

Greenhills Out Of School Care Day Care of Children

St. Vincents Primary School
5 Crosshouse Road
Greenhills, East Kilbride
Glasgow
G75 9DG

Telephone: 01355 241 511

Type of inspection:
Unannounced

Completed on:
2 October 2025

Service provided by:
Greenhills Out Of School Care

Service provider number:
SP2003001525

Service no:
CS2003006703

About the service

Greenhills out of school care is a daycare of children service registered to provide care to a maximum of 56 children from children attending primary school to 12 years of age. The service operates term time and school holidays between 7.30am to 9.00am and 3.00pm to 5.45pm during term time and from 8.00am to 5.45pm during school holiday periods.

The service is provided within a stand alone building, located in East Kilbride area of South Lanarkshire. Children were cared for across four playrooms, a small computer room, sensory room, main playroom and a kitchen area. Children also had access to outdoor play spaces.

About the inspection

This was an unannounced inspection which took place on 30 September 2025, between 14:30 and 17:45 and 2 October 2025, between 13:00 and 17:00. 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 children using the service
- spoke with one parent
- received feedback from seven parents and staff who completed our questionnaires
- spoke with staff and the manager
- observed practice and daily life
- reviewed documents.

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 a welcoming and caring environment which helped them feel safe.
- Children were happy and engaged in play spaces.
- Mealtimes supported children's choices and independence.
- The environment provided welcoming and comfortable play spaces for children.
- Personal plans should be developed to ensure consistency in information gathered to meet children's care, support and learning needs.
- Children's choice should be included when planning outdoor play spaces, to help ensure their views are heard and acted upon.

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

Leadership	4 - Good
Children thrive and develop in quality spaces	4 - Good
Children play and learn	4 - Good
Children are supported to achieve	4 - Good

Further details on the particular areas inspected are provided at the end of this report.

Leadership 4 - Good

We evaluated this quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.

Quality Indicator: Leadership and management of staff and resources

Recent changes to the management team provided opportunities for staff and leaders to reflect on their practice, which positively influenced the overall ethos of the service. The leadership team showed a caring and motivated approach which positively supported staff to reflect together, contributing to improvements. Plans were in place to implement a revised set of vision, values, and aims which were in line with the current service and priorities.

Staff were committed to continuous improvement and clear plans were in place to action priorities. For example, outdoor learning, staff development, personal planning and quality assurance. This will help the quality of children's experience's and sustained improvement across the service.

Staff were recruited safely in line with best practice. Staff were supported to become familiar with their role through an induction process. We discussed where this approach could be strengthened through mentoring and signposted the manager to the Early Learning and Childcare National Induction Resource. This would help staff develop their skills and confidence in their role to meet the individual needs of children.

Monitoring and auditing processes were in place which helped keep children safe. For example, procedures for reviewing medication and health needs. We discussed where audits of accidents could be further developed to help highlight patterns of risk and record any action taken. The manager agreed to action this.

Quality Indicator: Staff skills, knowledge, values, and deployment

Staff communicated effectively and demonstrated strong teamwork which positively influenced the overall quality of service. Staff had weekly responsibility for play spaces, which helped consistency for children and opportunities to extend their play ideas. This approach fostered a sense of shared responsibility and ensured that children experienced well prepared and engaging spaces. Staff also recognised the value of child-led play and reflected positively on responsive practice which supported children's engagement, allowing them to take the lead in their learning and explore their interests more freely. We discussed where further consideration could be given to a more flexible approach to outdoor play to meet children needs, wishes and choice. The manager agreed to review this.

Rotas were in place that helped to ensure staff were deployed to meet the needs of children. This included when collecting children from school. This was a busy time and the manager reviewed this daily to help ensure children were safe. Recruitment was underway for additional staff, which would help with this time of the day and manage any unplanned absences.

Staff had undertaken training to support them in their role. For example, food safety and child protection. In addition, the manager shared on-line resources with staff to help them further develop their skills and knowledge. A system for recording training was in place and staff were encouraged to identify their own development needs. To strengthen this further, the service should evaluate how training is impacting outcomes for children.

