

Merrylee Out of School Club Day Care of Children

50 Friarton Road
Merrylee
Glasgow
G43 2PP

Telephone: 07974 384 766

Type of inspection:
Unannounced

Completed on:
26 November 2025

Service provided by:
Sweeney, Monica

Service provider number:
SP2003001343

Service no:
CS2015342895

About the service

Merrylee Out of School Club provides an after school service in the Merrylee area of Glasgow. This service is registered to provide a care service to a maximum of 73 primary school children at any one time. At the time of inspection, 54 children were in attendance.

The service operates from Merrylee Primary School. It is close to bus and train links as well as local parks, shops and other amenities.

About the inspection

This was an unannounced inspection which took place on Tuesday 25 and Wednesday 26 November 2025. 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:

- spoke with children using the service
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- received electronic feedback from parents/carers

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 the following aspects:

- Staff deployment
- Safety of 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, settled and confident
- Children had daily opportunities for outdoor play to support their wellbeing.
- Children were fully engaged in their play experiences and led their own play.
- Staff knew children well and cared for them in a kind and compassionate way.
- Snack time should be improved to provide a positive social experience in a relaxed and supportive space.

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

We made an evaluation of good for this key question, as several important strengths, when taken together, clearly outweighed areas for improvement.

Leadership and management of staff and resources

The management team were approachable and demonstrated a friendly, professional manner throughout the inspection. They engaged positively in the process, responded well to feedback, and showed clear motivation to drive improvement. Their commitment to enhancing outcomes for children and families using the service was evident.

The service aims and objectives were developed in alignment with those of the attached school and had been shared with families. These aims and objectives accurately reflected the service provided for children and families. We discussed with the manager that, moving forward, involving children and families in reviewing and developing the vision, values, and aims would further strengthen their sense of respect and belonging.

An improvement plan was in place to support the service in identifying areas for development. The plan outlined monthly priorities for discussion, and staff were actively involved in these. We discussed with management that adopting a more robust plan would enable them to identify specific areas for development and improvement in partnership with children and families.

Children and families were given opportunities to contribute to self-evaluation through tailored, age-appropriate questionnaires. Parents received feedback on their views, highlighting the service's commitment to continuous improvement. Children's voices were recognised and used to shape aspects of the service, including their golden rules. This approach helped ensure children felt valued and listened to.

Staff and management had evaluated strategies to support children's engagement and relationships. They introduced a 'who we play with' record, which identified approaches staff could use to foster friendships and positive interactions. We discussed with management that implementing a more robust approach to self-evaluation through monitoring and auditing would help identify any issues or areas for development.

Management ensured new staff were safely recruited and understood their responsibilities within the team. New staff spoke openly and positively about their induction process, sharing that they felt supported by the entire team and already part of it. Staff participated in a variety of training opportunities, including play therapy, trauma-informed practice, and child protection. This further strengthened their ability to meet children's individual needs.

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

Children were happy, settled, and actively engaged during the inspection. They made informed choices about their play within the environment and were given the time, space, and support needed to make decisions and express their voices. Children were confident in approaching staff for assistance when required, which contributed to their sense of safety and security within the setting.

A wide variety of play experiences were available for children to enjoy, including finger knitting, crocheting, board games, and arts and crafts. They also had access to a large playground and made use of the pitch to enhance their play and physical development. Staff provided support when needed while allowing children time and space to organise, carry out, and adapt their own games with peers. This demonstrated an understanding of the importance of fostering peer relationships.

Staff recognised and responded to children's individual interests, developmental stages, and play preferences. Children participated in activities that built confidence and developed social skills. For example, children collaborated to construct indoor dens. Strong friendships were evident, supporting children's overall wellbeing.

Staff were skilled in knowing when to scaffold play and when to step back, enabling children to lead and work together autonomously. They allowed children to pursue interests at a pace that suited them and demonstrated an understanding of both verbal and nonverbal communication, helping them judge when to interact and when to observe. Staff encouraged positive peer interactions, ensuring children benefited fully from their experiences.

Play experiences were planned and offered based on children's interests. While no formal planning was in place, staff considered what children wanted to do each week. We discussed with management that recording play planning more formally would further support children's voice and ownership of their play.

Children are supported to achieve 4 - Good

We made an evaluation of good for this key question, as several important strengths, when taken together, clearly outweighed areas for improvement.

Nurturing care and support

Staff interactions with children were warm and kind, creating a nurturing and emotionally secure environment. Children appeared happy and relaxed, and the positive relationships between staff and children were evident throughout. Caring and attentive interactions demonstrated genuine respect and consideration, supporting children's emotional wellbeing and helping them feel valued.

Children were confident, settled, and eager to share their views, opinions, and ideas. They displayed positive

friendships and treated one another with kindness and care, reflecting a strong sense of safety, security, and belonging within the service.

Children were offered a varied snack that included a selection of fruit, and staff were mindful of allergies and dietary requirements. However, the overall quality of the snack experience could be improved. Snack was served to the whole group at once, creating a noisy environment, long waits for handwashing and food, and missed opportunities to promote independence, as staff served the snack rather than children. Staff did not consistently sit with children, missing chances to support safety, build relationships, and encourage language development. Drinks were not readily available; children shared that they could fetch their own water bottle if needed. We discussed snack time with the manager, who demonstrated a strong commitment to improvement. We agreed that changes should be made to the snack routine to create a relaxed, sociable experience that promotes independence. An area for improvement has been identified in relation to this.

(See Area for Improvement 1).

Staff demonstrated an understanding of individual children, discussing their needs, preferences, and the support provided. They also shared knowledge of children's interests beyond the service, highlighting positive and meaningful relationships. Personal plans were in place for all children and contained the necessary information to meet individual needs. Strategies were identified to support children with additional needs, and achievements and successes were noted. We discussed with management that plans could be further developed to enhance children's participation through regular reviews.

Families were warmly welcomed into the service, and staff took time to chat with them about their child's day. Staff and parents were observed engaging in relaxed, respectful interactions, demonstrating that these relationships are valued and meaningful. Families were also kept informed about events and important information through the monthly newsletter. Parents told us they felt they had positive relationships with staff. One parent commented, 'The staff are friendly and caring. They have a good relationship with my daughter and they take care of her really well.'

Areas for improvement

1.

To support children's health, safety, and wellbeing, the manager and staff should ensure children experience sociable and positive mealtimes.

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

"I can enjoy unhurried snack and meal times in as relaxed an atmosphere as possible" (HSCS 1.35).

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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