

Gigglebox Out of School Care Day Care of Children

Stanley Primary School
Stanley Road
ARDROSSAN
KA22 7DH

Type of inspection:
Unannounced

Completed on:
28 October 2025

Service provided by:
Gigglebox Out of School Care Ltd

Service provider number:
SP2016012787

Service no:
CS2016350640

About the service

Gigglebox Out of School Care is registered to provide a care service to a maximum of 30 children attending primary school only. The service is based within Stanley Primary School, Ardrossan, North Ayrshire and is located within close proximity to local amenities including parks, green spaces and transport routes.

At the time of our inspection, 37 children were registered with the service.

About the inspection

This was an unannounced inspection which took place between 22 and 28 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
- spoke with the provider and staff team
- issued an electronic questionnaire to parents/carers and received no responses
- assessed core assurances, including the physical environment
- 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 and that a service is operating legally. At the time of this inspection, no improvements were identified relating to 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

- Children were happy and relaxed at the service.
- Children were welcomed into the service by friendly and approachable staff.
- Children independently led their own play experiences.
- Approaches to parental engagement could be developed further to ensure parents are included in the life and development of the service.
- Quality assurance approaches were beginning to impact positively on children's experiences and should continue to be embedded.

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	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 both quality indicators within this heading 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

The provider had prioritised addressing the suggested improvements from the previous inspection. As a result, the identified areas for improvement had been met, and the service was making good progress in enhancing children's daily experiences.

The service had developed processes to consult with children and families, supporting meaningful participation in service development. A suggestion box was available to encourage ongoing feedback from children, and questionnaires had been used to gather views on specific aspects of the service. These approaches enabled the service to consider the views of children and parents/carers when planning improvements, helping to ensure that experiences were responsive to their needs and preferences. The team should now ensure that where suggestions have led to improvements, this is shared to ensure families feel that their views are listened to and valued.

The provider had reviewed their approach to quality assurance. Processes had been established, although these were still at an early stage of implementation. A monitoring calendar was in place; however, monitoring was not consistently carried out as planned. For example, while floor books had been signed off, they had not been updated. Keeping a clear record of what area of service delivery was monitored, the findings, and who received the information, would support a more robust approach to improvement. The provider should continue to embed quality assurance processes to ensure children experience a consistently high-quality service.

Some self-evaluation had been undertaken and had informed the service improvement plan. This process included staff discussions and reflections on aspects of service delivery, such as family engagement. The use of a self-evaluation framework could further strengthen these processes by enabling the team to consistently focus on experiences and outcomes for children and families. We signposted the provider to the guidance document, 'A quality improvement framework for early learning and childcare sectors: school age childcare.' The self-evaluation toolkit, including challenge questions, will further assist the team in identifying outcome-focused improvements.

The service followed safe recruitment procedures in line with best practice guidance to suitability for working with children. As part of this process, children were supported to contribute their views by developing questions for candidates. This helped ensure that children's voices informed recruitment decisions. All necessary pre-employment checks were completed, and staff were appropriately registered with the Scottish Social Services Council (SSSC), with the provider maintaining oversight of registration status.

Quality Indicator: Staff skills, knowledge, values and deployment

A core staff team, including the provider and two staff members, provided continuity of care for children and supported the development of positive relationships. The provider worked alongside staff, offering daily support, which helped to foster a positive working environment. Absences were managed using the service's own recruited supply staff, ensuring familiarity with the children and maintaining continuity of care. This approach contributed to children feeling secure and settled.

The provider was qualified to degree level, and the senior staff member was working towards higher-level qualifications. They had begun to engage in reflective discussions, which led to early improvements in practice. For example, changes to the collection process from the gym hall supported smoother transitions for children and enhanced communication with parents.

Staff training opportunities were beginning to impact positively on experiences for children. Almost all staff had completed mandatory training, including first aid and child protection, which kept their knowledge of procedures fresh. Further consideration should now be given to how staff can reflect on training and apply it in practice, to enhance children's experiences and inform ongoing service improvements.

Staff worked well together as a team, organising themselves effectively across play spaces. This supported smooth transitions and contributed to children's safety and wellbeing. Mobile devices, including two-way radios enabled staff to communicate to each other about children's movements. This meant children were well supervised, with staff aware of their whereabouts at all times.

