

# The Club@Kintore

## Day Care of Children

Kintore School  
Castle Walk  
Kintore  
Inverurie  
AB51 0RU

Telephone: 07955203843

**Type of inspection:**  
Unannounced

**Completed on:**  
31 October 2025

**Service provided by:**  
Emily Gibson

**Service provider number:**  
SP2016988527

**Service no:**  
CS2024000180

## About the service

The Club@Kintore is situated within Kintore Primary School in Aberdeenshire. The service is registered to provide a care service for a maximum of 34 school-aged children at any one time. Children have access to an open-plan playroom, toilets, and outdoor spaces within the school grounds.

The service is close to parks, green spaces, and other amenities.

## About the inspection

This was an unannounced inspection which took place on 29 October 2025 between 15:00 and 18:00 and 30 October 2025 between 14:45 and 18:30. The 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 information, information submitted by the service, and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spent time with children using the service
- spoke with two of their parents/carers
- received 12 responses to our request for feedback from parents/carers and staff through our online questionnaire
- spoke with staff, management, and the provider
- observed practice and children's experiences
- 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 'Leadership'.

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 engaged as they played.
- Staff took a genuine interest in the children's interests and experiences.
- Children experienced kind and nurturing interactions from staff who knew them well.
- Daily opportunities to be outdoors supported children's health and wellbeing.
- Recording of significant information should be improved to support children's safety and wellbeing.
- Embedded routines supported children's confidence and self esteem.

## 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	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 3 - Satisfactory / Adequate

### Quality indicator: Leadership and management of staff and resources

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

Children benefitted from a staff team who felt well supported by leaders and each other. Staff had high aspirations for children and were committed to their roles. This was guided by the service's aims and objectives, which prioritised quality play experiences and a family-centred approach. The aims and objectives were recently reviewed with children and parents to ensure they were relevant to current families. These reflected children's wishes for staff to actively involve them and have fun together.

Self evaluation processes were beginning to support the development of the club. Since the last inspection, management had taken steps to gather children's and families' views more meaningfully and used this feedback to inform improvements. Most parents agreed that they felt meaningfully involved in the development of the service, with one commenting, "We have been consulted regarding enhancements that could be made or additional toys which may be purchased".

The manager advised they were in the early stages of introducing a more formal approach to self evaluation for staff. They planned to embed the use of 'Quality improvement framework for early learning and childcare sectors: school-age childcare' to support reflection against best practice guidance. We discussed ways this could be recorded to support identifying strengths and areas for development. This would promote the continuous cycle of improvement and identify next steps to improving outcomes for children.

Quality assurance and auditing were not fully effective and should be reviewed to support children's wellbeing and experiences. Monitoring of staff practice had been recently introduced. This promoted consistency in staff practice and helped support their confidence in carrying out daily tasks. Audits of key documents were in place and completed regularly in line with the service's quality assurance calendar. However, some audits had not identified inconsistencies and issues including gaps in recording of significant information. For example, incidents had not been recorded within individual children's chronologies and audits did not consistently identify if any follow up actions had been taken. While the service felt their current methods of communication were sufficient, we highlighted where the recording of information could be improved. This would reduce the potential risk where information could not be communicated clearly. We asked the service to review their processes to ensure they focus on ensuring children experience sustained high quality care. Following the inspection, we were advised a new process for recording incidents had been introduced (see area for improvement 1).

The provider and management team advised they worked closely together. Staff spoke positively about the working relationships that had been formed and how this contributed to supporting children and their families in accessing a quality service. There were some identified occasions where the service did not notify the Care Inspectorate as required. Notifying the Care Inspectorate of significant incidents supports discussions with providers that promote children's safety and wellbeing. We signposted the provider to guidance outlining what must be reported. They agreed to take the necessary action (see area for improvement 1).

Safe recruitment and induction meant that staff were feeling confident in their role. Newly recruited staff spoke positively about their induction and how this had supported them in understanding their responsibilities. Staff valued the opportunity to spend time getting to know children and become familiar with the different duties they would undertake. This was supported by the staff team being committed to their professional development. Many staff were working towards further qualifications and had recently taken part in professional learning linked to the needs of children and the service. This meant that staff skills and knowledge were enhanced to support children's wellbeing.

### Areas for improvement

1. To support children's wellbeing and safety, the provider and manager should ensure that communication is clear and quality assurance processes are improved to positively impact on outcomes for children and families.

This should include, but is not limited to:

- a) Ensuring the Care Inspectorate are notified within relevant timescales of certain events in line registration requirements.
- b) Ensuring children's chronologies contain all required details, including significant events or information specific to their individual needs.
- c) Ensuring incidents are recorded effectively, including any follow up information and actions.
- d) Develop robust quality assurance audits to identify gaps in recording of key information and ensure follow up actions are clearly recorded.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I use a service and organisation that are well led and managed' (HSCS 4.23).

