

East Pollokshields Out of school care SCIO Day Care of Children

Pollokshields Primary School
241 Albert Drive
Glasgow
G41 2NA

Telephone: 07763911438

Type of inspection:
Unannounced

Completed on:
28 January 2026

Service provided by:
East Pollokshields Out of School Care
SCIO

Service provider number:
SP2025000214

Service no:
CS2025000448

About the service

East Pollokshields Out of School Care provides an after school service in the Pollokshields area in the south of Glasgow. This service is registered to provide care to a maximum of 70 children at any one time, aged four and a half to 12 years. The service operates after school during term time and during the school holidays. At the time of inspection, 31 children were in attendance on the first day and 29 on the second.

The service operates from Pollokshields Primary School. It is close to bus and train links as well as shops and other amenities.

About the inspection

This was an unannounced inspection which took place on Tuesday 27 January and Wednesday 28 January 2026. The inspection was carried out by two inspectors from the Care Inspectorate. To prepare for the inspection, we reviewed information about the service. This included registration information, information submitted by the service, previous inspection findings and intelligence gathered throughout the inspection year.

In making our evaluations of the service we:

- Reviewed feedback from 12 families and staff
- Observed staff interactions, practice and daily life
- Spoke with children using the service
- Spoke with management and staff
- 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 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, staff and families worked together through self-evaluation to drive forward improvements to the service.
- The services values, visions and aims were embedded in everyday practice and promoted children's rights.
- Children were cared for in a warm, welcoming environment with a variety of well-maintained accessible resources.
- Children had daily opportunities for outdoor play to support their wellbeing.
- Children were fully engaged in their experiences and led their own play.
- Staff knew children well and cared for them in a kind, warm and compassionate way.

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 thrive and develop in quality spaces	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

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.

Leadership and management of staff and resources

Staff were friendly, professional and approachable throughout the inspection. The recent appointment of a new manager had been handled sensitively, which supported a smooth transition for both staff and children. As a result, the whole team remained consistent and focused, which helped maintain stability and continuity of care. This contributed to positive experiences for children, as they benefited from a staff team who worked well together and understood their needs. Staff were committed to achieving the best outcomes for children and their families.

The service's vision, values and aims were clearly displayed for families, helping everyone understand what the service stood for. These had been reviewed last year as part of the improvement plan, and this supported ongoing reflection and development within the service. The vision, values and aims were evident in daily practice. Staff created a caring, stimulating environment where children learned through self directed, spontaneous and freely chosen play. This showed that the team were committed to children's rights and to promoting high quality play and learning experiences.

Self evaluation processes were in place through an operational plan that staff had developed collaboratively. Staff worked together to evaluate key aspects of the service against the quality improvement framework. They used this to identify what was working well and planned next steps where further development were needed. The service also actively sought the views of children and families to inform its ongoing improvement work. One parent shared, "As a parent, I feel the service makes every opportunity to communicate potential changes, and to hear our perspective, before implementing them." There was clear evidence of feedback being shared through 'you said, we did' displays, which helped families see how their suggestions had led to positive change. For example, the service had implemented a designated space for P6 and P7 children, reflecting their individual needs and preferences. A children's self evaluation board also showed how children regularly contributed their ideas using 'two stars and a wish', supporting them to influence improvements in meaningful ways. The views of children and families were central to the self evaluation process, and this inclusive approach strengthened the quality of the service. As a result, children benefited from an environment that evolved in response to their needs and interests, giving them a strong sense of ownership and belonging.

We found that auditing and monitoring processes were in place and covered key areas such as accidents, incidents and medication. These systems promoted safety and accountability across the service. However, improvements to the auditing of accidents and incidents would enhance the process. Including a brief summary of each event and the actions taken would have supported staff to identify patterns more easily and reduce potential risks to children. We also discussed with the manager the value of adding audits and monitoring to their monthly calendar. This would further strengthen the service's quality assurance processes and ensure children continued to experience a safe, well managed environment.

