

Schools Out in Troon Day Care of Children

Scout Hall
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Type of inspection:
Unannounced

Completed on:
5 November 2025

Service provided by:
Schools Out in Troon

Service provider number:
SP2004006909

Service no:
CS2003039584

About the service

This service registered with the Care Inspectorate on 01 April 2011.

Schools Out in Troon is registered to provide a care service to a maximum of 40 children attending primary school and up to the age of 16 years only. Within these numbers a maximum of five children aged four years six months who will be starting primary school in August may attend during the summer holiday period.

Schools Out in Troon is provided by a voluntary management committee. A manager is responsible for the day-to-day running of the service and the quality of care. The service operates from a Scout hall in the town of Troon, South Ayrshire.

About the inspection

This was an unannounced inspection which took place between 03 - 05 November, between 14.30 and 17:30. This inspection was carried out by two inspectors 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 eight people using the service
- received 13 completed questionnaires, 12 from relatives and carers and one from a member of staff
- 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, 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

- Further development of quality assurance processes and self evaluation procedures is needed to support improvement.
- Children experienced a caring and respectful environment where staff promoted kindness, sharing, and cooperation.
- There were some systems in place for gathering children's ideas. This demonstrated respect for their views.
- Children were happy, engaged, and able to make choices in their play.
- Warm, caring relationships between staff and children, helped them feel safe, included, and confident.
- Personal plans supported children's overall wellbeing, however further development was needed to ensure they comply with legislation.

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	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 3 - Satisfactory / Adequate

Leadership and management of staff and resources

We evaluated this key question as adequate, where strengths only just outweighed weaknesses

The service had a set of values and we could see these evident in practice. For example, the values of kind, sharing and respect. Staff were actively encouraging children to play together and share resources. They were respectful to each other and to children, by getting down to children's level when interacting with them. Staff were kind to children, and children demonstrated kindness to each other. We discussed the importance of reviewing the vision, values and aims of the service, with the children's and families involvement. This would help ensure they were current and representative of the needs of the children and families attending.

Quality assurance processes for monitoring service delivery and children's experiences were not needed improvement. We discussed with the manager how a more formalised approach to quality assurance would further support improvement. For example, a structured quality assurance calendar would support the manager to develop expertise and ensure timely checks on children's personal plans, play environments, planning for learning, and staff practice. (See Area for improvement 1)

The management team were open to feedback and demonstrated the capacity to improve. They acted promptly on our suggestions and made immediate changes. This included improving the activities on offer and the environment. This resulted in enhanced experiences and outcomes for children and families.

An improvement plan was in place with realistic, timed targets. However, many actions focussed on the holiday club provision rather than everyday practice. The service would benefit from more regular consultation with children, families and staff to support the development of the service. We discussed with the manager ways in which this could be done, for example: informal chats, planning sessions with children or a 'question of the month'. This should cover all aspects of the provision, including resources, activities and the environment. Strengthening improvement planning would help the service make positive changes that benefit children and families.

The service was at the early stages of implementing self-evaluation activities. We advised the service should continue to develop and embed self evaluation practices. This could include using the challenge questions from the new 'A quality improvement framework for the early learning and childcare sectors: school age childcare' document. This would support staff to reflect on current practice, how to develop and consider the impact for children and families.

An induction process was in place to support new members of staff. This included reviewing policies to help new staff become familiar with them, for example the child protection policy and procedures. Some inconsistencies were identified in the safer recruitment practices of the service. When highlighted, the manager addressed these immediately. New staff were supported by a mentor during their induction. One-to-one supervision sessions are not currently taking place, however the manager had identified this as the next step to strengthen staff support and development.

Areas for improvement

1. The service should develop a quality assurance calendar that sets out clear timescales and responsibilities for monitoring all aspects of practice. This will help staff build expertise, ensure regular review of children's plans and learning experiences, and promote a culture of continuous improvement.

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 play and learn 4 - Good

Playing, learning and developing

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Children had opportunities to play and enjoy themselves. They were laughing, chatting with friends, and playing together in ways that supported them to build friendships and learn how to work with others. For example, during group games, children negotiated rules and shared resources, which helped them develop communication and problem-solving skills. These experiences supported children's confidence and promoted a sense of belonging.