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

Children experienced fun and engaging play opportunities that supported their independence. A range of freely chosen and planned activities promoted choice and autonomy in play. Children showed particular interest in imaginative and creative experiences, such as making seasonal crafts, creating a pet hospital, and building structures with wooden blocks. Staff demonstrated a good understanding of individual children and used a balanced approach to interaction, knowing when to step in and when to stand back. This enabled children to lead their own play, build confidence, and access support when needed.

Whilst the systems for planning for play and learning did not fully evidence how children's interests were used to influence play and learning experiences, children told us that staff listened to their ideas and used their interests and real life experiences to plan and extend their play. For example, children shared that they wanted to make Halloween crafts, and this was available during our visit. This demonstrated that staff were responsive to children's interests in practice. To strengthen this further, staff should ensure that planning tools, such as floor books, are kept up to date and clearly reflect children's voices and contributions.

During school holidays, children were consulted about the outings and activities they wished to participate in. Their views informed the holiday activity planner, which was completed in advance and enabled families to book sessions that matched their child's interests. This demonstrated that children's opinions were respected. As a result, children were happy and confident, knowing what to expect from their day.

The service had implemented communication methods to help families feel informed and involved. A notice board was used to share key information about the service such as their professional registrations. In addition, the newly introduced 'WhatsApp' texting system enabled timely communication with parents and carers, supporting regular updates and reminders. These approaches helped strengthen relationships with families and contributed to a shared understanding of children's experiences within the setting.

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 were kind and caring in their approach towards children, demonstrating compassion and friendliness in their interactions. The newly implemented keyworker system had contributed to the development of meaningful relationships with children and families. As a result, children felt secure, confident, and well supported in their environment.

Staff knew children well and were able to describe their individual needs, personalities, and interests. Personal plans had been implemented for all children, and the quality of information gathered had improved. However, the review process for personal plans was inconsistent. We discussed with the provider that all plans must be reviewed at least every six months, or sooner if required, in line with legislative guidance. We suggested that children could be more regularly involved in updating their plans to empower them to take ownership of their play and learning while attending the service. The provider agreed that reviews would be better planned to ensure children consistently received the right support at the right time.

Children were actively involved in snack planning through a creative approach, where snack options were placed on a spinning wheel and used to inform weekly choices. Children demonstrated independence by pouring their own drinks and spreading butter or jam on their pancakes. While this supported the development of self-help skills, staff should ensure consistent monitoring of handwashing routines to promote good hygiene. Supervision levels varied, with occasions where staff left the snack area to assist children elsewhere. The service should review supervision arrangements during snack to ensure children are appropriately supported and safe throughout their mealtime experience.

Staff had worked with children to revisit and reinforce rules and expectations within the setting, promoting respectful interactions and helping children understand developmentally appropriate boundaries. To further support children's ownership and inclusion, we discussed with the provider how children could take a more active role in leading aspects of the service. For example, the development of a children's committee would enable children to contribute to decision-making and influence their experiences. This approach would promote a sense of belonging and empowerment.

We discussed the need to introduce a risk assessment to support the safe arrival of children travelling to the setting by public transport. This should clearly outline roles and responsibilities for staff, transport providers, and parent/carers to ensure the child's wellbeing during this transition. This should support a consistent and safe approach to managing the child's journey and ensure clear accountability across all parties involved.

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 high quality care and support for children, the provider should ensure that all staff have access to a program of core training to support them within their role. Priority should be given to staff accessing further training in Child Protection.

This is to ensure that staffing is consistent with the 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) and "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 9 July 2024.

Action taken since then

Staff had undertaken training relating to trauma informed practice and child protection. This enabled them to promote high quality care and support for children.

This area for improvement was met.

Previous area for improvement 2

To ensure that staff safely recruited and deployed affectively to meet children's needs, the provider should ensure that all staff working with children are registered with a regulatory body, 'The Scottish Social Service Council (SSSC)' or equivalent. All staff should apply for registration within three months of gaining employment and be registered by six months. The provider should develop appropriate quality assurance process to ensure they have an overview of all staffs registration requirements.

This is to ensure staffing is consistent with the 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 9 July 2024.

Action taken since then

The provider had reviewed and improved their staff recruitment processes. As a result, all staff caring for children were registered with an appropriate regulatory body and were deployed effectively to meet children's needs.

This area for improvement was 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 play and learn	4 - Good
Playing, learning and developing	4 - Good
Children are supported to achieve	4 - Good
Nurturing care and support	4 - Good

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