

Clydesdale After School Care (Wishaw) Day Care of Children

Wishaw Sports Centre
Alexander Street
Wishaw
ML2 0HQ

Telephone: 01698 352 270

Type of inspection:
Unannounced

Completed on:
15 January 2026

Service provided by:
Clydesdale After School Care Limited

Service provider number:
SP2004004140

Service no:
CS2006140549

About the service

Clydesdale After School Care (Wishaw) is registered to provide a care service for a maximum of 60 children from primary school age to 16 years. At the time of inspection 34 children were attending the service.

The service is based within Wishaw Sports Centre in North Lanarkshire. Care is provided from identified rooms and areas within the centre, which the service have sole use of. The service have their own transport, with escorts to collect children from a number of schools. Children who attend nearby schools are walked to the service

About the inspection

This was an unannounced inspection which took place on 14 and 15 January 2026, between the hours of 14:00 and 18:00. 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
- spoke with management and staff
- spoke with one parent through face-to-face discussion
- observed practice and children's experiences
- reviewed relevant documents.

Key messages

- Children's play was promoted through warm interactions, where staff encouraged children to develop their thoughts and ideas.
- Leaders demonstrated a commitment to improvement. The service should strengthen monitoring and evaluation processes.
- Personal plans should be developed to support staff's awareness of children's individual needs and preferences.
- Parents valued the positive relationships that had been developed with staff, helping them to feel confident that their children were safe.
- Snack times were calm and sociable, although independence and choice could be further developed.
- Medication procedures should be developed to ensure safe administration and storage of medication.
- Children benefitted from uninterrupted play indoors. The service should develop opportunities to play outdoors daily

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 **children are supported to achieve**.

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.

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 play and learn	4 - Good

Children are supported to achieve	3 - Satisfactory / Adequate
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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.

The management team were approachable and demonstrated a friendly, professional manner throughout the inspection. They engaged positively in the process, responded well to feedback, and showed clear motivation to drive improvement. Their commitment to enhancing outcomes for children and families using the service was evident.

Staff spoke warmly about the manager, sharing that they felt supported and "worked like a family." This positive culture helped staff feel confident and valued. The manager recognised the need to strengthen areas such as personal plans, training and policy updates. They shared their plans on how these would be further developed, to take these changes forward. This would help strengthen consistency across the service, benefiting children's experiences.

Communication within the team was effective. Staff were welcoming and responsive to children when they collected them from school. They ensured they were accounted for and safe. Staff chatted with children about their days events, helping children feel valued and respected.

Recruitment practices were safe and well documented. All checks were completed and ongoing support provided to new staff. Staff accessed training opportunities, though some required updates in child protection and first aid. Plans were in place to support this and to explore further learning opportunities linked to play and communication. This would support more consistent practice, which could enhance children's experiences in the service.

The services improvement plan was developing but required greater structure. Some audits had been completed, however, key areas such as medication checks, personal plan reviews and policy updates were not carried out consistently. The service should strengthen monitoring and quality assurance to ensure key systems are checked regularly and consistently, with findings used to drive improvement.

(See area for improvement 1).

The environment was generally well used, though some areas of wear and tear were noticeable. Staff raised ideas for improvement, and the manager was willing to explore these options. Risk assessments were in place and supported safe practice during transitions, club movements and outings. This contributed positively to children's wellbeing by supporting safe, predictable environments and routines.

Children's ideas for play were listened and responded to. One child proudly told us, "They listened to us, and now we're doing it." Consultations with children could be improved and demonstrated better. This would support children to be more involved in developing their setting. The manager hoped to increase parental involvement through surveys and informal chats, which could help strengthen relationships with families and support ongoing improvement.

Areas for improvement

1.

To improve the quality of children's experiences and the environment, the provider should implement robust quality assurance processes. This should include, but is not limited to, auditing personal plans, updating policies and developing environmental checks.

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)

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 had access to a wide range of play opportunities that supported choice, independence and enjoyment. Many children described the service as fun and full of choices. One child told us, "there's tons of things for us to do," while another excitedly said, "I love it here. I wish I could come every day." These comments reflected children's enthusiasm and the strength of the play environment.

