

# TASC - Knightswood OSC Day Care of Children

Knightswood Primary School  
36 Knightscliffe Avenue  
Glasgow  
G13 2TE

Telephone: 01419 502 779

**Type of inspection:**  
Unannounced

**Completed on:**  
10 December 2025

**Service provided by:**  
Temple / St Ninians After School care

**Service provider number:**  
SP2007008818

**Service no:**  
CS2003005874

## About the service

TASC - Knightswood OOSC is registered as a day care of children service, which is provided by Temple/St Ninian's After School Care. It is registered to provide a service to a maximum of 60 children aged from four years to 14 years. At the time of inspection 51 children were in attendance.

The service operates from Knightswood Primary School, which is situated in the west of Glasgow. It is close to local parks, shops and amenities. Children were accommodated in the school dining hall. Children also had access to a gym hall, toilets and a large outdoor play area within the school grounds.

## About the inspection

This was an unannounced inspection which took place on Tuesday 9 and Wednesday 10 December 2025. The inspection was carried out by three inspectors from the Care Inspectorate. One inspector was shadowing as part of their induction process. 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 14 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.

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.

## Key messages

- Children were happy, settled and confident within the setting.
- 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.
- Personal plans should be developed to support all children's individual 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	5 - Very 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 5 - Very Good

### 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 manager demonstrated an approachable, friendly, and professional manner throughout the inspection. They engaged positively with the process, responded constructively to feedback, and showed a clear commitment to driving improvement. Their dedication to enhancing outcomes for children and families using the service was evident.

The service's aims and objectives reflected a strong focus on children's choices, promoting their safety, and encouraging their active contribution. These had been shared with families and accurately represented the service provided. We discussed with management that 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 identify areas for development and outlined how these would be achieved. We noted progress in key areas such as staff development, recruitment of qualified staff, and recognition through development awards.

A self-evaluation and development plan was actively used by management and staff as a working document to reflect on practice and identify improvements. Quality assurance processes included regular monitoring and auditing, such as reviewing accidents, incidents, and medication records. This supported staff to promote children's health, safety and wellbeing.

Children and families were given meaningful opportunities to contribute to self-evaluation through consultations and questionnaires. Children could also share their views via a suggestion box and a worry box. Their voices were valued and used to shape aspects of the service, including their experiences and the children's charter. We discussed with management that providing feedback on how suggestions were implemented would help families and children see the impact of their contributions.

Management ensured new staff were safely recruited and understood their responsibilities within the team. Staff were qualified, trained, and skilled. They spoke positively about their induction process, noting that they felt supported by the manager and were given time to settle into the team. Staff also engaged in a wide range of training opportunities, including bereavement support, first aid, autism awareness, and child protection. This supported staff to meet children's individual needs.

**Children play and learn** 5 - Very Good**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 were happy, settled, and actively engaged throughout 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 views. Children demonstrated confidence in approaching staff for assistance when required, contributing to their sense of safety and security within the setting.

A wide range of play experiences were available, including table football, pool, board games, and arts and crafts. Children also had direct access to a spacious playground, which promoted physical activity and outdoor play. During the inspection, children were observed enjoying football games in the Multi-Use Games Area (MUGA) area, with some choosing to play individually and others in small groups. When outdoor play was not possible due to extreme weather, children benefited from active and physical play indoors. One child shared their opinion of the service, saying: 'Amazing. 100 out of 100. I like the activities and going in the gym.'

Staff demonstrated an understanding of children's individual interests, developmental stages, and play preferences. They were skilled in recognising when to scaffold play and when to step back, allowing children to take the lead. For example, older children were supported to plan and organise a scavenger hunt, with staff only intervening when assistance was requested. This approach provided children with autonomy while fostering peer relationships and collaborative play.

Children engaged in activities that promoted confidence and social skills, and strong friendships were evident, supporting overall wellbeing. Staff respected children's pace and demonstrated sensitivity to both verbal and non-verbal communication, enabling them to judge when to interact and when to observe. Positive peer interactions were encouraged, ensuring children benefited fully from their experiences.

Play experiences were planned in response to children's interests. Staff consulted with children about the activities they wanted and involved them in developing a theme for the display wall, which informed some planned experiences. Children also confirmed they could request additional activities and resources, supporting their ability to lead their own play and learning.

## Nurturing care and support

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

Staff interactions with children were consistently warm and nurturing, creating an emotionally secure environment where children felt valued and supported. Children appeared happy and relaxed, and the positive relationships between staff and children were evident throughout the inspection. One child shared, 'I love going here and all the staff are awesome.' These relationships played a key role in promoting children's emotional wellbeing.

Children were confident, settled, and eager to share their views, opinions, and ideas. They demonstrated positive friendships and treated one another with kindness and care, reflecting a strong sense of safety, security, and belonging within the service. This was further supported by a buddy system, where younger children were paired with older children during their transition into the service. We observed older children helping and supporting younger peers in their play, which provided reassurance for younger children while fostering responsibility and leadership skills in older children.

Healthy snacks were offered through a rolling snack system, allowing children to eat when they wished without interrupting play. Good hygiene practices were encouraged, supporting children's health and wellbeing. Staff were knowledgeable about allergies and dietary requirements, ensuring individual needs were met. Mealtimes were sociable and unhurried, with some children choosing to sit with staff at the serving table. Water was not easily available for children during snack time. We discussed with management that children would benefit from water being more accessible to keep them refreshed and hydrated.

Personal plans were developed in partnership with parents and children, ensuring children's voices were heard and their preferences respected. Children had the opportunity to contribute to their plans which supported emotional development by capturing key information such as likes, dislikes, and interests. Visual supports promoted inclusion for children with limited language or literacy skills. Some plans included strategies and goals, and this could be strengthened by ensuring all children have these recorded. We discussed with management that plans would benefit from more detailed information to support health, safety, and wellbeing, including clear signposting for medical and dietary needs. This would ensure all staff are fully informed and able to meet children's individual needs.

Families were warmly welcomed into the service, and staff took time to engage in relaxed, respectful conversations about each child's day. These interactions demonstrated the value placed on positive relationships with families. Parents were kept informed through newsletters and shared that they felt positive about their relationships with staff. One parent commented, 'The staff are very approachable. I know my son feels secure and can confide in them if he needs an adult to talk to.'

Child protection procedures were in place. All staff had attended child protection training. They were aware of their responsibility to safeguard children in their care and had the ability to recognise when children and families needed support. We discussed with the manager how the recording of information could be improved to include communication with stakeholders and reflect planned support and outcomes for children.

## 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	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	4 - Good
Nurturing care and support	4 - Good

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