

Whitehill Out of School Care Day Care of Children

Whitehill Neighbourhood Centre
9 Hunter Road
Whitehill
Hamilton
ML3 0LH

Telephone: 01698 477 498

Type of inspection:
Unannounced

Completed on:
15 January 2026

Service provided by:
Childcare in the Community a Scottish
Charitable Incorporated Organisation

Service provider number:
SP2017012912

Service no:
CS2017355825

About the service

Whitehill Out of School Care is registered to provide care for a maximum of 18 children who attend school up to the age of 16. At the time of the inspection, 15 children were present on the first day and the second day, 14 children were present.

The service operates from a designated room within Whitehill Community Centre in Hamilton, South Lanarkshire. Children are cared for within the main playroom and kitchen area. They have access to toilets, outdoor spaces and a gym hall. The service is close to local primary schools, shops, transport links and other amenities.

About the inspection

This was an unannounced inspection which took place on 14 and 15 January 2026 between 14:30 and 18:15. The inspection was carried out by one inspector 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 eight families
- Spoke with management and staff
- Observed practice and daily life
- Reviewed documents.

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

- Leaders made good use of best practice guidance to influence and shape self-evaluation processes.
- Staff were safely recruited, helping to ensure the right people were caring for children. We discussed further developing staff induction processes to ensure this was more robust.
- Children could choose from a variety of toys and materials, helping to support their interests and choices.
- Staff consulted with children when making improvements within the setting, helping to ensure their ideas and opinions were heard.
- Children experienced a relaxed and enjoyable snack time, where their independence skills were supported.
- Children experienced interactions that were kind and nurturing, helping them to feel safe and secure.

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	5 - Very 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 5 - Very Good

Quality indicator: Leadership and management of staff and resources.

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.

The service had developed a vision, values and aims which highlighted a commitment to promote a high quality service for children. This included consulting with children, acknowledging individual needs, supporting children's development and working closely with families. Parents commented positively on the service and told us "we are asked frequently if we have ideas or suggestions for improvement", "[my child] being cared for and having personal needs meet" and "I feel that my child and I are meaningfully involved in helping to develop the service through questionnaires and verbally. Our views and feedback are welcomed, listened to, and valued".

A quality assurance calendar in place helped ensure tasks throughout the year were planned for and completed. This included updating personal plans, reviewing policies and refreshing knowledge on guidance. This helped ensure records were well maintained and effective in meeting individual needs, as well as the needs of the service. In addition, staff engaged in and recorded professional dialogue where important information was shared and tasks were discussed. This helped support good communication between staff.

Leaders reflected on and used current best practice to support self-evaluation processes. For example, 'A quality improvement framework for the early learning and childcare sectors: school age childcare'. This supported the service to evaluate practice, identify any areas for improvement and actions needed. This meant children experienced a service that was committed to continuous improvement and supported good outcomes.

Staff were safely recruited, with appropriate checks being carried out prior to them starting at the service. Mentoring systems in place helped new staff to feel supported in their role and to become familiar with daily practices. We discussed with the provider on reviewing staff induction processes, to help ensure these offered staff opportunities to reflect on learning. They shared this had been identified and plans were in place to review these.

Children play and learn 5 - Very Good

Quality indicator: Playing, learning and developing.

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.

Children chose from a variety of toys and materials to support their interests. For example, drawing, games, exploring sand, technology, figures and cars. Children told us "it's fun here", "we play games on the iPad but only for 20 minutes at a time. It's so we don't have too much screen time", "I like the wee pieces of paper and I like to draw" and "I have lots of fun. I like drawing and making crafts".

Children were engaged in experiences for long periods of time, sharing ideas with friends and extending their play. They moved confidently around the setting, accessing different spaces and materials to support their choices and wishes. Staff recognised and understood children's cues which meant they were able to tailor and support experiences to support engagement and enjoyment. Parents commented "there are always lots of activities on offer ranging from crafts to sports", "they are full of activities that my [child] enjoys doing and "I am very pleased that [my child] is able to take part in a wide range of enjoyable opportunities and fun experiences, that are carefully planned to meet their individual needs".

Children had developed positive relationships with staff and they were eager to include them in their play. Staff interacted with children in a positive way, knowing when to give them space and when to offer support. This meant children were able to lead their own play and make decisions based on their ideas and thoughts. They told us "[staff] are very very nice and they are good if you need help" and "they are kind and nice".

Staff observed children's play and recognised that interests could change frequently, offering different materials to suit children's needs. Staff consulted with them regularly to identify new materials needed. The use of the 'feedback board' meant children had different ways to share their ideas. This helped them feel included and their ideas taken on board. Parents commented "the children are very much involved and consulted regularly" and "all of the kids are involved in planning daily activities as a group but also individually if they wish".

Quiet spaces available provided opportunities for children to rest and relax, helping to support their wellbeing. They had access to comfortable sofas and different reading materials, helping to promote their literacy development and enjoyment. Parents told us "kids have choice daily and the team ensure their needs and wants are listened to and met. If my child wants to rest or sleep he can if he wants to" and "I am reassured that [my child] is supported to rest, sleep, or relax whenever [they] need to. [Staff] are attentive to [their] individual cues and routines, creating a calm and comfortable environment where [they] can recharge at [their] own pace.

Children are supported to achieve 5 - Very Good

Quality indicator: Nurturing care and support.

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.

Children were happy and settled within the setting. They had developed positive relationships with staff and were confident when approaching adults for help and support. Staff interacted with children in a way that was supportive and nurturing. They asked children about their day and checked in on their wellbeing. Staff knew children well and confidently shared their likes, dislikes and preferences. This contributed to children feeling safe, loved and valued within the service. Parents told us "the staff care about each child and their learning and development" and "[my child's] individual needs are understood and met with kindness, patience and professionalism, allowing [them] to feel safe, valued, and confident".

Each child had a personal plan in place, which contained important information to help staff meet their individual needs. This included their likes, dislikes and interests. These plans were developed in partnership with children and families, with regular reviews being carried out to ensure they were up to date.

Parents agreed plans were reviewed and told us "[staff] showed me the care plan and explained me how they will create a profile tailored to my child's needs" and "[staff do] a regular care plan which incorporates mine and my child's views and needs".

Children experienced a calm and relaxing snack time. They helped prepare snack and set the table for their peers to have their food, helping to support their independence skills. Children could select their own choices and enjoyed sitting together, chatting and creating positive peer relationships. Parents commented positively on the snacks available and told us "I am very pleased that [my child] is offered a wide range of healthy food choices that take account of [their] individual needs and preferences" and "children help in preparing healthy snacks such as fruit". Children were involved in developing the menu for snack options, helping them to feel valued and enjoy food that reflected their likes. Some parents commented they felt snacks could be better or that they were not involved in the menu planning. We discussed with the service on sharing the menu more with families to help them feel informed. The provider agreed to do this.

Families were welcomed into the service on a daily basis when collecting their children. This offered opportunities for discussions with staff to take place regularly. Staff shared information on children's day, any important updates from school and any other news needed to be shared. This contributed to strong connections and helped parents feel included within the service. Families told us "every time I collect [my child] I am given an update and I am welcome to make questions or suggestions", "I am welcomed each and every day, I am advised what [my child] has been doing that day and what they have planned for the next day" and "I always feel welcomed into the service and value the opportunities to talk with [staff] about [my child's] care, play, and learning".

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	5 - Very Good
Leadership and management of staff and resources	5 - Very 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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