

Blacklaw Out of School Care Day Care of Children

Blacklaw Primary School
Glen Arroch
St Leonard's, East kilbride
Glasgow
G74 2BP

Telephone: 07950 154 228

Type of inspection:
Unannounced

Completed on:
4 November 2025

Service provided by:
Blacklaw Out of School Care a Scottish
Charitable Incorporated Organisation

Service provider number:
SP2019013316

Service no:
CS2019375280

About the service

Blacklaw Out of School Care is situated within Blacklaw Primary School, in a residential area of East Kilbride. The service provides care for up to 39 primary school aged children. Nearby amenities include local shops, transport links and primary schools. During the inspection, 21 children were present.

Children are cared for in a dedicated playroom and have easy access to toilets. They also have access to a large enclosed outdoor playground.

About the inspection

This was an unannounced inspection which took place on 3 and 4 November 2025 between 14:20 and 18:00. 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 and four of their family members
- Spoke with staff and management
- Observed practice and daily life
- Reviewed documents.

As part of our inspections, we assess core assurances. Core assurances are checks we make to ensure children are safe, the physical environment is well maintained and that a service is operating legally. At the time of this inspection, no improvements were identified relating to core assurances.

During this inspection, we 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

- A new manager was in post and they had began to review improvements needed within the setting, to support good outcomes for children.
- Quality assurance process should be reviewed to ensure these are robust and identify gaps.
- Staff were working together to develop relationships with each other, helping to promote a positive ethos for children.
- Staff could benefit from revisiting best practice guidance, to help strengthening their understanding of the importance of their interactions during play.
- Children could choose where to play in the playroom, helping to support their choices and wishes.
- Play materials and experiences should be reviewed to help support children's interests and enjoyment.
- Children were happy and settled in the care of adults.
- Children could mostly choose from a variety of healthy snack options, helping to support a healthy diet.

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	3 - Satisfactory / Adequate
Children play and learn	3 - Satisfactory / Adequate
Children are supported to achieve	4 - Good

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

Leadership 3 - Satisfactory / Adequate

Quality Indicator: Leadership and management of staff and resources.

We evaluated these quality indicators as satisfactory/adequate, where strengths just outweighed the weaknesses.

There had been recent changes within the service with a new manager in place and they had spent time becoming familiar with their role, the staff team and the setting. The manager was committed to developing an understanding of quality assurance, which meant processes and self-evaluation was in the early stages and not yet embedded or having an impact within the setting. We signposted them to 'A quality improvement framework for the early learning and childcare sectors: school age childcare', to support them when reflecting on their service and evaluating the quality children experience. This would contribute to an increased understanding of their role and support good outcomes for children (see area for improvement 1).

The service had a vision, values and aims in place, to help shape the approach to caring for children. This highlighted the importance of respecting the rights of children and their needs. A children's charter had been developed which set out what children expected from the service, helping to ensure their voice was heard and valued. However, the vision, values and aims had not been updated in quite some time. We discussed with the manager on reviewing the vision, values and aims, to ensure this was developed and shared with staff, children and families to reflect their aspirations. This would help them to feel involved and valued.

Staff were safely recruited, helping to ensure the right people were caring for children. This included carrying out interviews and receiving suitable references. Staff were registered with the Scottish Social Services Council (SSSC), who promote good practice within the workforce. We discussed with the manager on ensuring there is a record of interviews carried out during the recruitment process. This would provide opportunities for knowledge and skills to be recorded and considered.

Quality indicator: Staff skills, knowledge, values and deployment.

Staff had been working together to become familiar with each other and develop positive relationships following recent changes. This promoted a positive ethos for children who attended the service. Staff were beginning to work together to make improvements and they should continue to support each other during periods of change. This would help to strengthen connections and help to sustain improvements within the setting, supporting good outcomes for children.