Staff felt valued and had opportunities to contribute to service development. Their voice was recognised through regular feedback and this was having a positive impact on practice. Staff encouraged children to share their ideas and respected their views through voting systems, suggestion boxes and everyday conversations. One staff member told us "the way that I am involved in this is that we all give ideas on how we think the room should be laid out so that they are more accessible for the children".

Children thrive and develop in quality spaces 4 - Good

We evaluated this quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.

Quality Indicator: Children experience high quality spaces

Children were cared for in welcoming and spacious play areas that met their needs. Indoor play spaces had been reorganised and improved over a period of eight months. This included removing unnecessary furniture and ensuring toys and materials were more accessible. This helped meet children's physical needs and support their choice and independence. Children responded positively to these changes and told us they had more space to play.

Children had spaces to play alongside others which supported their wellbeing. They made good use of the sensory room to relax and chat together on the sofa. We discussed where children would benefit further from cosy spaces for relaxing. The manager agreed to review this.

Children could access play materials easily and play areas were well- resourced. For example, a range of experiences including construction, role play, and creative activities. One child told us they liked "the choice of activities available". We suggested expanding sensory play opportunities, such as water, sand, and play dough, which would support a sensory-rich environment for children, encouraging curiosity and creative problem-solving.

Children benefited from daily access to a large outdoor space. They enjoyed playing football and tennis together which promoted their physical skills, teamwork and confidence. We discussed the opportunity for more open-ended and loose parts materials to support creativity and risky play such as moving the mud kitchen and water pipes to the main play area. This would support children to experiment more freely and engage in imaginative play.

Children's sense of belonging was effectively supported through the provision of dedicated spaces for storing personal belongings, which helped them feel valued and secure within the environment. The service maintained a clean and hygienic atmosphere, with appropriate infection control measures in place.

A variety of safety measures helped keep children safe. These included, an alarmed entrance, up to date registers and risk assessments. One staff member told us "Reviewed our safety procedures when taking children on outings and looked at SIMOA". This is the Care Inspectorate's Keeping Children Safe campaign which is practice notes to help staff keep children safe. We discussed where children could be more involved in contributing to risk assessments. This would help them develop awareness of risk and responsibilities.

Children play and learn 4 - Good

We evaluated this quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.

Quality Indicator; Playing, learning and developing

Staff had improved children's play experiences by reflecting on their practice and making meaningful changes to daily routines. As a result, children experienced quality play experiences that met their needs and interests.

Play areas had been developed to ensure toys and resources were easily accessible, offering a wider range of options. As a result, children were observed to be engaged, settled and happy in their play. One child commented "It's fun. I love drawing and crafts".

Children moved naturally between areas such as construction play with Lego, computer games, role play and dressing up, drawing, and arts and crafts. For example, one child created a detailed drawing of a ship, while another designed a flip-flop using cardboard and a paper straw. These experiences supported creativity problem-solving, and self-expression.

Staff encouraged children's ideas by asking them what they would like to do and recorded comments and interests in floor books, which supported staff to plan experiences to meet their needs.

Transitions were generally well managed, however we discussed the importance of considering children's choice during transitions, particularly when all children went outdoors. We discussed reflecting on how transitions could be more flexible and child-led, ensuring children's preferences were respected and their play experiences were not unnecessarily interrupted.

Children are supported to achieve 4 - Good

We evaluated this quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.

Quality Indicator: Nurturing care and support

Staff knew children well and had formed positive relationships with families. They were able to discuss children's individual needs and showed warm, nurturing interactions. Staff joined in play experiences helping children feel valued and supported. One parent commented "staff are very approachable and will take on board any questions"

Snack time provided opportunities for social interaction and we saw some staff engaging in meaningful conversations with children. However, this was not consistent at busier times. We discussed the benefits of staff sitting at children's level with children during snack to promote inclusion and interest in children's experiences.

Dietary requirements were evident in menu planning and an allergy list was available and known to all staff. Children had access to water throughout the day, however, at lunch time diluting juice was offered to children. We signposted the manager to best practice guidance to support them to promote healthy options.

