

Making Memories Childcare Ltd (Out Of School Care) Day Care of Children

Bridge Building
Amochrie Road
Paisley
PA2 0LB

Telephone: 07881127870

Type of inspection:
Unannounced

Completed on:
28 October 2025

Service provided by:
Making Memories Childcare Ltd

Service provider number:
SP2022000256

Service no:
CS2022000388

About the service

Making memories is register to provide a care service to a maximum of 30 children from 2 years to primary school age at any one time.

Nursery 9am to 3pm, term time only.

- of those 30 children no more than 5 are aged 2 years to under 3 years;
- no more than 24 are aged 3 years to those not yet attending primary school and:

After school Care, 7am to 9am, 3pm to 6pm and Holiday Club 7am to 6pm.

- no more than 30 are attending primary school.

At the time of inspection the nursery provision was not yet established. Only the after school care was inspected and is included in this report.

The after school care is located in the Foxbar area of Paisley, Renfrewshire. The service is close to local shops, parks and other amenities. Children are accommodated in two playrooms, and an enclosed outdoor garden.

About the inspection

This was an unannounced inspection which took place on 27th and 28th October 2025. 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 three of their family
- Gathered feedback from twelve families through online questionnaires
- Spoke with staff and management
- Observed practice and daily life
- Reviewed documents
- Spoke with the service provider

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 the core assurances.

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

- The leadership team and staff had improved their approach to quality assurance which supported positive outcomes for children.
- The service had embedded a culture of continuous improvement which enhanced the delivery of high quality practice.
- Children had fun and were developing social and life skills through engaging play, creative experiences and responsive planning.
- Staff skills, knowledge and interactions enriched children's play and learning experiences.
- Children were nurtured, respected, and supported to achieve positive outcomes.
- Effective personal planning supported children's wellbeing.
- Families were valued and supported by the team.

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 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 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.

The service's vision, values, and aims were clearly visible and actively shared by the team, the children, and families. Following our previous inspection, the team had explored the Playwork Principles, and we could see the emerging impact of this on staff practice, activity plans, and floor books. We encouraged the team to continue with plans to further embed the Playwork Principles, alongside the United Nations Convention on the Rights of a Child (UNCRC) and Getting It Right for Every Child (GIRFEC) to strengthen a rights-based and wellbeing-focused practice in the service.

Following the previous inspection, the team had developed an effective process for self-evaluation and improvement planning. A well-considered improvement plan with relevant priorities and SMART targets had been created, supported by reflective questions: 'What do we do?' 'How do we know?' and 'What are we doing next?' This approach demonstrated a commitment to continuous improvement underpinned by a quality improvement framework for school aged childcare. We discussed the focus for the team should now be to develop a robust method to measure the impact of improvement actions, ensuring changes made led to positive outcomes for children and their families.

Leadership fostered a culture of shared responsibility and accountability in the service. The team had recently introduced lead roles to support a distributed leadership approach to quality assurance and improvement planning. Once fully embedded lead roles could support the service delivery and shared ownership of changes in the setting. We highlighted that continued support and development of these roles would be essential to sustain improvement and build staff confidence. We signposted the Care Inspectorate HUB for best practice guidance that could support the development of leadership roles underpinned by current theory and practice.

The service actively promoted participation with children and families to influence improvements in the service. Initiatives such as 'Question of the Month' and planned questionnaires demonstrated a commitment to partnership working. Further embedding these approaches would empower children and families to feel connected to the service and drive improvements. Some parents told us they would like more feedback about activities their children had been involved in at collection times. The provider and manager agreed to review current procedures and progress in partnership with children and their families.

Quality assurance processes had improved since our previous inspection. A yearly and monthly calendar had been established, which supported the manager and staff to understand their roles and actions to be completed linked to their delegated responsibilities. The team should continue to embed this process to ensure robust monitoring and quality assurance systems maintain high-quality service delivery.

We sampled staff recruitment files and found the service followed safer recruitment guidelines. Staff induction programmes were completed over six months using the national induction resource and challenge questions. Mentoring of new staff was established in the team. New staff told us they felt welcomed and supported in their role. This structured approach supported the development of a confident staffing team that promoted positive outcomes for children.

All staff were appropriately registered with the SSSC, with some working towards qualifications relevant to their roles. Professional codes of practice were understood by staff and adhered to in line with the service policies and procedures. Both new and existing staff had engaged in a wide range of professional learning opportunities, including in-house sessions and online training via Flick. This demonstrated a commitment to professional development by staff and the providers to ensure a high-quality service.

Children play and learn 5 - Very Good

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 having fun and engaged in a variety of play and leisure experiences on the days of inspection. Children enjoyed spending time with their peers and staff engaged in imaginative, creative, and active activities that were linked to current interests. These opportunities helped build children's confidence and develop their social skills. Children could free flow between indoors and a large, enclosed garden which further enhanced their play. One parent told us "My child likes the range of activities that are on offer."

The environment and resources available, including digital technology, provided a playful and stimulating space that sparked children's interests and curiosities. Staff incorporated children's interests into the environment such as a STEM corner, fuzzball and snooker tables for older children. This supported children to flourish and develop at the out of school care. Children told us about making junk model robots at the STEM corner and how much they enjoyed the activity.

