

The Glasgow Academy - Kelvinbridge After School Care Day Care of Children

25 Colebrooke Street
Glasgow
G12 8HE

Telephone: 01413 425 487

Type of inspection:
Unannounced

Completed on:
14 October 2025

Service provided by:
Glasgow Academicals War Memorial
Trust

Service provider number:
SP2003003598

Service no:
CS2004077312

About the service

The Glasgow Academy - Kelvinbridge After School Care registered to provide an after school and holiday care service to a maximum of 100 children aged from three years to 14 years. Kelvinbridge After School Care is one of several services provided by Glasgow Academicals War Memorial Trust. The service operates from refurbished accommodation within traditional buildings in the west end of Glasgow. The service is close to local shops, parks and travel links.

About the inspection

This was an unannounced inspection which took place on 14 October 2025 between 09:30 and 15:45. This 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 and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:

- spoke with children attending the service
- received electronic feedback from 22 families whose children attended the service
- received electronic feedback from ten staff who worked in the service
- 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.

Key messages

- Children experienced warm and supportive caregiving and engaged in fun play experiences that were responsive to their changeable interests and demands.
- We found that staff promoted a culture within the service that focussed on promoting the children's rights to play.
- The management and staff had a clear understanding of how they wanted to take forward quality improvements within the service.
- The leadership approach was founded on principles of high-quality care and learning and active engagement with children and their families.
- Robust safe recruitment practices were in place, ensuring all staff were suitable to work with children.
- Opportunities for engaging children in personal planning could be extended and provide children with a greater sense of ownership of their next steps for play and development.

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	5 - Very Good
Children play and learn	5 - Very Good
Children are supported to achieve	5 - Very Good

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

Leadership 5 - Very Good

Quality indicator: Leadership and management of staff and resources

We found major strengths in this aspect of the setting's work and identified very few areas for improvement; therefore, we evaluated this quality indicator as very good.

The leadership approach we observed in place was clearly founded on principles of high-quality care and learning and active engagement with children and their families. The manager was committed to providing the highest standards for children, and families. The manager and staff were committed to including all stakeholders in the design and review of their vision, values and aims. We discussed how these might be regularly reviewed and adapted to highlight key aspirations of the children and families who currently use the service.

The manager had gathered feedback from parents and children to help change and inform ongoing improvements to the service. Effective communication between the manager and the staff team ensured an understanding of the service's improvement goals. One parent commented: "The out of school club are always trying to involve parents as much as possible. I feel that anything I see or suggest is always taken on board." The manager had created conditions where all staff feel increasingly confident to initiate well-informed change and share responsibility for the process. Staff told us how they engaged meaningfully with self evaluation and used team meetings to discuss and reflect on their practice. We highlighted practical consultation strategies for widening family engagement in the improvement planning process. The manager agreed these would enhance communication with parents and help strengthen the capacity of service to deliver care and support tailored towards children's and families' particular needs and choices.

The manager ensured staff had a clear understanding of the importance of maintaining a safe and secure environment for children. Comprehensive risk assessments were in place for all indoor and outdoor play areas, and these were regularly reviewed and updated to reflect changes in activities, equipment, and environmental conditions. Staff conducted daily checks before children arrived, ensuring that any potential hazards were identified and addressed promptly. Children were encouraged to participate in safety routines, fostering their awareness and understanding of personal safety. The service also maintained detailed records of incidents and near misses, which were used to inform future planning and improve safety measures. We found auditing and monitoring processes were in place that covered key areas such as personal plans, medication, accidents and incidents. These processes promoted children's safety and staff accountability across the service.

The importance of recruiting and retaining a stable and skilled team was recognised by the manager as essential to the wellbeing of children and staff. Safe recruitment practices were in place, ensuring all staff were appropriately vetted and suitable to work with children. We highlighted the value of adapting current induction procedures to reflect best practice approaches outlined in the Scottish Government's national induction resource. This can help to enhance the systems in place for ensuring newly recruited staff have the knowledge and skills necessary for providing high-quality care for children and that they fully understand their responsibilities within the team.

Children play and learn 5 - Very Good

Quality indicator: Playing, learning and developing

We found major strengths in this aspect of the setting's work and identified very few areas for improvement; therefore, we evaluated this quality indicator as very good.