## Children play and learn 5 - Very Good

### Quality indicator: Playing, 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 busy and having fun as they played. Resources and experiences were reflective of their interests and, as a result, engaged them in meaningful play. These included messy play, small world toys, imaginative role play, and construction. Children benefitted from a well balanced variety of planned experiences and free play. Planned activities, such as seasonal arts and crafts, were supported by staff in response to observations of play and children's suggestions. As a result, children directed their own play experiences which enhanced their enjoyment and learning. Children shared that they enjoyed coming to the club and their favourite aspects were "fun activities", including "slime".

Experiences promoted children's creativity, curiosity, and imagination. Staff were flexible in their approach, deploying themselves to support children to play where they preferred. Through quality periods of uninterrupted play, children were able to make choices and lead their play. Staff were responsive to

children's requests and needs and consistently spent time at their level, involved in play which supported children's engagement. The use of some open-ended questions and challenge of children's thinking supported the development of problem solving skills and further enhanced their experiences. The management team advised that monitoring of staff practice would support the consistency of this across the team.

Staff were enthusiastic and showed a genuine interest in children's experiences and achievements. When staff noticed children's interest in construction, they introduced a challenge activity to extend learning. Children had also recently been supported by staff to be involved in creating a book which had been published. This promoted a sense of achievement, improving children's confidence and self esteem.

Staff understood each child's stage of development and used this knowledge to support play and learning. They recorded observations of children's interests and skills and identified clear next steps. These were shared with families during review meetings, where children and parents contributed ideas for future learning. Staff then incorporated these next steps into daily activities and environments, helping children progress and reach their full potential.

Children were able to freely choose where they played, both indoors and outdoors. Staff ensured children were able to access outdoors independently when they wanted to. While outside, children were able to take part in physical and active play, including climbing frames and sports. This supported children's health and wellbeing as well as promoted the development of relevant life skills. Parents and children commented positively on the outdoor opportunities. One parent advised, "The children like to play in the adventure playground and we have also heard of team games, such as football and cricket type activities".

## 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.

Positive relationships between staff and children were evident throughout the setting, contributing to a warm and inclusive environment. Staff demonstrated a genuine interest in the wellbeing of each child through kind and caring interactions, fostering trust and a sense of belonging. Transitions into the service and between activities were carefully planned, helping children to feel confident and secure. For example, children and families were welcomed positively on arrival, with staff taking time to speak to them. Children shared that "staff are nice" and parents described staff as "welcoming" and "approachable".

Children's wellbeing was supported through the effective use of personal planning. Each child had a personal plan which contained information specific to their individual needs and preferences. Children had been involved in creating the plans which were regularly reviewed with parents and carers to ensure information was kept up to date and relevant. Staff had a good knowledge of children's plans and welcomed partnership working. Where children had more specific additional support needs, a more targeted support plan was in place. We suggested breaking down some information further and having an overview of the key details. We also highlighted the importance of ensuring children's chronologies are kept up to date with significant information to support their safety and promote continuity of care. We discuss this further under quality indicator 'Leadership and management of staff and resources'.

Embedded routines promoted children's safety and independence. Children understood what to expect, creating a sense of security. Snack times were sociable and relaxed, with children confidently self serving food and clearing plates, fostering responsibility. We recommended minor improvements to infection prevention and control procedures, which the provider agreed to implement to further support health and wellbeing.

Children benefitted from a staff team who promoted their emotional resilience and wellbeing. Following various professional learning opportunities, strategies had been implemented to support an inclusive and secure environment for children. Consideration was given to the addition of comfortable and inviting spaces, supporting children to rest and relax when needed. Staff used specific strategies, such as communication tools, sensory resources, and breakout spaces, to support children in managing their emotions and meeting their needs. As a result, children were confident and relaxed within the club.

## 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 support improvement to the service and ensure good outcomes for children and families, the manager should ensure:

- a) Children and families are meaningfully involved and influence change within the setting.
- b) A quality assurance calendar is used to support with identifying areas requiring improvement, having a meaningful and positive impact outcomes for children.
- c) Quality assurance systems, including self evaluation and the use of quality audit tools, are used to support reflection and inform improvement planning.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: '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 5 November 2024.**

#### Action taken since then

Since the last inspection, children and families played a much more active role in influencing change within the service. They had the opportunity to contribute their views through various methods, including questionnaires, suggestion boxes, and mind maps of children's ideas. This feedback was then used to inform improvement planning priorities.

A quality assurance calendar provided an overview of planned processes and areas of responsibility. Staff were clear on their roles and opportunities, such as team meetings and supervision meetings promoted

reflection and involved the team in self evaluation, allowing further training needs or developments to be considered.

The manager advised that further plans were in place to continue to embed the use of key documents, such as 'Quality improvement framework for the early learning and childcare sectors: school-age childcare' to support self evaluation against best practice guidance. This would further support identifying strengths and areas for development within a continuous cycle of improvement to promote good outcomes for children.

**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](http://www.careinspectorate.com).



## Detailed evaluations

Leadership	3 - Satisfactory / Adequate
Leadership and management of staff and resources	3 - Satisfactory / Adequate
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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