

Go Kids Victoria Day Care of Children

Victoria Primary School
Middlefield Road
Falkirk
FK2 9DH

Telephone: 07923655224

Type of inspection:
Unannounced

Completed on:
30 October 2025

Service provided by:
Great Oaks Kids Club (G.O. Kids)

Service provider number:
SP2003002658

Service no:
CS2003011352

About the service

Go Kids Victoria operates a school-aged childcare service from Victoria Primary School, Falkirk. Forty-eight children can be cared for at any one time and the service offers an after school club as well as childcare during Falkirk Council school holidays. At the time of inspection there were thirty-three children currently registered in the service.

Children have access to the large dining hall in the school and occasional access to the gym hall. The outdoor space can be accessed through a security door at the rear of the service. Toilets are situated close to the dining hall. There are amenities close by such as shops and have good transport links.

About the inspection

This was an unannounced inspection which took place on Wednesday 29 October and Thursday 30 October 2025, between 14:30 and 18:00. 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:

- spent time with four children using the service and spoke with three families
- received four completed questionnaires from families
- spoke with two staff and the management team
- 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, the physical environment is well maintained and that a service is operating legally. At the time of this inspection, improvements were identified relating to core assurances. We have reported where improvement is necessary within children thrive and develop in quality spaces.

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

- Children were regularly consulted, and their ideas informed daily, weekly, and monthly play plans.
- Children benefited from warm, nurturing interactions with staff who knew them well.
- While most areas of the setting were safe and welcoming, the toilet facilities did not meet children's needs.
- Areas of concern around the environment which were identified by staff and management had not been monitored or fully reflected on through self-evaluation, for example, concerns around the toilets.
- Resources were easily accessible and reflected children's current interests and developmental stages, which empowered them to make choices and direct their own play.
- The staff team demonstrated a strong commitment to the value of play in supporting children's learning and development.
- Opportunities to include families in the service and welcome their feedback was provided through questionnaires, informal chats and online platforms.

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 thrive and develop in quality spaces	2 - Weak
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 3 - Satisfactory / Adequate

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

Leadership and management of staff and resources

The current vision, values and aims of the service were promoted by staff through their practice and experiences offered to children. For example, children and families were warmly welcomed into the service. This created an inclusive and supportive environment. The service was reviewing its vision, values, and aims in partnership with children, families and the staff team to support the delivery of high quality, child centred care.

Children were encouraged to take on monitoring roles which provided structured opportunities for them to express their views and influence change. This fostered a sense of ownership and empowerment. Family involvement was welcomed and their feedback was provided through questionnaires, informal chats and online platforms. A family shared "Always included in what's going on and asked for opinions on how to do better but they do a great job".

Some quality assurance had been undertaken to monitor day to day practice and children's play experiences. However, other areas such as the toilets, identified by staff and management as being in need of improvement, had not been monitored or improved. We suggested that monitoring these aspects would provide evidence to understand the impact on children's experience and help to identify changes to support improvement.

While self-evaluation was at an early stage, the staff team demonstrated a clear understanding of its importance. The service had started to consider how this would be embedded using the new framework document "A quality improvement framework for the early learning and childcare sectors: school age childcare". Engaging in regular self-evaluation and quality assurance processes would further support continuous improvement and help promote positive outcomes for children and families (see area for improvement 1).

Areas for improvement

1. To support high quality outcomes and experiences for children, the service should develop effective quality assurance practices to identify and inform improvements.
This should include but is not limited to:

- a) be familiar with and use current guidance to support their practice
- b) ongoing self-evaluation against current guidance to identify areas for improvement to promote high quality outcomes for children and families
- c) regularly gather the views of parents/carers and children to help promote meaningful engagement and identify areas for improvement
- d) implement a robust and effective quality assurance system to monitor and sustain positive experiences for children across the service.

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

'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

Children thrive and develop in quality spaces 2 - Weak

We made an evaluation of weak for this quality indicator, as there were some strengths, but these were compromised by important weaknesses.

Children experience high quality spaces

The service provided some suitable spaces for children to play and relax. A board displaying a calendar of planned experiences and key information helped to create a welcoming environment and supported a sense of ownership. Children had access to an open-plan dining hall and could choose how to spend their time. On some occasions, they also had access to the gym hall. This meant children had some choice in where they would like to play.

Consideration was given to providing a variety of resources that reflected children's interests and stages of development. These included board games, construction kits, arts and crafts, and small-world role play. Staff were attentive to children's current interests and arranged resources and spaces to reflect these. Storage boxes had recently been replaced with transparent containers, encouraging children to independently select the resources they wished to explore. As a result, children were able to make choices in resources confidently and engage in activities that supported their learning and enjoyment.

While most areas of the setting were safe and welcoming, the toilet facilities did not meet children's needs. These were toilets that were in use during the day by the primary school and later in the afternoon by the service. In both toilets, there was a strong, unpleasant smell that was intrusive. The flooring was cracked and showed engrained dirt, presenting an infection prevention and control risk. Several cubicle doors were damaged, with areas of exposed wood. One door had tape covering a crack. These surfaces could not be cleaned effectively. The extractor fan in the toilets were ineffective due to a build-up of dust, dirt, and mould. We were concerned this had the potential to compromise children's health and wellbeing.

Staff told us they had raised concerns with the local authority who were responsible for the building maintenance; however, we found no records of these concerns and that no action had been taken to address them. We were concerned that children's experiences in the service were not as positive as they could be and that their health and wellbeing was at risk (see requirement 1).