Playwork Principles and children's rights were evident in the service. Children had ownership of their play and were empowered to make choices of what they wanted to do, supporting a rights respecting approach to play. Children met with staff weekly to make mind maps for snack options and activities on offer the following week. This approach enabled staff to provide a balance of adult-initiated and child-led play opportunities. One parent told us "My child is given sense of responsibility by making own breakfast and making decisions". Staff told us they are continuing to work with children to further explore the Playwork principles and how this influenced their practice as partners in play. Staff told us they now understood the impact they had on play and were mindful of extending children's play without directing or interrupting.

Children benefited from fun, caring and respectful care from staff. Staff were attuned to children's verbal and non-verbal communication and provided appropriate support to enable children to manage their emotions and self-regulate. Staff were responsive, giving children time to think, space when required, and listening to their voices. This supported children to feel safe and valued at the out of school care. One parent told us the service is "very accessible and my child really enjoys going there before and after school."

Children were at the centre of planning in the out of school care. We found experience and opportunities were flexible, responsive, and based on children's current interests and needs. Floorbooks reflected a variety of activities, including themed experiences and those linked to children's self-identified next steps. Children's voices were evident in planning and floorbooks. This highly responsive approach ensured children were included in planning and developing a range of skills for life and learning.

Children's achievements, including those shared from families and home, were recognised and celebrated through personal plans and newsletters. We shared some ideas to further enrich this approach to enable children to revisit their achievements and consolidate their learning with the staff and children at the out of school care.

Children are supported to achieve 5 - Very Good

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's emotional wellbeing was consistently supported by responsive and intuitive staff. Staff demonstrated strong knowledge of individual children's needs and responded promptly when extra help or comfort was required. One parent told us "I love how well they know my children". Staff had recently completed Adverse Childhood Experience (ACE) and Trauma informed training which supported their knowledge and understanding of the nurture principles and the importance of relationships. This supported children to feel safe, valued, and confident to express their needs and emotions.

Following our previous inspection, the team had reviewed and improved the snack time experience for children. The team had introduced a rolling snack time to allow children to make the choice on when they would like to eat without interrupting their play. The team had also created a quieter space to help children relax and enjoy an unhurried mealtime. Snack times now promoted independence as children self-select and serve snacks and drinks. Food on offer was nutritious and reflected children's dietary needs. Weekly snack menus were developed with children's input, and a visual menu supported inclusivity and choice. Water was readily available throughout the day to ensure children remained hydrated. One parent told us "My children feedback about the different things they get to eat each week. They also love being responsible for their own washing up."

Personal plans effectively supported children's wellbeing and development. Plans were linked to SHANARRI wellbeing indicators, with clear next steps and goals documented in plans and floorbooks. Plans and routines were flexible and tailored to individual needs and preferences. Children with additional support needs had clear plans and strategies that were flexible and responsive to individual needs. Medication and health needs were managed safely and effectively. Processes for recording medication administration and monitoring head injuries were robust. This process supported children's rights and valued children as individuals. One parent told us "Care plans are great - very detailed. Allows me to fully express where my child needs support".

Transitions were well-planned to ensure children felt safe and secure. The team had introduced a settling-in procedure due to an increase in children attending. We found the settling in procedure was thoughtfully managed for new starters and their families. Adjustments had been made to the environment and resources in the setting to accommodate an increase in the number of children, this enabled the team to maintain a calm and supportive environment. One parent told us "All staff are approachable, friendly and professional. They work to a very high standard and genuinely care about every child in their establishment." Children were now provided opportunities to be helpers in the setting. Children took pride in their jobs and supported younger or newer children at the service.

Families were welcomed into the setting during drop-off and collection, and open days which provided opportunities to explore the environment and engage with staff. The team valued relationships with families which were respectful, and meaningful. One parent told us "I feel they not only know me now but also my child." The team were motivated to continue to develop their engagement with families and were planning a family pamper night in the service. Innovative approaches, such as the implementation of Bright Starts Breakfast fund, which supported children to access healthy breakfasts and childcare for parents to attend studies or work. This impacted positively on the quality of care and support, both at home and in the setting.

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 the quality of service delivery continues to develop, the new manager with support from the provider, should continue to embed robust quality assurance processes covering key areas of practice. This should include, but not be limited to, completing SSSC registration audits, establish clear GDPR policies and procedures in connection to online platforms.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state: 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

This area for improvement was made on 20 November 2024.

Action taken since then

The manager, with support from the provider, had developed and embedded a robust quality assurance calendar which clearly identified key tasks to be completed monthly and across the year. We could evidence the positive impact this process was having on outcomes for staff and children. We were satisfied with the actions the service had taken. **This area for improvement has been met.**

Previous area for improvement 2

Children, young people, and their families, should be confident that they will be protected from harm, as the people caring for them are aware of the local and national policies, processes, and procedures to follow in the event of a potential risk or child protection concern. The child protection coordinator should attend relevant training to ensure they are confident and competent in recognising and responding to any protection concern, should they arise.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'I am protected from harm, neglect, abuse, bullying, and exploitation by people who have a clear understanding of their responsibilities' (HSCS 3.20).

This area for improvement was made on 20 November 2024.

Action taken since then

The manager, who was the allocated child protection coordinator, had completed lead child protection training. They were more confident in responding to any concerns or safeguarding issues that could arise at the setting. Safeguarding and Child protection was the focus of the teams self evaluation, linked to the quality improvement framework, quality indicator 'Safeguarding and child protection'. The whole team had refreshed their child protection training and were completing monthly quizzes and discussing potential scenarios and actions. We were satisfied with the actions the service had taken. **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
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

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