

Hyndland After School Club Day Care of Children

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Type of inspection:
Unannounced

Completed on:
20 November 2025

Service provided by:
Hyndland After School Club

Service provider number:
SP2003001223

Service no:
CS2003005764

About the service

Hyndland After School Club is registered as a daycare of children service. It is registered to provide a care service to a maximum of 106 school aged children.

The service is based in a building within the grounds of Hyndland Primary School, in the west end of Glasgow. The service has sole use of the building which has a main playroom and two mezzanine spaces - one side is office space and the other is a quiet room for children.

The service also has access to the gym hall and other spaces in the school and makes use of the playground. Seventy-three children were attending at the time of this inspection.

About the inspection

This was an unannounced inspection which took place from 17 to 20 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
- spoke with staff and management
- 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 benefit from stronger leadership with clear roles and improvement planning creating a more organised, welcoming environment and better experiences.
- Children influence decisions, their ideas shaped activities and spaces leading to more purposeful play and a sense of ownership.
- Children enjoy engaging play and varied, child-led experiences indoors and outdoors which supported creativity and choice.
- Children feel safe and supported and the positive relationships and robust safeguarding improved wellbeing and confidence.
- Children were playing in quality spaces; enhanced quiet areas and outdoor play promoted relaxation, inclusion and active play.

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 thrive and develop in quality spaces	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.

The management team had reviewed the vision, values and aims and created an updated mission statement that was reflective of the service being provided. Plans were in place to review values and aims further. Involving children, parents and staff further in this process would strengthen the approach. The live Quality Improvement Framework document showed progress and engagement from staff and children, with actions tracked and signed off when completed. This showed that staff had taken a proactive approach to self-evaluation to improve outcomes for children.

Since the previous inspection, the management team had taken clear action on identified areas for improvement. This had resulted in a more organised and welcoming environment and better experiences for children. Leadership roles within the team were clearly defined, and the keyworker system was having a positive impact on outcomes for children along with connections with families.

The management team had developed strong links with the school which supported continuity for children. Systems were in place to ensure staff had the right information to meet children's needs, such as up-to-date personal plans. Staff told us they felt well supported and involved in decision-making. Staff spoke positively about the progress made and felt included in improvements. This demonstrated effective leadership and a commitment to continuous development.

Children's voices were valued. Representatives known as "Afty Agents" met regularly with staff to share ideas and suggestions. Management provided feedback to children about what had been improved and taken children on the journey. Children also contributed through comment boxes, and parents shared views through questionnaires. This showed that people's views were valued.

Recruitment and induction processes followed best practice. Staff received a comprehensive induction and had access to regular meetings, training, and supervision. Child protection training had improved staff confidence in recognising and responding to concerns. The balance of unqualified to qualified staff was not meeting the minimum standard. Although staff were competent and had completed a comprehensive induction and basic training. Increasing the number of playworker trained staff would further strengthen practice. The management team had plans in place for this and were tracking staff progress in completing relevant training (see area for improvement 1).

Areas for improvement

1. The provider should ensure that they have a higher ratio of qualified staff working within the service, this should include but not be limited to the management team and playworker staff.

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).

Children thrive and develop in quality spaces 4 - Good

Quality indicator: Children experience high quality spaces

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.

The environment was warm and comfortable. The heating had been fixed, and the room temperature was monitored and maintained to create a warm and comfortable play environment. The door was kept closed to the playground in colder weather, however, children were made aware that they could easily free flow to the outdoor space. This made the indoor space warmer, and children appeared more comfortable, taking off jackets as they settled into play.

There was a quiet space that had been further developed on one of the mezzanine areas. This was now open to all ages of children, where children could rest and relax. This space had been made a more enclosed area, this had reduced the noise, and dimmed lights allowed a more natural flow of light. A member of staff was allocated to this area to help maintain a calm atmosphere for children. Children enjoyed quieter activities such as drawing, making bracelets, and watching movies in this space. Tents and cosy spaces were available for relaxation. The children were happy with the space being created and had been consulted on how they wanted to use the space. The lending library was based in the space and children were encouraged to access books.

Outdoor play was well-supported. Lighting had been installed to allow safe use of the playground during darker evenings, and children were able to play outdoors throughout the session. Children made good use of the games area for ball games and trees they could climb in the vast playground. The den building area was back in use with children working in small groups using tarps and rope.

When weather conditions made outdoor play unsafe, contingency arrangements were in place to use the school gym hall. Staff deployment ensured these arrangements could be managed effectively. Children enjoyed fresh air and energetic play and made use of the outdoor space in most weathers. There was also covered spaces, however, the gazebo was awaiting repair. Safety measures were in place to ensure the space was safe. Gates were mostly locked, with one open to a small wooded area. The janitor was notified and planned to check the gate. Staff monitored the secure door entry system at all times. The venue had been painted, areas cleared and new equipment purchased which children were actively using and were involved in choosing. A small pile of rubbish was awaiting removal but did not affect the use of the den building space.