Staff had completed some mandatory training such as child protection and trauma informed practice. This helped ensure children were kept safe from harm. However, staff could benefit from further training on developing an increased understanding of play and the role of the adult to help support children and improve interactions and engagement. We discuss this further under 'Quality indicator: Playing, learning and developing'. In addition, we discussed with the manager on ensuring there were opportunities for staff to reflect on training and the impact this has on their practice. The manager agreed to develop systems for this.

Children from the attached school used the service which meant school picks ups were completed internally. Staff supported these transitions from school by ensuring all children were greeted by a consistent adult, who was responsible for completing registers and checking numbers. This helped ensure that all children were welcomed into the service and accounted for.

Staff communicated with each other whilst caring for children. This helped ensure information was shared and supported the overall delivery of service. They supervised children to ensure they were kept safe. For example, when children had to access toilets out with the main play space on the second day of inspection due to a minor issue with the toilets in the playroom. A rota was in place which highlighted the tasks staff were assigned to, helping to ensure staff were aware of their responsibilities.

Areas for improvement

1. To ensure children experience a service that is well managed, the provider should ensure management develop and increase their understanding of their role.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states 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) and 'I use a service and organisation that are well led and managed' (HSCS 4.23).

Children play and learn 3 - Satisfactory / Adequate

Quality indicator: Playing, learning and developing.

We evaluated this quality indicator as satisfactory/adequate where strengths just outweighed the weaknesses.

Children explored the toys and materials available to them, sharing their ideas with their peers. For example, when engaging with arts and crafts or figures and cars. They accessed a small cupboard where there were dolls, cars, dinosaurs and role play items. Whilst children enjoyed accessing these materials, improvements were needed to the availability of toys and materials, to ensure children were able to have fun and engage in a variety of experiences. Children told us "It's ok here but I think there could be some improvements, like more stuff". An additional cupboard stored board games and other materials. However, these were not always used and when they were, they were only available for a limited time. An area for improvement was made at the last inspection and will be repeated. More information can be found at the back of this report.

Some staff consulted with children to support informal planning of experiences. They recorded children's voice and reflected on ways to act upon their ideas. This resulted in a small amount of resources being purchased, reflecting some children's interests and ideas. The service should strengthen this approach by providing experiences that support children's interests and aid fun and enjoyment. In addition, this would help ensure children's voice and their interests were at the heart of play opportunities.

Children had space to move about freely, moving the items they were using, supporting their choices and wishes. However, play spaces should be reviewed to ensure these are supportive of children's experiences.

For example, ensuring there are materials on offer and presented in a way that helps and reflects children's choices. In addition, we discussed reviewing cosy spaces for children for them to be able to rest and relax, following a day at school. The manager agreed to review this.

Whilst there was reference to national frameworks, such as, 'The Playwork Principles', which outlined the importance of play and adult engagement, at times interactions were limited and staff displayed more of a supervisory role. This meant there were missed opportunities to enhancing and supporting children's ideas, creativity and overall play. Improving staff interactions would support children's fun and engagement. We made an area for improvement at the last inspection and this will be repeated. More information can be found at the back of this report.

Children are supported to achieve 4 - Good

Quality indicator: Nurturing care and support.

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.

Children were settled and comfortable at the setting. They were familiar with staff and the routines, helping them to feel safe and secure. Children were happy in the care of adults and approached them if they needed help or assistance. Staff interacted with children in a nice way, helping to ensure children felt safe and supported. Families commented positively on staff and told us they were "very friendly, approachable and welcoming" and "the team are great with the kids and are very approachable".

Children sat together at snack time, supporting opportunities for them to chat together. Some food options included toast and fruit. The manager had recognised where snack options could be improved, to ensure all choices were health promoting. For example, reducing the use of jams, juices and biscuits. One child told us 'we sometimes get fruit, like pears and apples. My favourite is apples'. We discussed best practice guidance and signposted the service to 'Setting the table', to review healthier options provided for children. Parents told us "my child always loves snack".

Personal plans in place for children highlighted children's individual likes, dislikes and interests. The helped ensure their individual needs could be met. Children were encouraged to complete part of their own personal plan, sharing their individual preferences. This supported children to feel included and respected within the service. Plans were updated in line with best practice.