Families were warmly welcomed into the service and had contributed to children's personal plans. Personal plans were in the process of being updated as the level of detail contained in them were found to be varied when a review of them took place. One parent told us "I am asked to check over my child's plan and asked if I'm happy with everything".

All children had an 'all about me' booklet and individual jotters, which supported them to record their interests, wishes and choice. These resources were actively used by children to express themselves and revisit their personal learning journeys. Staff demonstrated awareness of these tools, using them to build relationships with children.

Children were confident and relaxed in their environment with staff responsive to their needs. The pace of the day was considered and supported children's wellbeing, allowing them to move freely and happily between play spaces.

Medication procedures were in place and staff were aware of children's individual requirements. We discussed where action plans could be in place for children requiring lifesaving medication. This would help ensure information is easily accessible to staff when needed.

What the service has done to meet any requirements we made at or since the last inspection

Requirements

Requirement 1

By Friday 28 February 2025, the provider must ensure all children's medication and health needs are reviewed and planned for. To do this, the provider must, at a minimum, ensure:

- a) all health needs are recorded in the child's personal plan, including clear signs and symptoms when they require medication
- b) all children who require medication must have a consent form in place
- c) all staff understand children's health and medication needs and know how to respond quickly and safely; and
- d) review medication consent at least every three months or at the start of a new term to check that medication is still required, is in date and that the dose has not changed.

This is to comply with regulation 4(1)(a) and Regulation 5 of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This requirement was made on 22 January 2025.

Action taken on previous requirement

Medication procedures had been reviewed with staff. Staff were aware of childrens health and medication needs and their role in supporting this. Appropriate systems were in place and medicines were stored safely within the playroom. Review information is recorded and parental consent forms were included with each medication, supporting safe and informed administration.

Met - within timescales

Requirement 2

By 30 April 2025, the provider must ensure children receive care in a clean, safe and well-maintained environment. To do this, the provider must, at a minimum:

- a) ensure furnishings and fixtures are well-maintained
- b) ensure play spaces are clean and tidy
- c) ensure internal and external repairs are actioned
- d) develop systems for monitoring, maintenance and repairs.

This is to comply with Regulations 4(1)(a) and (b)(welfare of users) and 10(2)(b)(Fitness of premises) of the Social Care and Social Work Improvement Scotland (Requirements for care Services) Regulations 2011 (SSI 2011/ 210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I experience and environment that is well looked after with clean, tidy and well-maintained premises, furnishings and equipment' (HSCS 5.24) and 'I am able to access a range of good quality equipment and furnishings to meet my needs, wishes and choices' (HSCS 5.23).

This requirement was made on 22 January 2025.

Action taken on previous requirement

A maintenance log is in place and used effectively to report and track repairs. Internal repairs have been completed in key areas, including the kitchen and toilet to maintain a safe environment.

Met - within timescales

Requirement 3

By 28 February 2025, the provider must ensure that children receive care in a well-ventilated space. To do this, the provider must, as a minimum ensure:

- a) playrooms are suitably ventilated
- b) remove mould where visible on walls or ceilings
- c) investigate and address the source of dampness

This is to comply with Regulation 10 (2) (c) (Fitness of Premises) of the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that 'my environment has plenty of natural light and fresh air, and the lighting, ventilation and heating can be adjusted to meet my needs and wishes'. (HSCS 5.19)

This requirement was made on 22 January 2025.

Action taken on previous requirement

The environment was monitored for cleanliness and safety. No mould or black spots were visible during the inspection. Toilets were equipped with functioning fans to support ventilation. In the kitchen area a fan was present but not in use when children were present due to excessive noise and had been identified as requiring repair. A dehumidifier was also in place to support air quality. Cleaning schedules were established and followed, contributing to a hygienic and maintained environment.

Met - within timescales

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 children's wellbeing, the provider should improve mealtimes, to help ensure children experience a relaxed and sociable experience. This should include, but not be limited to, ensuring children are involved in preparing meals to support their independence and have flexibility of when they wish to eat and drink.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I can enjoy unhurried meal times in as relaxed an atmosphere as possible' (HSCS 1.35). To support children's play and development, the provider should improve the environment to promote choices, challenge and creativity. This should include, but not be limited to, ensuring children can access well-organised play spaces, open-ended materials and reviewing daily routines.