New staff were safely recruited, and their information was stored securely. We advised that using a checklist with key dates and information recorded would have strengthened the recruitment process. Staff took part in informal induction and said they felt well supported by the team.

We suggested using the National Induction resources to formalise induction and mentoring. This approach would have helped staff understand their roles and responsibilities and identify individual areas for development.

Children thrive and develop in quality spaces **5 - Very Good**

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 experience high quality spaces

Children were supported and cared for in a bright, clean, warm and welcoming environment. Staff carried out daily checks of both indoor and outdoor areas to ensure children accessed safe and well maintained play spaces. These routines promoted children's health, safety and overall wellbeing. Positive relationships with the school further enhanced children's after school experiences, as they were able to use a range of facilities, including the dining hall, gym hall and an outdoor classroom known as "The Hive." This provided children with varied, high quality spaces that enriched their play and learning.

Children had daily opportunities for outdoor play, with access to two well-maintained, safe and secure playgrounds. These spaces offered a range of experiences that supported children's physical, social and communication skills. Activities such as climbing, football and yard games were available and allowed children to explore, be active, engage in risky play and play safely. This regular outdoor play contributed positively to children's wellbeing, confidence and enjoyment.

Children had opportunities to play and develop in a physical environment that challenged them and supported creativity and imagination. A variety of resources, including small world materials, arts and crafts and construction, were available and supported children's different ages, stages and interests. These varied experiences promoted development, independence, choice and confidence through meaningful, engaging play. Resources were well maintained, clearly labelled with pictures and words, and stored in accessible boxes. This helped children of all literacy levels to find what they needed, make choices and act independently within safe boundaries. As a result, children benefited from an organised, high quality environment that supported self selection, responsibility and sustained play. Parents comments included, "My children feel safe and free to be themselves when in the service. They come home happy each day" and "The service is well planned, organised, and resourced to provide a safe, secure and well-maintained environment."

A variety of risk assessments were in place and were regularly used to support children's health and safety both indoors and outdoors. One parent shared, "I have absolutely no concerns about the safety of the environment from which the service is run." The service carried out dynamic risk assessments during outings and trips to help identify and reduce potential hazards. Additional safety measures were also used on outings, with each child wearing a band displaying a staff member's phone number. This approach helped ensure children could be quickly supported if an unexpected situation arose. Together, these systems contributed to a safe, well managed environment and supported children to take part in new experiences with confidence.

Children play and learn 5 - Very Good

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.

Playing, learning and developing

Children were having fun and were fully engaged in their play. They led their own play and made confident choices, while staff provided time and space to explore resources. Many children stayed focused on their activities for long periods. One child spent the full session building a large castle with magnetic shapes. Two girls read quietly in the book area, using books suited to their different literacy levels. These experiences supported children's concentration, independence and confidence in their play. Children approached staff confidently when they needed help, which showed they felt secure and well supported.

Children had access to a wide selection of resources suitable for their ages and stages of development. These were clearly labelled and stored on wheeled trolleys that also created well defined play spaces. Although there were designated areas, children were encouraged to move resources if they wished. For example, cars were added to construction areas, and small world items were taken to quieter spaces. This flexibility supported children's independence, creativity and confidence as they shaped their own play.

Children shaped their play each day through the big book system, which contained pictures and names of all resources. They chose items using post it notes, and staff ensured these resources were provided. This supported children's independence, decision making and creativity, and helped them feel valued as their ideas directly influenced the environment and play experiences. One child shared, "I like playing with my friends. I like how they put out the big book every day so kids can choose what they want to do. The staff always make sure we have a fun time. The staff are very friendly and they help us lots."

Children had opportunities to take part in group play, such as building or imaginative play, and also had space to play alone, like drawing or reading. These choices supported children's individual needs, interests and preferred play styles. Staff interacted skilfully to sustain children's interest and offered support while keeping play fun and engaging. They helped children connect with each other, which strengthened peer relationships and improved their social confidence. This ensured children enjoyed positive, meaningful experiences that supported their learning and wellbeing.