Parents were welcomed into the service when collecting their child. This provided opportunities for staff to share any information and helps to strengthen relationships and connections. Families told us "staff make the time to communicate with me every day" and "always welcomed with a brief update on how the session has been".

Medication was stored appropriately and permission forms were completed by parents and signed by staff. Administration forms were in place to record when medicine was given to children. We discussed where some information gathered could be improved to ensure this was clear when administering medicine. For example, the signs and symptoms staff should be aware of. The manager acknowledged this and agreed to review. We signposted the service to medication guidance to support them with this.

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

Requirements

Requirement 1

By 1 July, the provider must ensure children experience a well managed service and are kept safe.

To do this, the provider must, at a minimum:

- a) Provide details of the new committee members to the Care Inspectorate; and
- b) Complete safety checks as directed by the Care Inspectorate.

This is in order to comply with Regulation 6(1) Fitness of providers and Regulation 13(1) Protection of vulnerable groups listings 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:

'I use a service and organisation that are well led and managed' (HSCS 4.23).

This requirement was made on 17 May 2024.

Action taken on previous requirement

The provider had made the relevant notifications to the Care Inspectorate in relation to new committee members. This had allowed for checks to be carried out, helping to ensure the right people were caring for children. In addition, the new committee was keen to support the service to make improvements and had engaged well with the Care inspectorate throughout the inspection and during feedback. Therefore, this requirement is met.

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 support children's learning and development, the manager should ensure children have opportunities that reflect their interests, stimulate their natural curiosity and promote fun and enjoyment.

This should include, but is not limited to, providing enough toys and materials for children to access and choose from.

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

This area for improvement was made on 17 May 2024.

Action taken since then

There had been some progress in addressing this area for improvement, such as, purchasing a small amount of toys and materials. However, improvements were still needed to ensure children experienced high quality play materials and opportunities. Therefore, this area for improvement is not met and we will assess this at the next inspection.

Previous area for improvement 2

To help ensure children experience a service that is well managed, the provider should develop their understanding of their role and responsibilities as a childcare provider.

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

'I use a service and organisation that are well led and managed' (HSCS 4.23).

This area for improvement was made on 17 May 2024.

Action taken since then

Since the last inspection, there had been changes to the committee. Improvements to engagement with the service and the Care Inspectorate had been acknowledged. However, the committee members had agreed they needed some support in understanding their role as a provider of a daycare of children service. Therefore, this area for improvement is not met and we will assess this at the next inspection.

Previous area for improvement 3

To help ensure children's learning, development and overall wellbeing is supported, the manager should monitor staff engagement and address gaps identified.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states 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 17 May 2024.

Action taken since then

The new manager had not yet carried out any formal monitoring of staff practice to identify gaps and any supports needed. They had shared their plans moving forward to support staff and make improvements.

This included reviewing their quality assurance processes and referring to guidance for support. Therefore, this area for improvement is not met and we will assess this at the next inspection.

Previous area for improvement 4

To support children's wellbeing and the development of positive relationships, management should review processes to support family engagement.

This should include, but not limited to, welcoming parents back inside the building.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states 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 is to ensure staff skills and knowledge is consistent with Care Inspectorate document, 'Me, my family and my childcare setting'.

This area for improvement was made on 17 May 2024.

Action taken since then

During the inspection, parents were observed to be welcomed into the service to collect their children. Staff engaged in conversations with staff and this provided an opportunity for information to be shared on children's afternoon and strengthen relationships. Therefore, this area for improvement is 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	3 - Satisfactory / Adequate
Leadership and management of staff and resources	3 - Satisfactory / Adequate
Staff skills, knowledge, values and deployment	3 - Satisfactory / Adequate
Children play and learn	3 - Satisfactory / Adequate
Playing, learning and developing	3 - Satisfactory / Adequate
Children are supported to achieve	4 - Good
Nurturing care and support	4 - Good

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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
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