and carers and four from staff.
- spoke with three staff and senior 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 confident, happy, and enjoying their time at the club.
- Partnership working with families and effective use of personal planning meant children's current needs were identified and supported well.
- Staff skills and knowledge had been considered and improved since the previous inspection as staff had undertaken a range of training which resulted in them being confident within their roles.
- Families valued the service and the relationships their children had formed with staff.
- Staff worked well together and had formed respectful working relationships. As a result, a positive team ethos contributed to good outcomes for children and families.
- Staff deployment across the service had improved since the previous inspection and was effective in supporting positive outcomes for children.

## 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 quality indicator as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

### Quality indicator: 1.1 Nurturing care and support

Children were happy, confident, and settled throughout the inspection. Staff had developed positive relationships with children and responded to them in a fun and kind manner. On entering the club staff warmly greeted children and asked them about their day. Younger children were collected from school and staff provided them with appropriate support which helped them smoothly transition from their school day into the club. This resulted in children who were welcomed, respected, safe and secure. Children told us, 'The staff are kind and fun,' and 'We like it here, there is lots to do, and we can be with our friends.'

Children's individual needs and wellbeing were supported through effective personal planning. For example, documents such as All about Me's, chronologies and individualised support strategies were readily available to staff. While information had been reviewed, we reminded staff this should be done within a six-month period or sooner to ensure important information remains up to date.

Children benefitted from a positive snack experience that was relaxed and sociable. Staff supported children to plan and prepare their snack choices and children were offered plenty opportunities for choice and independence. A rolling snack system meant children were given time to decide when to have their snack and we saw they enjoyed sitting chatting to their friends. These experiences helped children develop lifelong skills.

Children were kept safe from harm as staff had a good knowledge and understanding of their roles and responsibilities in safeguarding children. They confidently told us how they would identify, record and pass on any concerns they had regarding a child's wellbeing. This was promoted through effective child protection procedures. For example, clear instructions and procedures on how to respond to any concerns were provided to staff. As a result, children were safe and protected.

### Quality indicator: 1.3 Play and learning

Children entering the club quickly started to busy themselves with activities on offer and happily played independently or cooperatively in small groups. We saw children were having lots of fun with their friends. At times, staff interrupted children's play with instructions or check ins for example, 'Are you okay?' We asked the manager to revisit Play work practice and principles. This would assist staff with facilitating and enabling play for children of this age group.

Children were engaged in a range of play types with resources and activities that captured their interests. For example, they enjoyed dressing up and acting out scenes from Harry Potter. A small group of children displayed deep engagement and critical thinking skills building models from Kapla blocks. Another group of children used paint and sequins to create detailed pictures of lizards. Opportunities for literacy learning were enhanced as a children showed an interest in creating their own comics. They showed us how they used 'How to draw' books to support them in creating their images. These opportunities helped children develop their creative and thinking skills.

Children experience pride in their work and were keen to share their achievements with us and the staff. They told us, 'Look at my painting, do you like it, it's quite good?' Children's successes were celebrated by staff as they helped children hang their creations onto a display of the 'work we are proud of.' This told us, children mattered and contributed to them feeling respected and valued.

Children had fun outdoors as they developed their physical and risk-taking abilities. They climbed, hung, and swung on the jungle gym and cycled or roller skated round the playground. Safety was maintained through adult supervision as staff sensitively reminded children about the rules and to wear a helmet. This meant children were learning to access positive risk while keeping themselves and others safe.

Children's experiences were being captured in a floor book which evidenced children's voice, experiences they participated in, mind maps, weekly plans, and recent surveys. This demonstrated staff listened to children's ideas and enabled children to reflect on their experiences. We encouraged the staff to further develop the floor book to meaningfully evidence what children would like to learn and how this would be actioned.

Most children had identified a skill they would like to learn while attending the club. Some of these skills had been explored and activities offered to support learning. Staff told us, due to a lot of children being registered with the club, it was difficult to incorporate their chosen skills. We offered suggestions of how skills could be included in activity plans and monitored to support children to achieve and be successful.

The service had made some connections with the local community. For example, they had visited a local care home, had access to the facilities on the school campus and visited the local park. We encouraged the management team to consider further outings and projects within the local community to support children's sense of belonging and enhance their play and learning.

## 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 are cared for in two rooms, one designated to the kid's club and one that is set up daily by staff. There was plenty of natural light and ventilation. Most children were familiar with their routines. On entering the club, they hung up their coats and bags and most children washed their hands. We asked the manager to undertake some quality assurance around children's handwashing routines. This would help support staff ensure children are washing hands at the appropriate times and fully embedded in practice.

Staff had created a positive learning environment which engaged children in purposeful play. Resources and activities were stimulating and access to natural materials and loose parts supported children's play and learning. The free flow access to the outdoor space allowed children to be healthy, have fun and develop a range of fine and gross motor skills. We found areas of play were developmentally appropriate for the age and stage of children's development.

Children's safety was promoted through regular headcounts and the use of walkie-talkies. This meant staff were responsive to children's movements, particularly when they moved between the indoor and outdoor environments. At times, a push bar, fire exit door with no alarm was left open which posed a potential risk.

The service had taken steps to minimise risk; however, we agreed further action was required to ensure children remain secure and cannot leave the club unaccompanied by an adult. Risk assessments were in place; we found some could be strengthened and routinely reviewed to identify and address hazards. For example, children were not confident regarding their boundaries of play in the large playground. We suggested staff involve children in risk assessing boundaries. This would help support their awareness and understanding of safe play areas.