There was a good balance of child led and adult initiated experiences. Staff set up provocations to invite children to enhance their play. For example, a café set up supported children to work together collaboratively. Children enjoyed 'taking orders' of the customers and 'preparing and serving' food. Children enjoyed spending time with staff and they actively invited staff to join their play. Examples of this included taking part in activities such as Connect 4 and football. When joining in, staff encouraged important skills, for example, turn-taking, resilience, and teamwork. Their positive and responsive approach helped keep children engaged and offered opportunities for challenge.

Planning was supported through a floor book and children were encouraged to share their ideas each week. This showed that staff listened to children and valued their choices, promoting a sense of ownership and independence. Some of these ideas were put into practice, but not all. While staff used observations to plan, these were not always clearly linked to children's interests. This meant that play experiences were not always fully personalised or extended, reducing opportunities for deeper learning.

There was a good range of core resources available, including areas for construction, role play, and physical activity. These supported creativity, social skills, and physical development. However, the variety of activities could be improved to give children more choice and challenge. Arts and crafts, imaginative play, small world play, and literacy activities were offered, but they were not rotated often enough. This limited opportunities for children to explore new experiences and develop a wider range of skills, such as fine motor control through craft or storytelling through imaginative play. The manager agreed to address this and on day two of our inspection visit positive changes had been made to experiences available for children.

Children are supported to achieve 4 - Good

Quality Indicator: Nurturing care and support

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Staff interactions with children were kind, caring, and warm. One parent told us: "They are all so caring and approachable." Children enjoyed spending time with staff and inviting them into their play. For example, during our visit children were seen to be preparing food in their role play 'café', taking staff orders and serving them. It was clear staff knew children well and were interested in speaking to children and finding out about their day. We observed lovely conversations between staff and children around an upcoming competition children were taking part in. These caring relationships helped children feel safe, included, and part of the group. One child told us: "It's fun. I can choose what I want to do. Everyone is nice and knows me well." This contributed positively to children's emotional wellbeing and sense of belonging.

Relationships throughout the service between children and staff, and children and their friends were respectful and kindness and sharing were promoted. Staff had created some spaces for children where they could play together. Older children supported some of the younger children. They were kind and showed leadership, especially during activities, for example, drawing and playing Pokémon games. Their support helped make the setting feel respectful and inclusive for everyone. We discussed with the manager how further development of cosy spaces could provide children with a space to regulate and spend time relaxing if they wish. Changes had been made by day two of the inspection visit and this was available for children.

Communication with families was a clear strength. Families told us they felt welcomed and well-informed. Feedback gathered through conversations and questionnaires was very positive. Parents appreciated the friendly atmosphere and the way staff paid attention to their children's needs. One parent told us: "All staff are friendly and communicate important information well at each pick up". This strong communication helped build trust and positive relationships between the service and families.

Personal plans were in place and included some relevant information to support children overall wellbeing. We discussed with the manager how further development of these plans would further enhance children's overall experience. For example, it would be beneficial if plans were co-created with children, including information about their likes, dislikes and interests. This will ensure children will benefit from care and experiences that are more closely matched to their individual needs and preferences. Whilst some personal plans had been reviewed and signed by parents, this was not consistent. The manager agreed to monitor this moving forward. This will ensure parents feel involved in their child's care and development.

Snack time provided some opportunity for children to be sociable, with all children encouraged to sit together. We discussed with the manager ways in which the snack routine could be further enhanced. For example, a rolling snack time would support children to have snack at a time of their choosing. This would support more relaxed, meaningful social interactions and reduce interruptions to play. There were some opportunities for children to be independent, for example spreading their own butter on toast and pouring their own drinks. However these could be further developed and enhance. For example we discussed with the manager the benefits to children having the opportunity to prepare their own snack. Snack choices were healthy and nutritious. Children told us they enjoyed "fruit and yoghurt, popcorn, crackers and cereal." Staff had previously consulted children about snack choices and we advised this would be good practice moving forward. This would ensure children are consulted and their ideas and views acted upon.

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

Schools Out in Troon should update administration, recording and storage of medication procedures in line with the current health guidance on the 'Management of Medication in Daycare and Childminding Services'.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that:

'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11).

This area for improvement was made on 27 June 2018.

Action taken since then

Since the last inspection the service had reviewed and updated their medication forms and systems to record when medication had been given. These were now in line with current best practice guidance. 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	3 - Satisfactory / Adequate
Leadership and management of staff and resources	3 - Satisfactory / Adequate
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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