

Forfar Out of School Club Limited

Day Care of Children

Langlands Primary School
Taranty Road
Forfar
DD8 1JY

Telephone: 07736800868

Type of inspection:
Unannounced

Completed on:
15 January 2026

Service provided by:
Forfar Out of School Club Ltd

Service provider number:
SP2022000153

Service no:
CS2022000219

About the service

Forfar Out of School Club Limited is registered to provide a care service to a maximum of 70 primary school aged children at any one time. The service is managed on a peripatetic basis. The manager is also the manager of Lemon Tree Nursery, Forfar.

The service is situated within Langlands Primary School, Forfar. They are based within the dining hall and have access to the gym hall. The children also have direct access to the school playground from the dining hall.

About the inspection

This was an unannounced inspection which took place on Monday 12 January 2026 between 15:15 and 17:30 and Tuesday 13 January 2026 between 12:30 and 17:30. 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 and reviewed feedback from members of their family;
- 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 were having fun, engaged in their play and learning.
- Staff knew children well which supported positive relationships.
- Staff worked well together to ensure children were cared for and their individual needs were met.
- Further development of self-evaluation and monitoring would support robust quality assurance processes.

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.

Staff and management engaged positively throughout the inspection process. The leadership team engaged in professional discussions and were open to suggestions and advice which reflected a strong commitment to improvement.

Staff shared that they felt supported by management in a way that was meaningful to them. They told us that the new staffing structure, where the depute manager had become the manager, was working well. Staff benefitted from regular opportunities to discuss as a team club business and children's needs and reflect on what was going well within the service.

Children, families and staff had contributed to the vision, values and aims of the service to ensure clear expectations within the service. Management should ensure that all staff are fully involved when creating the vision and values for the service as some staff were unaware. This would help them to feel valued and involved in the service.

Self-evaluation processes were in place alongside an improvement plan. We discussed the benefits of management and the staff team using current best practice documents and developing a thorough understanding of them to help develop the service further. Monitoring systems were mostly informal. Through discussions, the management team had identified that these systems should be documented and formalised to allow the whole team to reflect on improvements and measure the success and the impact.

There were some methods in place to gather feedback from families and children. We discussed considering ways to respond to children and families' suggestions and meaningfully using their views to develop the service and ensure it meets children and families' expectations. The manager talked of developing further methods to gain feedback from families to ensure as many were included as possible. One parent told us "I feel the staff are open to any opinions and views about the way everything's run".

Policies and procedures were in place which underpinned the service. We discussed with the management team ensuring all policies were easily accessible to the staff and provided appropriate support and information in the event of an emergency.

Recruitment processes were in line with safer staffing guidance. This supported children's safety and wellbeing. Staff told us they felt supported by management and colleagues. The induction process and mentoring support helped them settle into the service. The management team shared they were going to reintroduce the National Induction Resource to the team which would support staff in their professional development and positive outcomes for children and families.

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 service was based within the dining hall of the school which was safe and secure for the children attending. Staff monitored the door to the outdoors and gave parents entry when they arrived to collect their child. This ensured they were aware of who was in the building, keeping children and staff safe.

Staff communicated well with each other. They shared when they were leaving an area and what they were doing, which kept the team informed. Staff should ensure they are confident that another staff member is in the area when they plan to leave and ratios are monitored when different areas are open, for example, when the children free flow into the gym hall.

Risk assessments were in place that supported staff to ensure the environment was safe. These documents should be stored within the service to ensure these are working documents and staff can access them when they need to, for example, updating where they are accessing the community. A parent commented "In the warmer weather / light nights they can play outside. In the winter they are mainly indoors but staff take them for walks to see the neighbouring Xmas decorations and tree in town which my child really enjoys". Children shared they use SIMOA when they go out on walks and this helped children to begin to develop their understanding of risk benefit.

Infection prevention and control systems were effective. Children washed their hands at appropriate times of the day to minimise the spread of infection. Toilets were monitored by staff which helped to keep them clean, tidy and accessible to children.