Planning was child centred and responsive to children's individual needs and interests. Staff created weekly plans based on observations and children's choices from the big book. These plans were adapted and extended by staff to build on children's ideas. A planning wall encouraged children to add suggestions for future activities linked to the four seasons. Children had autonomy over their choices, and staff supported their interests, which helped sustain engagement. Staff recorded children's achievements and linked them to Curriculum for Excellence document. This supported meaningful learning and helped children feel valued and confident in their play.

Children had opportunities during the holidays to explore both the local and wider community. Visits to parks and museums provided fun and enjoyable experiences that supported social interaction, encouraged the development of life skills and helped build friendships. These opportunities contributed positively to children's confidence and overall wellbeing. A parent commented saying, "The day trips during the holidays are great - I love it when my son tells me about places I haven't been before."

Children are supported to achieve 5 - Very Good

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.

Nurturing care and support

Children were happy, settled and confident in their surroundings, and positive relationships were clearly evident. Older children helped and played with younger children, and children from different schools mixed well, showing strong inclusive friendships. Staff welcomed each child by name as they arrived, which helped create a warm and nurturing atmosphere. Staff also noticed when children did not seem themselves and took time to check in with them. This responsive approach supported children's emotional wellbeing and helped them feel valued, secure and understood. One parent shared, "The staff are very nurturing and adept at checking in with my child after her day at school. This makes the transition easy and smooth for her."

Staff demonstrated kindness, warmth and genuine interest in their interactions with children. Conversations were natural and informed, and staff listened carefully to what children had to say. Parents comments included, "The staff are friendly and approachable. They provide a useful update at pick up on what the kids have been doing. My children feel confident, comfortable and well looked after in the service, which is down to the excellent care provided by the staff." and "Staff are super welcoming and provide useful update on the activities that day. They know the kids well and can give individual feedback."

Snack time was relaxed and unhurried, with some opportunities for children to develop their independence skills. Juice and water were available in dispensers, allowing children to help themselves. Children did not wait long for snack, and staff served them at the table, where they could choose what they wanted from options such as fruit, yoghurt and rice cakes. We discussed with staff that children could have been more involved in preparing and serving snack to further support independence and responsibility. A rolling snack had also been suggested as a way to strengthen relationships between children from different schools while building social and self help skills.

Children's rights were embedded throughout the service, and children were supported to learn about, explore and understand those rights. They took part in regular experiences where they discussed different rights and considered their role in upholding them. Adults shared this responsibility and worked alongside children to help them recognise and exercise their rights in meaningful ways. Children were actively involved in embedding rights across the service and were encouraged to talk about their rights and what they meant in daily life. This approach helped create an environment where children felt valued, listened to and respected, and strengthened their confidence in expressing their views.

Personal plans were in place for all children and contained information that helped staff meet individual needs. Plans were reviewed regularly by parents, and strategies to support children with additional support needs had been identified. Children would have benefited from being more involved in reviewing and updating their plans to ensure their views and experiences were captured. Plans also required more detailed strategies to support staff in meeting the needs of all children consistently. Strengthening these planning processes would have ensured children received more personalised, responsive care that supported their wellbeing and development.

Families were given a warm welcome, and staff took time to chat with them about their child's day. We saw relaxed and respectful interactions between staff and parents, showing that relationships were valued and positive. A monthly newsletter was displayed in the entrance hall and helped keep parents informed about what was happening in the service. The welcome board had also been refreshed to introduce the staff team, which supported strong partnerships with parents by helping them get to know who was caring for their children. These approaches strengthened trust and communication, contributing to a supportive environment where children felt secure and well understood.

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

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Leadership and management of staff and resources	5 - Very Good
Children thrive and develop in quality spaces	5 - Very Good
Children experience high quality spaces	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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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

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