During the inspection, we discussed with the head teacher available spaces, including toilets, that the service could access within the school. The service should reflect on these discussions to ensure children have access to areas that are safe, clean, and well maintained. This will help promote positive outcomes and support children's health and wellbeing.

Requirements

1. By 31 August 2026, the provider must ensure that the toilets used by children are safe, well-maintained and clean. To do this, the provider must, at a minimum:

- a) repair or replace flooring that cannot be effectively cleaned and that represent a trip hazard
- b) ensure toilets are free from intrusive, unpleasant smells
- c) ensure all surfaces in the toilet area can be cleaned effectively
- d) ensure that the extractor fan is in working order and free from dirt

This is to comply with Regulation 4(1) (Welfare of users) and 10(2) (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:

'My environment is relaxed, welcoming, peaceful and free from avoidable and intrusive noise and smells' (HSCS 5.18) and 'I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishings and equipment' (HSCS 5.22).

This is to ensure staff skills and knowledge is consistent with the Scottish Government document, 'Space to Grow: Design guidance for early learning and childcare and out of school care settings'.

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.

Playing, learning and developing

Staff promoted a strong culture that upheld children's right to play through a wide range of creative and physical experiences. Children were regularly consulted, and their ideas informed daily, weekly, and monthly play plans. During the inspection, we observed children having freedom to pursue their own play ideas, which supported choice and independence. Examples of play experiences were captured in floor books and personal plans, providing evidence that children were happy and confident in their play. This was consistent with our observations during the inspection.

Transitions from school were managed exceptionally well, creating a calm and positive start to the session. This supported children to settle quickly and engage confidently in play. The pace of the session was relaxed and unhurried, allowing children to lead their own experiences. Resources were easily accessible and reflected children's current interests and developmental stages, which empowered them to make choices and direct their own play. For example, a group of children worked collaboratively throughout the session using a variety of cardboard boxes. Staff effectively extended this play by encouraging curiosity through questions such as "What's in the box?", which promoted problem-solving, creativity, imagination and sustained engagement.

The staff team demonstrated a strong commitment to the value of play in supporting children's learning and development. They worked collaboratively to ensure children experienced a well-balanced mix of planned and spontaneous, high-quality play opportunities. Staff used observations, parental input, and children's ideas to plan experiences that met individual needs and interests. Through skilful interactions, staff extended children's learning using a thoughtful balance of comments and questions. As a result children were deeply involved in play for prolonged periods, demonstrating creativity, concentration, and enjoyment.

Children's play, learning and development were shared effectively with families through daily conversations and via photos and observations on a secure digital platform. In partnership with staff, children created personal profiles that showed their achievements, views about the service, and next steps for learning. Staff added reflective comments on children's progress, ensuring profiles were meaningful and informative. These were shared with families every six months, providing opportunities for parents to comment and contribute suggestions for next steps. This collaborative approach strengthened relationships and supported continuity in children's learning. A family told us "I enjoy the personal profile to see what my child has said what he enjoys what he is working on".

Children and families shared examples of their children's learning and achievements from home, which staff acknowledged and celebrated within the setting. This approach promoted meaningful parental involvement in children's play, learning, and development, and contributed positively to children's confidence and sense of achievement. The service was developing display boards to showcase children's work and achievements, further enhancing recognition and celebration of success.

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.

Nurturing care and support

Children benefited from warm, nurturing interactions with staff who knew them well. They received attentive, supportive care, enjoyed their time at the service, and had formed clear friendships. This fostered a sense of respect and belonging. Staff were welcoming and responsive to children when they collected them from school. Good relationships had been built with school staff which supported a smooth transition for children. As a result, children were safe and had established positive attachments with staff and their peers.

Families were welcomed into the setting and staff took time to talk with them. Strong partnerships with families were a strength and it was clear staff knew families really well. Regular communication through emails, texts and face-to-face conversations promoted positive connections. Families valued the service and praised the commitment of staff. Families comments included "They're always very approachable and friendly. They're honest. It can't always be good news about your child when you collect but I always find they deal with things fairly and clearly" and "the staff are absolutely brilliant with the kids and on a personal note I have a great relationship with the staff who my child adores them all". As a result, families had developed trust in the service that promoted positive partnership working.

Personal planning was effective in gathering information to support children's care. This included registration details, medical and health needs, and dietary requirements. Children could choose to complete a profile, which captured their likes, achievements, and interests, helping staff tailor experiences to individual needs. Staff added comments to profiles to share significant achievements and successes. Profiles were shared with families, enabling them to contribute their views about their child's time in the service. This collaborative approach ensured effective partnership working and placed the child's voice at the heart of the service.

Snack times were sociable, relaxed, and unhurried, allowing children to enjoy eating and chatting with friends. Independence was promoted as children prepared their snacks, collected their plates and self-served their food, giving them a sense of responsibility and ownership of routines. Children were actively involved in shaping the snack menu, and during the inspection, they shared ideas linked to a Halloween theme. We suggested including more healthy options in line with best practice guidance.

Medication was stored and administered safely in the setting. Staff worked closely with families to ensure all relevant information was shared and documented. As a result, staff had the information they needed to consistently meet children's health needs.

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

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Leadership and management of staff and resources	3 - Satisfactory / Adequate
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Children experience high quality spaces	2 - Weak
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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