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, leading their own play. We observed children helping to set up areas with resources that they wanted to play with on that day. They were able to go and gather different resources from the cupboard when they wanted to play with them. Children told us they enjoyed the club and the variety of activities available including football, drawing and crafts. Overall, experiences and resources promoted children's creativity and curiosity and encouraged their imagination.

There were some planning processes in place, with children asked what they would like to do, which encouraged choice and independence. Some experiences were celebrated within floor books with photographs and children's drawings. Staff should ensure floor books are dated to support quality assurance processes and stored so children can easily access them to have opportunities to revisit their experiences.

Children were encouraged and supported to build relationships with each other through their play. They played well together; they were happy and having fun. This supported children to develop positive relationships with their peers from both schools that attend the service.

Kind and caring interactions between staff and children helped the children to feel valued. Staff sat with children, engaged in children's play when invited or appropriate to do so and listened to their ideas. Staff shared with us how much they enjoyed working with the children. A parent commented "Staff are caring and friendly. There are always plenty of activities on offer to suit all the needs of the children. The children are consulted about what they would like to do".

There was a range of resources available to children. Staff spoke about the importance of ensuring resources were engaging for all children. They discussed following children's interests and responding effectively to requests, encouraging and supporting a child - led approach to play and learning within the service.

Children had access to a range of spaces when attending the service, for example, the gym hall, outdoor area and large dining hall. Children shared that they went on walks, use the hall when there are no other clubs or activity groups on, but it was too cold and dark to use the outside space. We asked management to consider how the outside space could be used to support children's interests and develop different experiences throughout the year.

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.

Children experienced warm, respectful, and supportive interactions with staff. They laughed and played alongside children, creating a fun and positive atmosphere. Staff consistently spoke to children using calm and encouraging voices, which reinforced a sense of security and trust. They demonstrated a strong knowledge of children's individual care needs, needs of families and responded sensitively and appropriately. A parent shared "The staff are always happy to help when required, you can tell they care a lot for the children".

Personal plans gathered information to support children's care, including registration details, medical needs and dietary requirements. We advised management to ensure forms were completed fully for all children, including who children live with and who will be collecting them from the service. We signposted the service to the Care Inspectorate guidance "Guide for providers on personal planning, early learning and childcare (2021)" to support further development of the plans. Using this guidance to review and streamline personal planning will ensure clarity, timely interventions, and that the service holds the necessary information to meet children's individual needs effectively.

Medication forms were in place, and they gathered appropriate information to support staff with the safe administration of medication. There was no medication stored at the service or required throughout the inspection. We could see systems were in place to ensure children were safe when medication was required.

Snack time offered children opportunities to be involved in planning and preparing foods. Snack was a calm and sociable experience for children, with staff sitting chatting with them and reminding them when needed to sit and be safe whilst eating. Staff should ensure children have access to water throughout the session to support children's hydration and wellbeing. A parent told us, "My child likes the food. I see the menu and some photos of the food on the dojo app, looks good".

Families were warmly welcomed into the service when collecting their child. Positive relationships between staff and families were built through daily communication and the sharing of information. The use of an app and newsletters helped to keep families involved in the life of the service. Management discussed their plans to develop communication methods with families to ensure effective information gathering and to

encourage children and families to have a sense of belonging to the service.

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

Children should experience high quality care, play and learning. The manager should ensure quality assurance, including self-evaluation and improvement plans, is in place and leads to continuous improvement.

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

'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 4 December 2024.

Action taken since then

Self-evaluation was carried out for some areas of the service using the quality indicators from the previous inspection framework, monitoring and auditing. An improvement plan was in place with identified priorities to further improve the service. The service should continue to develop robust quality assurance systems using the appropriate tools and best practice guidance.

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

Leadership	4 - Good
Leadership and management of staff and resources	4 - Good
Children thrive and develop in quality spaces	4 - Good
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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