

Blair Kids Club Day Care of Children

Newhill Primary School
Blairgowrie Community Campus
Elm Drive
Blairgowrie
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Telephone: 01250 871 961

Type of inspection:
Unannounced

Completed on:
13 November 2025

Service provided by:
Perth & Kinross Council

Service provider number:
SP2003003370

Service no:
CS2003040754

About the service

Blair Kids Club provides a daycare of children service in Blairgowrie. The service is registered to provide a care service to a maximum of 32 children at any one time. The age range of the children is from four and a half years (if they are attending primary school) to 14 years. The service operates from a dedicated space within the premises of Blairgowrie Community Campus. Children attend from Newhill Primary School and St. Stephen's Primary School, both of whom operate within the campus building.

Children have access to a large, dedicated space, toilets, gym hall, enclosed courtyard, and the school playground. The service is situated in a residential area of Blairgowrie, close to schools, shops, parks, and public transport.

About the inspection

This was an unannounced inspection which took place on 11 November 2025 and 12 November 2025 between 14:30 and 17:45. 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/spent time with 15 young people using the service
- received four completed questionnaires and spoke with seven families using the service
- spoke with three staff and the manager
- 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

- Children experienced kind and nurturing interactions with staff who knew them well which promoted their wellbeing.
- Children were motivated and fully engaged within experiences.
- Positive relationships had been established with children and their families which fostered meaningful connections.
- Quality assurance processes would benefit from being embedded to secure sustained improvements across the service.
- New staff were thoroughly inducted which enabled staff to confidently meet children's needs.

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	4 - Good

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

Leadership 4 - Good

Quality Indicator: Leadership and management of staff and resources

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.

Children benefitted from a knowledgeable staff team who were passionate about the care they provided. One parent commented, 'The staff are fantastic and attentive.' There was lots of laughter and fun with a positive focus on inclusion and friendships. Children told us they liked coming to the club to spend time with their friends with whom they would not normally play. The service aims and objectives demonstrated their passion, as they stated, 'To provide a happy, safe and warm environment where children and their families feel welcome.' This was evident in children's interactions with one another and staff. Families spoken with shared that they felt valued by the staff team. The manager was proactive, as they recognised the benefit of revisiting their aims and objectives to reflect the new staff team, children, and families within the service. This would ensure that their vision continued to be meaningful to their current service and inclusive of all.

Children, families, and staff actively contributed their views and ideas, which was beginning to help to shape improvements. Staff actively encouraged families to participate in their 'question of the month' and responses were evidenced within floor books. Families shared that they felt these processes were beneficial and they could see where their ideas had been actioned. We suggested that the service could consider methods to ensure the feedback gathered was constructive to enable them to drive forward meaningful change. This would further support positive change and improvement within the setting.

Improvement priorities were in the early stages of development within the service. Professional dialogue developed staff understanding of national frameworks which enabled them to reflect on practice to identify their strengths. We suggested that improvement priorities could be revisited to ensure that they were clear and enabled staff to understand their role in contributing to meaningful change. This would lead to improved and sustained positive outcomes for children and their families.

Monitoring and auditing processes were planned which helped keep children safe. Effective quality assurance provided clear responsibilities and timescales to support a planned approach to meaningful improvements. Where there were procedures for reviewing medication, health needs, accidents, and incidents, we discussed where audits could be further developed. The manager and staff team were proactive and actioned this during the inspection. This would ensure quality assurance systems remained effective and maintained children's wellbeing.

New staff were safely recruited, and a thorough induction plan supported them to build confidence in their role and understand their responsibilities. A range of tools enabled them to enhance their knowledge and skills, which developed their understanding when providing high-quality care. As a result, staff felt well supported to meet individual children's needs.

Children play and learn 5 - Very Good

Quality Indicator: Play 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.

Children were highly motivated and engaged in a wide range of rich and challenging play experiences. All children actively participated in their chosen play activities either with their friends or with staff. They were able to pursue their own interests at a pace that was right for them and demonstrated that they were having fun. For example, a group of children worked with a staff member to learn how to make loom band bracelets. One child commented, 'I didn't know how to do this before but now I do.' This meant that children had the time, space, and support to lead their play and follow their own interests.