Children were enabled to rest in a sensory room and a book area within the main hall. We asked the service to consider moving the sofa and books into the smaller room as at times the hall was quite busy and noisy. This would provide children with a cosier and quieter area in which to read and relax.

On the first day of the inspection, we found some areas of the main playroom, dining hall and toilets were not as tidy or clean for children arriving. For example, toilets had not been flushed, and bins were overflowing with waste and paper tissues. We acknowledged the service shared the space with the school and did not have a cleaner at that time. We suggested ways in which cleaning could be managed at the start and end of club sessions. On our second visit, staff had been responsive to our suggestions, the club was clean, bins were emptied, and the floor had been mopped. As a result, the potential spread of infection was minimised.

## How good is our leadership?

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: 3.1 Quality assurance and improvement are led well

Leaders were visible, good role models and supportive of staff. This approach contributed to staff's understanding of what is important for the setting and the positive team ethos we observed.

Staff, Children, and families had a shared vision and values for the service which positively informed practice. Children had reviewed their affirmations to ensure they represented their expectations. This meant they felt respected, valued, and included. We suggested, staff consider incorporating children's rights into routines, systems, and practice to further promote children's understanding.

Children and families participated in the development of the service through discussions, and questions of the month. This supported them to be involved and included in the club and feel that their suggestions, ideas, and opinions mattered. We asked the manager to continue to use the views of staff, children, and families to shape future improvements and provided suggestions of how informative information could be gathered.

Staff had created a realistic and achievable improvement plan which was starting to influence positive developments within the service. Monthly action plans were used to support improvement priorities and helped staff monitor progress with improvements. We suggested ways in which monitoring of progress with developments could be enhanced. This would support staff to ensure areas were not overlooked and improvements made were sustained. We directed the manager to best practice guidance 'Self-evaluation for improvement - your guide' to assist them with this.

The manager and staff participated in a range of self-evaluation and quality assurance processes. These included, environmental audits, peer observations of practice and evaluations of roles and responsibilities.

Actions for improvement had been identified, and some had been revisited to ensure they had been achieved. There was scope to strengthen the auditing and review process. This would support staff to establish a robust system to help them consistently deliver high-quality outcomes.

## How good is our staff team?

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: 4.3 Staff deployment

Staff deployment across the service had improved since the previous inspection and was effective in supporting positive outcomes for children. There were enough staff to enable children to access a range of indoor activities and the outdoor space. Families agreed there was always enough staff to meet their children's needs and felt staffing levels were effective in providing good quality care and support. Further information can be found under the section 'What the service has done to meet any areas for improvement we made at or since the last inspection.'

Staff were respectful and supportive of each other and worked well together as a team. This meant they created a welcoming environment for children and families. Families came into the club to collect their children, most were greeted by staff and provided with a brief overview of their child's afternoon. As a result, positive relationships had been developed. Families told us, 'The staff are excellent, knowledgeable, approachable and provide bespoke care to my child', 'My child looks forward to attending', 'Staff create a happy positive environment' and 'Staff know who we are, know our child well and always come across as friendly and polite'.

Staff skills and knowledge had been considered and improved since the previous inspection. This meant children received good care and support. Staff have undertaken a range of training which resulted in them being more confident within their roles and responsibilities. Further information can be found under the section 'What the service has done to meet any areas for improvement we made at or since the last inspection.'

Effective arrangements were in place in the event of absence, with the manager providing support. A board at the entrance of the main playroom contained pictures of staff and some information on their family, hobbies, and favourite quotes. This supported families to become familiar with staff caring for their children.

Supply staff were complimentary of the manager and other staff members whom they found approachable and supportive. They were mentored by the club supervisor whom they worked with daily. This meant children were provided with consistent staff and approaches which minimised disruption to their routines. We encouraged the manager to consider using the national induction resource to extend and build on the current induction process. This would provide staff with a more robust and reflective induction to support them in their role.

## 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 ensure children always receive high quality experiences the provider and manager should at a minimum review and make changes to staff deployment. They should ensure staff deploy themselves appropriately to improve experiences for children and that children's choices are always respected.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes' (HSCS 3.14).

**This area for improvement was made on 20 June 2024.**

#### Action taken since then

Throughout the inspection, staff moved around the space's well to promote free flow play and choice for children. There had been a significant improvement in the deployment of staff which contributed to keeping children safe while respecting their wishes and choices.

This area for improvement has been met.

#### Previous area for improvement 2

To ensure children's positive wellbeing and development the provider should ensure that staff have an appropriate mix of skills and knowledge, to effectively support children and that they provide consistently warm and nurturing interactions and approaches.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that:

'I experience warmth, kindness and compassion in how I am supported and cared for, including physical comfort when appropriate for me and the person supporting and caring for me' (HSCS 3.9)

And

'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes' (HSCS 3.14).

**This area for improvement was made on 24 June 2024.**

#### Action taken since then

Staff demonstrated their willingness to develop and improve. Staff were committed and motivated to learn and used their developing knowledge to improve outcomes for children. Staff were happy in their roles and had undertaken extensive training since the previous inspection.



They told us how their training had developed their knowledge and how they used learning to improve experiences for children. As a result, we observed they had developed professionally, grown in confidence, and provided children with improved outcomes. This included most interactions and approaches being kind, warm and nurturing.

Staff reflected on their learning. We asked the manager to monitor and review these reflections as part of their quality assurance to ensure they were meaningful. This would further support the staff team to improve 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](http://www.careinspectorate.com).

## Detailed evaluations

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|--|----------|
| 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 |

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