

# Kids Fun House at Rowantree Day Care of Children

Rowantree Primary School  
1 Birks Terrace  
Dundee  
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Telephone: 07928439455

**Type of inspection:**  
Unannounced

**Completed on:**  
19 November 2025

**Service provided by:**  
Kids Fun House

**Service provider number:**  
SP2003000707

**Service no:**  
CS2022000393

## About the service

Kids Fun House at Rowantree is a registered daycare of children service. The service is delivered from Rowantree Primary School, Dundee. Children have access to a community space, kitchen, toilets, halls and direct access to an enclosed playground.

The service is registered to provide a care service to a maximum of 32 children at one time, of an age to attend primary school.

## About the inspection

This was an unannounced inspection which took place on Monday 17 November 2025, between 15:15 and 18:00. We continued the inspection on Tuesday 18 November 2025, between 15:00 and 17:30. We gave inspection feedback to the management team on Wednesday 19 November 2025. Two inspectors carried out the inspection 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 children;
- reviewed survey responses from seven parents and four staff;
- spoke with management and staff;
- observed practice and children's experiences; and
- 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.

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; and
- 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

- The staff team have effective relationships with families which contribute to positive outcomes.
- Children and families are happy with the care, play and learning, promoting a positive ethos.
- Staff are kind and caring in their interactions.
- Children and families benefit from a service that is developing the use of self-evaluation to identify and act on improvements across the service.
- The service met one requirement and one area for improvement that were made at the last inspection.
- Children enjoyed the fun experiences on offer.
- Personal plans should be reviewed and updated to reflect children's individual routines and care 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	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 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.

Staff and leaders engaged positively throughout the inspection process. They were open, honest, and keen to listen to advice, reflecting a strong commitment to improvement. Clear roles and responsibilities supported accountability and ensured consistent expectations across the team. Staff shared that they enjoyed working within the service, and children described staff as kind and caring. This demonstrated that a positive culture among staff contributed to creating a safe, supportive, and nurturing environment for children.

A quality assurance process was in place, supported by a calendar for monitoring medication, staff training, and displays. This showed a practical approach to maintaining standards. We advised management to strengthen consistency in recording and monitoring by introducing checklists or audit tools.

The management team were committed to continuous improvement and accessed best practice guidance through the Scottish Out of School Care Network (SOSCN). Families strongly agreed they were meaningfully involved in helping to develop the service. Children and families were consulted through questionnaires to identify strengths and areas for improvement. This reflected positive engagement and partnership working. Families shared comments such as "They do surveys and communicate with parents about improvements or ideas" and "they always talk about upcoming things and asked opinions." This highlighted the service actively sought feedback and valued family contributions. We explained to management that doing regular reviews and using clear success measures will help keep improvements going across the service.

The service displayed its vision, values, aims, and objectives, focusing on children feeling happy, safe, and secure. Management shared that new aims and values were at an early stage of development, showing commitment to improvement. We highlighted the importance of involving families, staff, and children in shaping these. Families told us staff had the best interests of their child and provided consistent support. Staff reported feeling valued and supported, which helped maintain morale and stability. This helped ensure children felt safe, valued, and supported in their learning and development.

## Children play and learn 4 - Good

### Quality Indicator: Play learning and developing

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 were observed to be settled, engaged, and happy, confidently leading their own play. Interactions between staff and children were consistently kind, caring, and respectful. Positive relationships were evident, with staff showing genuine warmth and commitment to the children. Families told us staff were supportive and always went the extra mile for children.

Children had access to a wide range of resources, activities, and areas within the service, supporting choice and independence. Children shared that they enjoyed playing football, games with friends, and spending time with staff. Their ideas and wishes were documented in floorbooks, and they spoke confidently about their personal trays and journals, showing ownership of their learning. We shared with management how recording dates, children's thoughts, challenges, and solutions in floorbooks, the service could create clearer records of children's learning and experiences.

Spaces promoted inclusive play among different age groups, with younger and older children playing together in active and creative activities. Children also participated in daily huddles, sharing news and ideas and taking on roles across the service. Staff supported this by promoting children's interests and offering a balance of intentional and responsive play opportunities.