Creative approaches throughout experiences successfully engaged children's imaginations and problem-solving skills. Outdoors, children experimented with tyres, which helped them to develop teamwork and their physical coordination. Staff demonstrated that they understood their role as a facilitator of play, as they knew when to stand back and observe, and where interactions could support and extend play. When playing indoors, children used a range of materials to create pictures and happily shared these with their friends and staff. One parent commented, 'The range of activities, including outside play, engaging with local services and flexible engagement make kids club one of my child's favourite activities of the week.' As a result, children's play experiences were meaningful as they supported them to extend their thinking.

Fun and laughter demonstrated that children were deeply engrossed throughout imaginative play experiences. Children developed their confidence and social skills as they created puppet shows for their friends. They performed to an audience, took on character roles, and actively encouraged staff to share in their fun. As a result, children's wellbeing was supported and their experiences helped them to flourish.

Children were at the heart of planning for experiences. Their ideas and choices were respected as they suggested activities to participate in across a month. These were gathered within a floor book and evidenced as they were achieved. Photographs and children's comments considered their likes and dislikes across planned experiences. This empowered children to confidently lead and direct their own play. We suggested that staff could further improve evaluations, to consider children's skills development and any potential next steps within experiences. This would provide further opportunities for children to progress, achieve, and celebrate their successes.

Children benefitted from a proactive staff team who effectively met their communication needs. Staff identified strategies which enabled them to provide an inclusive play environment. Training in Makaton and British Sign Language enabled staff to support children to develop a broad range of skills for learning and life. This demonstrated that children were valued, included and their communication needs were met.

Children are supported to achieve 4 - Good

Quality Indicator: Nurturing care and support

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.

Children experienced kind, warm and nurturing connections from staff that knew them well. Positive relationships between children and staff supported children's emotional wellbeing as they genuinely cared about each other. This was promoted through an emotional check-in where children were actively encouraged to share how they were feeling. One child told us, 'When we are feeling sad, we tell the adults, any of them, and they help us.' As a result, children were sensitively cared for and helped to express their needs.

Strong partnerships with families were a strength and it was clear staff knew families well. Regular communication was shared through emails, texts, newsletters, and face-to-face conversations which promoted positive connections. Families valued the service and praised the commitment of staff. They were warmly welcomed into the service and staff shared key information about their child's time. One parent commented, 'The staff are always delighted to share a story about my child's day at pick-up.' This ensured families views were valued and listened to.

Children's wellbeing was mostly supported through effective personal planning. One parent commented, 'The staff regularly check in to ensure that the information they have, particularly regarding my child's needs, are up to date and still relevant.' We highlighted where personal plans could be improved to ensure that all children's needs were identified and support strategies in place. This would enable children to develop confidence and skills at their own pace. Where children have identified additional support needs, we asked that the service work with other professionals to ensure a consistent approach to meeting their needs. This would ensure children's wellbeing was sustained.

Children were empowered to share their own likes, dislikes and identify skills through all about me booklets, which they completed independently. Personal planning could be further developed to promote children's progression. We discussed methods to support children to progress, achieve and celebrate their successes through the service achievement tree. This would ensure that progress was meaningful and children's contributions were valued.

Spaces reflected children's needs and wishes. Dedicated areas had been organised and recognised older children's need for privacy and space. Children were consulted through mind maps to share their ideas which valued their contributions. One child shared, 'I like that we have our own place to relax and chill out.' A space had been created for younger children to ensure they felt included. We suggested that this could be revisited to ensure younger children were fully involved in deciding how their space reflects their needs and interests. This would further value children's choices and enable them to express their needs.

Snack was a calm and sociable experience which supported children's social skills and independence. Children's choices were respected as they shared that they were sometimes involved in choosing snacks, which was evidenced through the displayed snack menu. We highlighted times where staff were task focussed during snack and suggested methods the service could consider to reduce these. Children would benefit from opportunities to help to prepare snack to develop their life skills. We highlighted the benefits of sitting with children during snack, to promote conversation, and enhance their experience. This would further support children to develop skills for life and learning.

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	4 - Good
Nurturing care and support	4 - Good

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