Staff encouraged children to explore their ideas and offered support that felt natural and respectful. Children moved confidently between activities and remained engaged for long periods. This contributed to positive wellbeing and sustained engagement, helping children to enjoy and benefit from their play experiences.

Staff followed children's ideas and current interest, this included creating a fashion show. Children had developed the idea themselves and worked together to create outfits, design props and organise the event. Staff supported this interest well by listening to children's ideas and enabling them to take the lead. This helped children develop confidence, teamwork and creativity.

Planning approaches were a balance of intentional and responsive, centred around individual interests of the children. Floor book planning formats reflected consultations with children and the range of activities they had experienced. We discussed where this could be developed to further involve children in shaping their play opportunities. This could contribute to more formalised planning of activities.

Younger children had access to experiences such as dolls, building sets and craft materials. They told us there are "lots of things to do" and shared that they enjoyed their time in the setting. However, older children told us they needed more challenging play opportunities, one child said "there's not much for us". The service should review play opportunities to ensure all children experience stimulating and challenging activities." Staff should consider introducing more complex games, projects or leadership roles so all children feel equally included and motivated.

Several children said they wanted to go outside more often, with one explaining, "We only go out in summer." Staff should consider ways to increase children's opportunities to participate in outdoor activities whilst attending the service. Regular outdoor access would support children's energy levels, wellbeing and their right to outdoor play.

Children are supported to achieve 3 - Satisfactory / Adequate

Quality indicator: Nurturing care and support

We evaluated this quality indicator as satisfactory/adequate where strengths just outweighed weaknesses.

Children experienced warm and caring interactions from staff, and many told us they felt safe and supported. Staff offered reassurance when children needed comfort, and children were confident approaching trusted adults during the session. These positive relationships helped children settle after the school day and contributed to a welcoming environment.

Consistency in nurturing approaches varied across the session, particularly during busy or noisy periods. The environment did not always offer children a quiet space to regulate, and some children sought out calmer areas on their own. Opportunities to access cosy spaces are essential for promoting emotional regulation, reducing sensory overload and offering space to rest and relax.

The service had gathered core information about children. Further developing personal plans could really strengthen this. By expanding plans so they clearly reflected children's current needs, interests and preferences, staff would have appropriate information to offer consistently tailored support. We found some areas of information were either missing or overdue for review. Updating these in partnership with children and families would help to make the plans more meaningful and relevant. This would ensure staff have a shared, up to date understanding of what matters most to each child.

(See area for improvement 1).

Where children had identified medical needs, staff were aware of what this was and how it should be managed. However, we found that medication procedures required to be reviewed and improved to ensure best practice in administration and managing medication, including the storage of medication. The service immediately addressed this during the inspection. Further improvement is required to ensure the health and safety of children at all times. An audit of medication stored within the setting, should be developed to ensure an accurate record of medication stored on the premises.

(See area for improvement 2).

Snack times were calm and sociable. There was scope to build children's independence further by enabling self service where appropriate. This would promote children's independence and positive mealtime routines, enhancing their sense of wellbeing.

Areas for improvement

1.

To ensure children's individual needs are consistently met, the provider should improve the quality and consistency of personal plans so that they clearly set out each child's current needs, wishes and choices and how these will be met in practice. This should include, but not be limited to, ensuring plans contain up to date, relevant information and are reviewed at least every six months.

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

2.

To keep children safe the provider should improve medication management systems to ensure they are safe, clear and effective. This should include, but not be limited to, reason for medication, signs and symptoms and effective storage. To support this, the provider should refer to current Care Inspectorate good practice guidance: Management of medication in daycare of children and childminding services (2024).

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

"I experience high quality care and support based on relevant evidence, guidance and best practice" (HSCS 4.11)

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 play and learn	4 - Good
Playing, learning and developing	4 - Good
Children are supported to achieve	3 - Satisfactory / Adequate
Nurturing care and support	3 - Satisfactory / Adequate

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