We found that staff promoted a culture within the service that focussed on promoting children's right to play through a wide range of creative, imaginative and physical play experiences. Children were consulted and their ideas listened to inform daily, weekly and monthly play plans. We found that children had lots of freedom to pursue their own play ideas during the observed session. This promoted children's choice and independence in their play. We looked at examples of play experiences that had been captured in displays and personal plans. These provided evidence that children were happy and confident in their play and this was consistent with our observations on the day of the inspection.

Staff encouraged children's interactions with each other, and recognised the important role other children have in enriching play. Staff used a variety of approaches to respond to children's cues to support development of self-regulation, empathy, confidence, creativity and curiosity. Staff understood that interacting and exploring with children was a valuable way to foster understanding, and a sense of wonder and excitement about the world. This enabled children to make the most of their interactions and experiences. We found children had opportunities to participate in a variety of creative and active play experiences including: baking activities, loose parts play, den building, a variety of arts and crafts, board games, skipping, wheely boards, digital computer games, bracelet making, "detectorist" hunting activities, table tennis, football, face painting, hula hoops, twister, doll play, recycling activities, computer programming and a variety of small and larger scale construction activities. During term time holidays the children also had opportunities to visit a variety of local places of interests including the Botanic Gardens, Kelvingrove Art Gallery, the zoo and outings to an Ayrshire beach. The balance of organised and freely chosen extended play opportunities provided opportunities for children to develop social and physical skills, confidence and self-esteem as well as awareness of the wider community.

Staff had a good understanding of the playwork principles and used this to support children's play experiences. They told us how they used observations of children's play to develop opportunities for children's independence and creativity. We shared some additional approaches to observation that could help staff to identify the experiences that engage children most. Staff were enthusiastic about trying these and understood how they could further enhance children's play.

Children are supported to achieve 5 - Very Good

Quality indicator: Nurturing care and support

We found major strengths in this aspect of the setting's work and identified very few areas for improvement; therefore, we evaluated this quality indicator as very good.

Children were cared for in a friendly and welcoming environment where children and families felt valued and supported. Staff told us how they worked with children to create spaces and experiences which were culturally sensitive, accessible and inclusive for all. Staff knew the children and families very well and this helped them respond sensitively responding to individual needs and circumstances. Families had opportunities to discuss their child's care and development, both informally and formally. Children told us that when they had an accident or a fall staff were warm, caring and nurturing. We found these actions supported an overall approach where children's sense of security and confidence was being actively fostered.

Throughout the play session we observed it was clear that children experienced warm and supportive caregiving. We observed staff adapting daily planned activities and being responsive to children's changeable interests and demands. Children were spoken and listened to in ways that promoted self esteem, encouraged them to feel valued as well as responsible for their play choices. One parent told us: "The staff could not be more engaged and caring. The environment, activities provided for the children and team are excellent. My daughter has loved being here". Another parent commented: "The staff are all very nurturing and friendly towards children and parents. The resources and activities set up are always engaging for a variety of stage and abilities of children. Staff speak with children to develop strong and positive, supportive relationships."

We looked at how the service's planning approaches for children's care, play and development ensured they experienced positive outcomes. The manager told us how they worked with parents to ensure personal plans included the key information needed to provide appropriate care, meet any medical needs and take forward children's play interests. We discussed with the manager approaches that may make a gathering of personal planning information more collaborative and provide children with a greater sense of ownership of their next steps for play and development. We discussed with staff how personal plans had potential to include a forward-looking element that highlighted the children's own play goals. The manager agreed that this would provide time and space for children to regularly review, evaluate and adapt their plans. It can enhance the existing approach to personal plans by ensuring they become a meaningful forward-looking planning tool that supports children's ownership of developmentally challenging play opportunities.

We reviewed the service's policy for the storage and administration of medication and found this had been updated to reflect the current national good practice guidance. This provided assurance to parents that children's health and wellbeing needs are met safely and effectively.

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	5 - Very Good
Leadership and management of staff and resources	5 - Very Good
Children play and learn	5 - Very Good
Playing, learning and developing	5 - Very Good
Children are supported to achieve	5 - Very Good
Nurturing care and support	5 - Very 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.