Opportunities for choice and independence strengthened confidence and ownership. Further developing huddle discussions by linking them to children's goals could deepen engagement and strengthen pride, enhancing children's overall experiences.

Children enjoyed outings to a variety of places in the local and wider community. For example, visits to shops, parks, care homes and local facilities were provided. These helped support children to progress, develop a broad range of lifelong learning skills and connections with their community. Families told us, "my child goes on trips during holidays, has benefited from life skills through going to local supermarkets, and has been to the urban beach in town".

## 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.

Staff interactions with children were warm, respectful, and supportive. They laughed and played alongside children, creating a fun and positive atmosphere. Staff consistently spoke to children using calm and encouraging voices, reinforcing a sense of security and trust. Families told us they were highly satisfied with the care and attention their child received.

Staff demonstrated strong knowledge of individual care needs and family circumstances, responding sensitively and appropriately. For example, they were attuned to children's feelings and offered one-to-one discussions when needed. Personal plans were in place and were supported by an overview sheet with family updates. However, some personal plan files were disorganised, containing old and current information, had unclear review dates, and limited additional support strategies. Streamlining personal planning will ensure clarity, timely interventions, and that staff hold the necessary information to meet individual needs effectively. We signposted the service to the Care Inspectorate guidance "Guide for providers on personal planning, early learning and childcare (2021)" to support improvement (see area for improvement 1).

Chronology templates were available, but the information recorded was limited and unclear. This reduced the effectiveness of tracking significant events. We encouraged management to revisit their approach and highlighted the importance of clear, detailed records. Accurate chronologies would help staff monitor changes and understand the impact of events on children. Improving chronologies could support early identification of patterns, ensure timely interventions, and the changing needs of children to promote their safety, wellbeing, and emotional security.

Mealtimes offered children opportunities to plan and prepare food, and snack was calm and sociable. Transitions into the service were planned, with visits arranged before children started to build relationships. Families were welcomed into the service, and staff shared information openly. A digital platform supported communication and helped maintain effective links.

Infection prevention and control was considered, and staff used PPE appropriately. This minimised the risk of infection and ensured children remained safe, healthy, and comfortable in their environment.

Staff were confident in recognising possible signs of abuse and had a good understanding of the processes to follow if they had any concerns about a child. This knowledge supported the service to keep children safe from harm or abuse.

## Areas for improvement

1. To support children's overall wellbeing, the provider should ensure each child has a personal plan in place, clearly recording their information, development needs, routines, and interests. Plans should be reviewed by families at least every six months.

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

'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices.' (HSCS 1.15).

## What the service has done to meet any requirements we made at or since the last inspection

## Requirements

### Requirement 1

By 4 April 2025, to keep children safe, the provider must ensure a manager is fit to practice. To do this the provider must, at a minimum, ensure a manager is registered with a relevant professional body.

This is to comply with Regulation 7(2)(d) (Fitness of managers) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

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

'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice, and follow their professional and organisational codes' (HSCS 3.14).

**This requirement was made on 24 January 2025.**

#### **Action taken on previous requirement**

Management and staff were registered with Scottish Social Services Council (SSSC) and were working under the correct roles and responsibilities. Training, monitoring, and professional learning was also in place across the team.

#### **Met - within timescales**

### **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 to receive high quality care, play and learning, the provider should use thorough and safe recruitment processes, including but not limited to, requesting accurate and appropriate information or references relating to a person's suitability to work in a specified role.

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

'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice, and follow their professional and organisational codes.' (HSCS 3.14).

This is to ensure that practice is consistent with the Scottish Social Services Council, Codes of Practice for social service workers and employers (2024). Codes of practice for employers of social service workers, Section 1 – 'Make sure people you recruit are suitable to be social service workers and that they understand their roles and responsibilities'.

**This area for improvement was made on 24 January 2025.**

#### **Action taken since then**

Improvements were made to the safe recruitment of individuals. The service ensured those recruited were suitable to work within the School Age Childcare Service. Fit person checks were sought prior to staff starting within the service, and references were in place. Information available within staff files was organised and took account of the SSSC codes of practice, HSCS, and guidance around the safe recruitment of staff.

We are satisfied that 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	4 - Good
Leadership and management of staff and resources	4 - Good
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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