

# Barlanark Out Of School Care Day Care of Children

Barlanark Community Education Centre  
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**Type of inspection:**  
Unannounced

**Completed on:**  
27 January 2026

**Service provided by:**  
Barlanark Out Of School Care

**Service provider number:**  
SP2003001202

**Service no:**  
CS2003005716

## About the service

Barlanark Out of School Care is in a suburban area in the East End of Glasgow. The service operates from Barlanark Community Education Centre.

The service can accommodate a maximum of 50 children. The age range of children from four years old attending primary school to 14 years olds. At the time of our inspection there were a total of 20 children present on the first day and 21 children present on the second day.

The accommodation consists a large playroom with separate kitchen area, a quiet room, two cloakrooms, toilet facilities and office space. The large playroom has direct access to a spacious outdoor play area and children can access the MUGA (Multi-Use Games Area). The service can use the community centre sports hall and dance hall. The service is close to schools, transport routes, shops and community services.

## About the inspection

This was an unannounced inspection which took place on 20 and 21 January. 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 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
- reviewed feedback from six parents and carers whose children attend the service
- reviewed feedback from six staff members employed in the service
- spoke with management and staff
- observed practice and staff interactions with children
- 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.

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 improvements were identified relating to core assurances. We have reported where improvement is necessary within the 'Children are supported to achieve' section of this report.

## Key messages

- Children's voices were central to the service, with opportunities to influence play and decisions.
- Play experiences were rich, engaging, and responsive to children's interests, supporting their development and wellbeing.
- Improvements to the security of the outdoor play space would further support children's safety and wellbeing.
- Personal plans should be further developed to ensure they fully support meeting children's individual needs.
- Children were happy, settled, and confident within a nurturing and welcoming environment.
- Staff had warm, respectful relationships with children and families.

## 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 service's vision, values, and aims were clearly reflected in daily practice, contributing to a positive and nurturing environment for children. Children were happy and comfortable and benefitted from a range of fun and challenging opportunities. Management had plans to revisit the service's vision, values, and aims in consultation with children, families, and staff. This collaborative approach supports shared ownership and ensures that the service's direction continues to align with the needs and aspirations of its community.

Staff were consulted and were supported to engage in the settings improvement journey. Management were leading with changes to the service, including the introduction of in the moment planning and improvements to mealtimes. Staff told us the changes were positive and were contributing to improvements within the service. We observed the positive impact the developments were having to support improved outcomes for children.

Staff confirmed they had been supported and were engaged in self-evaluation exercises and their thoughts and opinions were listened to and valued. Self-evaluation was used to identify strengths and areas for improvement. We could see identified areas for improvements were being taken forward to improve outcomes for children and their families.

A children's forum had been established, providing all children with opportunities to give feedback and influence decision making. Their views were actively sought and considered, particularly in relation to developments such as in the moment planning and the summer programme. This inclusive approach reinforced that children are respected, their voices matter, and that they have ownership of their service.

Parents were involved in self-evaluation through questionnaires and the use of a 'Two Stars and a Wish' approach. This encouraged them to provide positive feedback and suggest areas for improvement. We suggested improvements could be made to share with parents where their views had informed change. This sends a message that their thoughts and opinions are valued. Parents agreed they were involved in a meaningful way to develop the service. One parent told us, "Staff asked me what would improve the service and they also had talks with my child what they wanted to do, for example children's choice for snacks or holiday activities."

The service monitored and audited aspects of the service. This supported the identification of areas for improvement such as trends in accidents and incidents, and supporting preventative measures that promote children's health, safety, and wellbeing. Regular quality assurance processes should also include checks of medication, personal plans, and chronology records to identify strengths and areas for development. This would support continuous improvement. See further information in 'Children are supported to achieve' section.

Staff were recruited safely in line with safer recruitment practice through the receipt of suitable references and Protecting Vulnerable Group (PVG) checks. The manager told us that identification and qualification documents were verified prior to employment. We asked that evidence of these checks is formally recorded. Management agreed and we were confident this would be taken forward.

Each new staff member was supported by a mentor who understood their role in guiding the inductee. An induction programme was in place to support new staff to develop a clear understanding of their roles, responsibilities, and effective ways of working to meet children's 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 embraced their right to play and showed high levels of engagement and joy. They demonstrated confidence and independence by leading their own play and learning, supporting their overall development and wellbeing. We observed children were highly motivated and fully engaged by the rich, challenging and responsive experiences. Children told us, "It's fun, I like doing activities in the gym and seeing my friends. I like helping out with the snacks on holidays and baking different things," "I like crochet and going to the gym," and "We get to choose what we want to do."

