

# Oakley Out of School Club Day Care of Children

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**Type of inspection:**  
Unannounced

**Completed on:**  
24 November 2025

**Service provided by:**  
Fife Council

**Service provider number:**  
SP2004005267

**Service no:**  
CS2015338072

## About the service

Oakley Out of School Club is registered to provide a day care of children service to a maximum of 16 children at any one time, from an age to attend primary school to 14 years. The service is provided within the 'Oakley Campus' which is located in the village of Oakley, Fife and is close to local shops, green spaces and other amenities.

Children have access to a general purpose room, dining area, gym hall, toilets and various outside areas within the school grounds. A nearby kitchen area is available for the storage and preparation of snacks.

## About the inspection

This was an unannounced inspection which took place on 19 & 20 November 2025 between 15:15 and 17:45. One inspector carried out the inspection. 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 seven children using the service.
- Spoke with/gathered feedback from one parents/carers.
- Spoke with management and two staff members.
- Assessed core assurances, including the physical environment.
- Observed practice and daily life.
- Reviewed relevant 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.

## Key messages

- Children were happy, settled and secure and had developed positive relationships with the staff.
- Children enjoyed positive and inclusive play and learning experiences.
- Children enjoy fun, inclusive play experiences which provide them with variety in their day.
- Promotion of children's rights is supported through opportunities to express their views and make decisions about matters that affect them.
- The new staff team are committed to their learning and development to further improve outcomes for children.
- There had been improvements to quality assurance which were supporting the smooth operation of the club and beginning to impact positively on children's outcomes.

## 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	5 - Very Good

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

## Leadership 4 - Good

We evaluated this quality indicator as good where several strengths impacted positively on outcomes for children/people and clearly outweighed areas for improvement.

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

There was a clear overarching aim of the out of school club, which supported provision of a safe, secure and stimulating environment for children. This was evident through children's experiences and the close supervision of children. This supported staff's shared approach to put children's wellbeing first in planning provision. Staff practice consistently applied values that promoted inclusion, kindness and respect.

Within the club the children were able to talk about their 'agreements' and were keen to share these. They told us, "we call them agreements," "being helpful, being kind" and "don't be mean." These helped children to feel secure in a setting that reflected positive values. There was scope to personalise the aims for the club, taking account of their local community and involving children and families in any review. We suggested turning the club agreements into values and using this language with children. This would continue to support children's ownership of the club and support positive outcomes for children.

Regular monitoring of practice throughout the year by both the manager and staff helped to ensure the smooth operation of the service. We asked the service to review identified actions from monitoring to ensure these remain relevant and specific. Further steps should now be taken from review of progress on meeting quality indicators to demonstrate how next steps are followed up. This would further support implementation and progress.

The improvement plan was focused with clear priorities and measurable actions. This included addressing areas for improvement raised at the previous inspection. The plan was beginning to support positive change. For example, improving posts to Facebook for family engagement and improving relationships with families. There was opportunity now to review progress on the improvement plan actions and consider how children could also be included in this. This would further increase their voice and influence.

Policies, procedures and risk assessments were in place and accessible. A parents information booklet provided families with relevant information to enable them to make an informed choice for their child. A slight review of risk assessments to ensure that these are specific to activities within the club should be considered. In addition, a review of the parent information booklet is needed in regard to the statements about mobile phones/gadgets and child protection.

Work to include children and families more meaningfully in evaluating the service had been identified. Parents were provided with information and opportunities to give their feedback and influence provision through comments books and termly questionnaires. We suggested a review of some questions to ensure these were open ended and to consider extending impact through a 'you said, we did' feedback from the questionnaires. This would encourage continued engagement from families.

**Children play and learn** **5 - Very Good**

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children/people, therefore we evaluated this quality indicator as very good.

**Quality indicator: Playing, learning and developing.**

Children were encouraged to express themselves and explore their ideas as staff were very responsive to their interests and adapted activities to support inclusion for all children. Children had a high level of autonomy over their play experiences. They were actively given opportunity to plan the weekly activities and snacks and make free choices from the resources available. In addition, they were regularly encouraged and invited to evaluate these experiences and give feedback at any time using the feedback slips which were responded to by staff. This encouraged children's self expression and empowered them. Verbal voting during play enabled them to learn about citizenship and democracy and encouraged fairness whilst providing them with opportunities to influence planned provision. For example, a planned visit to the shop for baking items was changed in response to children's request for outdoor play on the hill. Staff should now continue with their plans to further develop children's understanding of their rights and responsibilities, using the board to evidence this work.

Children's play and learning met their needs and interests as staff were responsive to them in the moment, enabling them to lead their play. All children were actively and consistently engaged and evidence within floor books, demonstrated that seasonal and other cultural provocations were recognised as part of planned activities. Staff were skilful in providing support and extended children's ideas when needed ensuring play was child led. There was now opportunity to develop planning to further improve the balance of child led and adult led planning by linking play activities to children's next steps. This is to ensure breadth and challenge.

