

Kingfisher Club - Kestrel House Day Care of Children

Linlithgow Primary School
Preston Road
Linlithgow
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Telephone: 07760768565

Type of inspection:
Unannounced

Completed on:
4 December 2025

Service provided by:
Kingfisher Club

Service provider number:
SP2003003097

Service no:
CS2003013319

About the service

Kingfisher Club - Kestrel House is a day care of children service registered to provide care to a maximum of 120 primary and secondary school aged children at any one time.

The service mainly operates within Linlithgow Primary School which is close to local shops, parks and other amenities. Children have access to a playroom, dining area, large gym hall, toilets and the school playground.

About the inspection

This was an unannounced inspection which took place on 2 December 2025 between 14:45 and 18:00 and 3 December 2025 between 14:30 and 18:15. 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
- received feedback from 14 families
- spoke with three families
- spoke with staff and management
- 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, 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
- 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 having fun. They engaged in a variety of play opportunities, including active, imaginative and creative experiences.
- Children experienced warm, kind and friendly interactions which supported their wellbeing.
- Families were warmly welcomed into the setting and had opportunities to speak with staff about their child's care and play experiences.
- Children experienced a sociable snack with healthy food choices. There was scope to increase opportunities for independence.
- Quality assurance processes and self-evaluation for improvement were in the early stages of development and were not yet leading to improved 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	3 - Satisfactory / Adequate
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 3 – Satisfactory / Adequate

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

Leadership and management of staff and resources

The service had experienced a change in leadership since the previous inspection. The new manager had created a positive ethos and was establishing a culture for improvement. They had a clear vision for the service and identified the need to review the vision, values and aims with children, families and staff to support a shared understanding.

An improvement plan had been developed which highlighted relevant priorities. However, the number of areas identified for development was significant. This meant progress was slow and had not yet resulted in improved outcomes for children. We discussed the need for a more focused plan to drive a continuous cycle of improvement and ensure changes lead to positive outcomes.

Self evaluation was at an early stage of development. While staff had begun reflecting on daily practice, this was not yet effective in identifying or implementing improvements. We suggested staff begin to use 'A quality improvement framework for the early learning and childcare sectors: school age childcare' to reflect more deeply on practice to inform change. Children and families had opportunities to give feedback on the service which helped them to feel included and valued. The leadership team recognised the importance of involving children and families in developing the service and were exploring ways to engage more meaningfully.

Quality assurance processes, including monitoring and audits, were not yet established to identify, support and sustain improvements. Staff knowledge varied across the team, leading to inconsistencies in the quality of interactions and experiences for children. We discussed how monitoring of children's experiences could help the leadership team recognise strengths and plan targeted improvements (see what the service has done to meet any areas for improvement we made at or since the last inspection).

Children were kept safe as new staff were safely recruited. Staff spoke positively about the induction process. There were clear processes for mentoring and supporting staff which helped them to have an understanding of their roles and responsibilities to meet children's needs.

The service had not made relevant notifications to the Care Inspectorate regarding current committee members. We advised that this is carried out as a matter of priority to ensure children were safe and protected.

Children play and learn 4 - Good

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.

Playing, learning and developing

Children were happy, having fun and engaged in play. They had opportunities to interact and play with each other which helped to build friendships, confidence and develop their social skills. Families were positive about the play experiences. They told us, "The service creates a friendly, inclusive and creative atmosphere where the children feel engaged and can build new friendships" and "[My child] has real fun and has increased in confidence."

Children engaged in a variety of play opportunities, including active, imaginative and creative experiences which supported their overall development. They told us they enjoyed the experiences provided and contributed to planning activities. This enabled them to be involved in leading their own play. To further improve the quality of play experiences, children would benefit from a richer, more challenging, and enabling environment designed to spark curiosity and inspire wonder (see area for improvement 1).

Children told us they liked playing both indoors and outdoors and were able to spend time in different areas. They had some choice about where they played, however there was scope for this to be increased by improving free flow opportunities between areas of the setting.

Staff responded to interactions when invited by children and offered support when needed. Staff were attuned to children's individual communication needs and gave them appropriate time to think and respond. Some staff interactions were responsive to children's individual interests and cues and as a result, children experienced fun and joy. However, interactions were not consistent across the staff team. This meant there were missed opportunities to challenge, extend or sustain children's thinking and interests.

Areas for improvement

1. To support children's development and enable them to experience a rich and enabling environment, play spaces should offer a range of resources and materials to effectively challenge and stimulate children and reflect their current interests and curiosities.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity' (HSCS 2.27).

Children are supported to achieve 4 - Good

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.

Nurturing care and support

Children experienced warm, kind and friendly interactions which supported their wellbeing. They were warmly greeted by staff when they arrived from school. This helped to support smooth transitions. Children had developed positive relationships with staff and told us they felt safe at the club. They said staff were 'good', 'nice' and 'friendly'. Families were very positive about the care their children experienced. Their comments included, "All staff are approachable and helpful", "I feel staff really know my child and me" and "They are caring and helpful".

Personal plans mostly reflected children's needs, preferences and hobbies. As a result, staff knew children well and were aware of important information to keep children safe, nurtured and supported. Children had opportunities to be involved in developing their personal plan which meant their individuality was valued. It was unclear how frequently some information within personal plans was reviewed. Children would benefit from information being fully reviewed with families to ensure it was up to date to consistently meet their needs.

Children experienced a sociable snack as they chatted and ate with their friends. There were some missed opportunities for staff to build connections with children during snack as they were focused on tasks. Food choices were nutritious which supported children to be healthy. Children told us they enjoyed the snacks and were involved in developing the menu. This helped children to feel valued and included. Older children had opportunities to self-serve which supported them to develop life skills. There was scope for children to have increased opportunities for independence such as being involved in snack preparation and younger children self-serving.

Children had a few spaces to rest and relax which supported their emotional wellbeing. For example, in the library, they enjoyed reading in the book nooks. However, opportunities for quiet, comfortable spaces were limited in the dining hall. Children would benefit from the introduction of more calm, inviting areas in this space to further promote emotional regulation and enhance their overall wellbeing.

Medication was regularly reviewed to ensure it was in date and still required which helped to keep children safe. Medication consent forms were in place, however, these did not fully reflect current guidance as they lacked detail. We suggested some ways to enhance the overall safety of the management of medication.

All families told us they strongly agreed they were happy with the care their children received. Families were warmly welcomed into the setting and had opportunities to speak with staff about their child's care and play experiences. This supported smooth transitions and enabled them to feel included.

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 ensure children receive high quality care and support, quality assurance and self-evaluation methods should be further developed. Opportunities should be created to formally gather and include children and families' views. This will help to identify areas for improvement that will impact positively on outcomes for children.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state, '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 27 June 2024.

Action taken since then

Quality assurance and self evaluation were in the early stages and not yet leading to improved outcomes. Children and families had some opportunities to share their views to inform the development of the service. The leadership team had plans to involve children and families in a more meaningful way to support improvement.

This area for improvement has not been met.

Previous area for improvement 2

To provide the best possible outcomes for children, the service should ensure staff engage in mandatory and relevant training opportunities to keep their knowledge and understanding current. This should include, but is not limited to, updated Child Protection training.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state, 'I experience high quality care and support that is right for me and is based on relevant evidence, guidance and best practice.' (HSCS 4.11).

This area for improvement was made on 27 June 2024.

Action taken since then

Staff were aware of child protection procedures which helped to keep children safe. However, not all staff had completed training and therefore the depth of knowledge varied across the staff team. Children would benefit from a whole service approach to training and development to support consistency of staff knowledge and skills.

This area for improvement has not 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

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