Children made informed choices about their play and were given time, space and support to make decisions and use their voice. They were comfortable discussing with staff what they wanted to do and selected additional resources based on their interests. This supported children's independence and responsibility skills.

High-quality interactions were evident, with children confidently approaching staff and engaging in meaningful conversations. Staff showed genuine interest in what the children had to say, actively listened and responded in ways that affirmed the children's thoughts and feelings. This contributed to the development of respectful relationships and supported children to feel valued and respected. Staff demonstrated skill in knowing when to step back and when to join in. This supported balancing children's freedom with appropriate support. This enabled staff to respond meaningfully to children's needs and wishes, promoting their wellbeing and sense of belonging.

Indoors children were joining in activities of crochet, board and floor games and small world play. These experiences supported children to build confidence, learning about themselves and develop their social and creative skills. Children used the community hall facilities, including the dance studio and sports hall. We observed children playing active games such as dodgeball, providing a safe space that supported their physical development and movement.

We observed children using the Multi-Use Games Area (MUGA) for active play of football, tennis, and using wheeled apparatus. This supported their physical development and movement. Opportunities for fresh air further promoted their health and wellbeing.

Children created personal goals. This provided a message to children that their views mattered and supported their rights. Their achievements were celebrated as they worked towards their goals. This contributed to fostering and developing children's self esteem and wellbeing.

Management and staff had reviewed, and were further developing, their planning processes to ensure they were more responsive to children's choices and interests. This included the use of in the moment planning, which we observed to have a positive impact on children's play and learning. Children were also involved in evaluating their holiday programme experiences, enabling staff to adapt activities in line with children's preferences. Management and staff were exploring ways to further enhance children's involvement in the recording and evaluation of day to day experiences beyond the holiday programmes. Strengthening this

approach has the potential to provide children with increased opportunities to share their views, influence decisions, and shape experiences according to their choices and interests.

## Children are supported to achieve 4 - Good

### 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.**

Children were happy, settled, and confident in their environments and had developed friendships which enhanced their wellbeing. Staff were nurturing and caring in their interactions, responding to children with warmth and attentiveness. These positive engagements supported children's wellbeing and contributed to the strong, trusting relationships they had with staff. Parents agreed and told us, "Staff are always approachable and have a friendly manner," and "I like that the staff are very happy, friendly, caring and approachable always making time to speak to parents & children at pick ups."

Child protection procedures were in place. All staff had completed child protection training. Staff were aware of their responsibilities to safeguard children and could recognise when children and families needed support. While actions and outcomes were recorded within children's files, recording systems could be strengthened to ensure information is captured in a more streamlined and accessible format. Developing chronology records would support clearer and more consistent documentation. Management agreed and we were confident this would be taken forward.

Mealtimes were a relaxed, unhurried and sociable experience. Children were encouraged to be responsible and make independent choices when selecting foods and drinks. Staff contributed to the positive atmosphere by sitting with children and engaging in meaningful conversations.

Children's medication was stored safely and administration records were in place. We discussed with management clearer recording of signs and symptoms were needed for some children, to ensure clarity for staff. This was actioned during the inspection. In addition, some children would benefit from health care plans that outline the steps to take if they do not respond to emergency life saving medication. Management agreed and we were confident this would be taken forward.

In response to hazards identified within the outdoor play area, management and staff had made the decision not to use the space to support children's safety and wellbeing. We discussed with management additional measures were needed to improve the security of the gate leading directly to a car park. This would enhance children's safety and minimise children leaving the service unaccounted for. Following our inspection visit, management engaged with relevant personnel to explore options for making the improvement.

Personal plans were in place for children. They were created in partnership with parents and carers and regularly reviewed. Children contributed to their plans supporting them to have a voice in shaping their care and reinforcing that their thoughts and opinions were valued. All parents strongly agreed they were fully involved in their child's care, including developing and reviewing their personal plan.

Staff knew the children well and confidently described children's individual needs and how they were supported. Staff were able to discuss strategies they used to support children; however, these strategies were not recorded within children's personal plans. Plans should be strengthened by clearly documenting the strategies used to support children. As this has the potential to compromise children's care, play and learning we have made an area for improvement (see area for improvement 1).

## Areas for improvement

1. To support children's care, play and learning personal plans should be reflective of children's individual needs. Plans should clearly outline strategies to support children.

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

## 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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