This is to ensure care and support is consistent with the Health and Social care Standards (HSCS) which states that: 'As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open ended and natural materials' (HSCS 1.31) and 'I am able to access a range of good quality equipment and furnishings to meet my needs, wishes and choices' (HSCS 2.23).

This area for improvement was made on 22 January 2025.

Action taken since then

Children were supported to make independent choices around snack time. They chose whether to attend and confidently served themselves snack and drinks. The snack menu had been reviewed with children's ideas and voices actively considered promoting inclusion and ownership. The snack area was attractively presented, creating a welcoming environment.

This area for improvement has been met.

Previous area for improvement 2

To support children's play and development, the provider should improve the environment to promote choices, challenge and creativity. This should include, but not be limited to, ensuring children can access well-organised play spaces, open-ended materials and reviewing daily routines.

This is to ensure care and support is consistent with the Health and Social care Standards (HSCS) which states that: 'As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open ended and natural materials' (HSCS 1.31) and 'I am able to access a range of good quality equipment and furnishings to meet my needs, wishes and choices' (HSCS 2.23).

This area for improvement was made on 22 January 2025.

Action taken since then

Children could freely flow between spaces supporting autonomy and exploration. Daily routines had been reviewed, which helped improve play experiences. Staff provided resources that reflected children's needs and interests.

This area for improvement has been met.

Previous area for improvement 3

To support children's play and wellbeing the provider should ensure that the environment is reflective of children's needs. This should include, but is not limited to, ensuring playrooms are well furnished and children have access to a wide variety of toys and materials.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity' (HSCS 2.27) and 'I am able to access a range of good quality equipment and furnishings to meet my needs, wishes and choices' (HSCS 5.23).

This area for improvement was made on 22 January 2025.

Action taken since then

The environment was well resourced, offering a wide variety of play materials that supported children's choice and engagement. The room layout was open and welcoming, allowing children to easily view and access different areas. Spaces were well designed, including open areas for active play and a cosy corner that provided opportunities for rest and quiet time supporting children's emotional wellbeing.

This area for improvement has been met.

Previous area for improvement 4

To support children's wellbeing and development, the provider should ensure that quality assurance processes are improved and impact positively on outcomes for children and families.

This should include, but is not limited to, identifying and prioritising improvements needed and how they will be achieved, and ensuring they monitor the quality of provision across the service.

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

state that: 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19) and 'I use a service and organisation that are well led and managed' (HSCS 4.23)

This area for improvement was made on 22 January 2025.

Action taken since then

Staff have implemented changes in response to the previous inspection, showing a commitment to ongoing development. The manager had a clear and forward looking plan in place to support further progress. Feedback from parents had been positive, reflecting satisfaction with the changes made. Children's voices were actively promoted through visible voting systems, supporting choice and participation. There were no formal group times, allowing children to engage freely in play and learning at their own pace.

This area for improvement has been met.

Previous area for improvement 5

To support children's care, play and development, the provider should ensure staff are skilled and competent to support meeting the needs of the children. This should include, but not be limited to ensuring staff receive relevant training to support them in their role.

This is to ensure that care and support is consistent with Health and Social Care Standards (HSCS) which state: '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 22 January 2025.

Action taken since then

Staff were encouraged to access a range of online resources to support their professional development and understanding of best practice. Staff meetings were used effectively to facilitate discussion around current guidance. The manager had systems in place to identify and address gaps in staff learning and training.

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

Leadership	4 - Good
Leadership and management of staff and resources	4 - Good
Staff skills, knowledge, values and deployment	4 - Good
Children thrive and develop in quality spaces	4 - Good
Children experience high quality spaces	4 - Good
Children play and learn	4 - Good
Playing, learning and developing	4 - Good
Children are supported to achieve	4 - Good
Nurturing care and support	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

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

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 ਵਿਚ 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.