Staff interactions were supporting children's enjoyment and engagement as they drew on training and learning to support best practice. They spoke about attending online webinars and accessing other skills training such as learning to crochet to enhance outcomes for children. Staff therefore demonstrated a good understanding of how children learn and a real understanding of children's individual learning needs which supported inclusion and understanding of diversity.

All children were able to choose from a suitable range of resources that were suited their needs and interests. These were all easily accessible to children except for higher shelves within cupboards. To further support children's awareness of all resources available and to further facilitate their free choice, consideration of a catalogue of resources could be developed. To enhance opportunities for creative play, the request for outdoor large 'loose parts' play materials should be progressed once further storage solutions are addressed.

Use of the community was supporting children's learning experiences and enjoyment. Children confidently told us all the places they go saying, "we go to the park sometimes," "go up the hills" (in the school grounds), "we climb trees and go to the woods." The large grounds provided lots of opportunity for physical, energetic play alongside regular visits to the shops, the woods and the local park. This enabled children's physical wellbeing and helped them to feel part of the community. Staff also shared they had recently established communication with a local care home, with a view to starting regular visits soon. This would help children build confidence and social skills in a new setting and develop understanding and respect of the older generation.

## Children are supported to achieve 5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children/people, therefore we evaluated this quality indicator as very good.

### Quality indicator: Nurturing care and support.

Children had developed positive relationships with the new staff team. The staff worked well together and children asked to spend time with particular staff demonstrating the bonds they have developed. Children were happy, settled and comfortable in the club and enjoyed friendly banter with staff who took an interest in them as individuals. This enabled rich conversations about their lives in and outwith the club and contributed to children's secure attachments and emotional safety.

Children interacted very well with each other demonstrating they had developed secure friendships in the club. They spoke about the 'club agreements' which helped them in their interactions, alongside staff reminders of being respectful and mindful of others feelings. An emotions area provided a range of age appropriate books about feelings and creative activities. These helped children explore their feelings and learn the vocabulary for emotions along with providing activities to teach strategies of self regulation. We suggested extending this by encouraging all children to do a daily emotional check in.

Children were actively reminded to take care of their personal needs such as hand washing before and after eating. Most children were independent in toileting and where support was required, staff were aware of maintaining sensitivity around this, maintaining children's dignity.

Snack time was a very relaxed and sociable occasion, children and adults enjoyed lovely conversations which supported and sustained relationships. Staff sat with children who were fully involved in being as independent as possible in setting up, preparing, self-serving and clearing away the snack. Children had full involvement in planning snacks from a balanced choice which always included fruit or vegetables. Close supervision and discussions ensured children's risk of choking was reduced and contributed to their continued wellbeing.

Comfortable furnishing and displays of their own work and photographs contributed to children feeling secure and comfortable which increased their engagement in play. Materials were also available to build dens and create cosy areas as and when they liked, which children done during inspection. We asked the manager to ensure that a cosy area was always ready at the beginning of each day. This would ensure children could quickly access a low stimulation space to decompress after their school day.

Personal plans were individualised and up to date. Children were encouraged to take responsibility for completion of their 'all about me' books and staff supported them with this. All information held was routinely reviewed with children and families. This enabled children to set their own goals and supported staff in planning for their current needs and interests. Care plans for children with additional support needs were in place ensuring tailored support. Staff spoke about, and we saw photos of the inclusive practices to ensure all children were fully involved in the experiences on offer. Plans were kept under review and demonstrated clear strategies for support which staff were able to confidently describe. For example, learning 'sign along' (a form of sign language) and using this with all the children to enable inclusion.

Meaningful engagement with families was an identified improvement priority this year. Feedback from families was demonstrating that they felt welcomed and we saw relaxed conversations during collection of children. The relationships with families and improved communications were supporting consistency and stability for children as a result of alignment between care and home routines. This gave children

predictable expectations. The service should continue to progress with actions as identified within their improvement plan to build further opportunities for families to be more 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 support children's wellbeing, learning and development, the provider should ensure that quality assurance processes are improved and impact positively on outcomes for children and families. This should include, but is not limited to identifying and prioritising improvements needed and how they will be achieved, and ensuring they monitor the quality of provision across the service.

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); and

'I use a service and organisation that are well led and managed' (HSCS 4.23).

**This area for improvement was made on 15 February 2024.**

#### Action taken since then

Quality assurance systems are now in place with regular monitoring against quality indicators. This area of improvement has therefore been met with some advice to further strengthen this.

### 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	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	5 - Very Good
Nurturing care and support	5 - Very Good



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