Displays reflected the service's golden rules, children's rights and wellbeing, creating an inclusive and respectful environment. Children influenced changes to the space through the "Afty Agents" committee, choosing colours for new décor, contributing artwork and requesting resources. Staff responded to children's ideas and worked collaboratively with them to improve the environment.

Children play and learn 4 - Good

Quality indicator: Playing, 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 engaged in play experiences, often alongside staff they had formed positive relationships with. They had opportunities to lead their own play and make choices about the experiences they wanted to take part in. The environment promoted free play and choice, and children could move freely between indoors and outdoors. Opening up the quiet, relaxing space to all children had positively impacted on outcomes for children, and children had a space to rest, relax and engage in quieter experiences. The children told us they liked the space and younger children were happy to have a warm, quiet space to play.

Planning was child-centred and based on children's interests. Personal plans included questions about play and preferences and these were taken forward by keyworkers to plan activities. There was a good balance between adult-led activities, such as baking and crafts, and spontaneous play. Children's voices were heard regularly through comment boxes, conversations and the active "Afty Agents" committee. Staff responded to children's ideas and included these in the plan. Children's play was more purposeful and engaging.

Staff interactions with children were warm and supportive. Children were happy in the company of staff and gravitated towards those who shared similar interests, such as outdoor play or creative activities. Staff kept a close eye on children who faced barriers to play and encouraged them to join in at their own pace. The keyworker system helped staff reflect on children's play and plan experiences that met their needs.

Children benefited from initiatives such as the lending library, which they helped to lead. The service's golden rules supported fairness, teamwork and positive relationships, and staff were consistent in applying these principles. This helped create an inclusive and respectful play environment.

While play experiences had been further developed and were positive, there was scope to offer more choice. Such as extending the den building space and introducing more open-ended play and loose parts resources. This would support children to have the opportunity to be creative.

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 had positive relationships with children, and children were comfortable and fond of staff members. Staff knew children well and were attentive to their needs, offering comfort and reassurance when required. They used walkie-talkies effectively to respond promptly to children and to communicate with other staff when support was needed for children.

The keyworker system worked well for the service, particularly given the high number of children attending and the busy environment. Delegating children into smaller groups meant key staff could check-in regularly and share information with the wider team. Keyworkers met monthly to discuss the individual needs of children, and ensured that personal plans were in place and reviewed. Personal planning had improved since the previous inspection. Where children had specific needs, individual plans contained clear targets and strategies to support them. Staff should continue to review information within all children's plans to ensure all children have clear targets and strategies for engagement in play. Although, children had ownership of their own personal plans, parents had not signed personal plans which is a legal requirement. Management were looking at digital formats to allow easier access for parents and families.

Staff worked closely with the school, and the headteacher shared positive feedback about the wellbeing links between the service and the school. A wellbeing wall in the quiet space helped children explore feelings and emotions, with explanations about how emotions might feel physically, such as sore heads or clenched hands. This helped children understand their own bodies and feelings. Activities, like making stress balls, supported children's emotional wellbeing, along with open relationships with staff and good opportunities for small group work.

Systems for recording and passing on safeguarding concerns were now robust. Staff demonstrated that training and development had impacted positively on keeping children safe. Staff shared information with relevant agencies and met regularly with the school to work collaboratively to support children. However, we asked the service to ensure that they were aware of the notification guidance to the Care Inspectorate.

Children enjoyed the snack experience which offered plenty of choice and was a positive social time for children. There were three snack opportunities throughout the afternoon to ensure children had opportunities to access snack. There was a substantial first snack with warm food, cereals and wraps, a fruit bar and later cheese and vegetables. Children helped prepare and serve snacks which added to their sense of responsibility. Drinks should be made available throughout the session, rather than relying on water bottles. This will ensure children have regular access to fresh drinks throughout the session.

Families were welcomed into the service and staff took time to chat with parents. A key person was on the door daily to greet families, and notice boards shared information about children's experiences and plans for the week ahead. Parents could join the parent-led board and contribute to strategic decisions. Consistent and friendly communication helped build strong relationships with families. Families shared positive feedback on their children's time at the service, saying they felt involved and included in their child's life at the "Afty".

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 care, play and learning, the manager and staff should ensure individualised personal plans capture children's current health and welfare needs, progression in learning and support children to reach their full potential.

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).

This area for improvement was made on 17 March 2025.

Action taken since then

Each child had a personal plan that contained relevant information to ensure that staff could care for children.

This area for improvement has been met.

Previous area for improvement 2

Child protection policies and recording procedures should be updated to meet best practice guidance and to ensure the safety of children.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "My future care and support needs are anticipated as part of my assessment" (HSCS 1.14).

This area for improvement was made on 17 March 2025.

Action taken since then

The service had updated all policies and procedures in relation to child protection. Staff had attended relevant training. Management had a clear overview of what they would do if they had concerns about a child in their care.

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

Detailed evaluations

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Children experience high quality spaces	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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