

# Dyce Out Of School Club Day Care of Children

Dyce Community Education Centre  
Dyce Primary School  
Gordon Terrace  
Aberdeen  
AB21 7BD

Telephone: 07525855336

**Type of inspection:**  
Unannounced

**Completed on:**  
6 February 2026

**Service provided by:**  
CLICC Ltd.

**Service provider number:**  
SP2003003228

**Service no:**  
CS2003001776

## About the service

Dyce Out of School Club is operated by CLICC and provides out of school care for children attending Dyce Primary School.

The service is registered to provide a care service to a maximum of 24 children of school age at any one time. 40 children were registered with the service and 19 children attended during the inspection.

The service operates from two rooms within the community centre, and children have regular access to outdoor play spaces, the playground and the PE hall.

## About the inspection

This was an unannounced inspection which took place on 5 February 2026 between 15:00 and 18:00 and 6 February between 13:30 and 14:45. 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, previous inspection findings, registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:

- spent time with children using the service
- received seven completed questionnaires from parents and four from staff
- spoke with staff and the manager
- spoke with one parent/carer
- assessed core assurances, including the physical environment
- observed practice and children's experiences
- 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 experienced warm, nurturing relationships with staff who knew them well and responded sensitively to their needs.
- Experiences were child led, engaging and fun, with children contributing strongly to planning the play environment.
- Children developed skills as they played, with activities providing appropriate challenge.
- Staff demonstrated a clear commitment to ongoing improvement.
- Quality assurance systems were effective in promoting positive outcomes for children and now need to be refined to ensure their effectiveness is fully assessed.

**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	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 4 - Good

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.

### Leadership and management of staff and resources

Children experienced care within a setting that promoted positive relationships and a strong ethos of respect and inclusion. This was reflected in consistently warm, supportive interactions observed between staff and children, resulting in a calm, friendly and respectful environment.

The service aligned its practice with the vision, values and aims of the CLICC organisation, which had recently been reviewed with input from the staff team. The next step for the service would be to further develop these to include views of children and parents to ensure they reflect the wishes of families using the service.

Staff sought the views of children and families regularly. Most parents agreed they were able to contribute to the development of the service through the use of questionnaires and a suggestion box. Children's voices were central to decision-making, with frequent discussions, children's meetings and consultations about activities, snacks and outings. Their ideas were shared on noticeboards and floorbooks, helping children feel involved, valued and confident in expressing their views.

Quality assurance practices supported positive experiences for children, with recently updated systems beginning to strengthen consistency across the service. Although these approaches were not yet fully embedded, they included a developing improvement plan, which the manager described confidently, demonstrating clear awareness of ongoing progress within the setting. Staff told us they felt confident in contributing ideas and leading developments. The service should now build on this by strengthening how evaluations and planned improvements are recorded. This should include detailing intended actions, how these will be achieved, and how their impact on outcomes for children will be measured.

Children were cared for by a consistent and safely recruited staff team. New staff were supported through an induction programme, enabling them to develop confidence in their roles. More experienced staff provided appropriate guidance to newer colleagues, fostering positive and supportive working relationships. Absences were well managed, with familiar staff from within the organisation providing cover to help ensure continuity of care for children.

## 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 had fun and were fully engaged in a range of stimulating activities that reflected their interests. They regularly contributed ideas, which informed weekly planning and ensured experiences were meaningful and relevant to them. During the inspection, children worked together to organise a talent show. Staff supported them to choose roles they felt comfortable in, such as performing individually, in groups, or acting as judges. Others chose from a variety of activities, including a group of children playing chess for a sustained period and an X box activity that was appropriately supervised by staff. Older children were encouraged to support their younger peers, helping to build confidence and promote positive, respectful relationships across the age groups. Parents particularly liked the range of stimulating activities available to their children.

Observations of children's progress were used to help inform planning. While this was effective for some children, it was not consistent across the group. We suggested strengthening the approach by enabling children to identify their own goals, helping to further enhance their ownership of learning and involvement in planning their play.

Children were treated with dignity, offered choices, and encouraged to take responsibility. One parent told us, "You can tell the staff really care about the children". Children proudly shared how they could earn points for positive actions and staff took a flexible approach to ensure all children had opportunities to achieve. When children chose to exchange their points for prizes, these were thoughtfully selected to reflect their interests and needs. Staff reviewed activities regularly and, when necessary, adapted them to ensure all children could participate, promoting inclusion and enabling every child to experience success.

Opportunities for learning skills were embedded naturally throughout children's experiences. Children used numeracy and literacy skills in meaningful ways when writing notices and working together to run the 'points shop'. Staff supported children to research ideas online, books were available, and staff's use of language and vocabulary further enhanced children's understanding.

Children's successes and achievements were recognised and celebrated. Staff offered frequent praise such as, "You are a good dancer" and "I like your singing" which helped to build children's confidence and self-esteem. Staff understood when to stand back and allow children space to experiment and when to offer discreet support. Staff explored children's ideas through thoughtful questioning that extended their thinking and encouraged deeper engagement.

### Children are supported to achieve 4 - Good

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.

## Nurturing care and support

Children were cared for by staff who knew them well and understood their needs. Wellbeing was supported through effective personal planning approaches, where information provided by parents helped inform staff of children's individual needs. Families told us they felt included in decisions about their children and that staff fed back to them regularly on children's wellbeing and progress. Plans included detailed information about children's medical needs. Some information about medication could have been recorded more clearly however, and the manager agreed to review this to promote a consistent approach when administering medication.

Children's individuality was recognised and celebrated, with staff responding respectfully to their choices and interests. Activities such as, 'show and tell' provided opportunities for children to share what was important to them. When one child was particularly proud of an item they had brought from home, all staff took the time to acknowledge and admire it. These warm, enabling interactions contributed to an environment that supported children's confidence and sense of belonging.

Children enjoyed a range of healthy foods, including yoghurt, fresh fruit and crackers, and were actively involved in menu planning. Staff worked effectively with children to develop their understanding of healthy meals and snacks, and parents appreciated the variety available to them. Water was available throughout the session; however, few children chose to access this, and staff should continue to encourage regular drinking to support good hydration. Good hygiene practices were generally effective, although children used sanitising gel on some occasions instead of handwashing. Staff agreed to review current guidance to ensure all handwashing procedures comply with current advice.

Children's transitions were well managed. Staff met children at an agreed collection point and escorted them safely to the setting. They were mindful of the shared nature of the building, supervising children appropriately when they used the bathroom or moved between rooms. Children were welcomed on arrival, and staff discussed plans for the session to ensure children had opportunities to offer suggestions and be fully involved in shaping their experiences. At collection time, staff greeted parents at the door, with parents telling us they felt welcome. Discreet conversations about how children had spent their time supported privacy and maintained respectful communication with families. Parents were happy with the positive relationships staff had built with them and their families, which supported positive links between the setting and home.

## 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

Personal plans to be further developed to ensure that all required information is in place to support children's individual needs.

National Care Standards, Early Education and Childcare up to the age of 16. Standard 6: Support and Development.

**This area for improvement was made on 20 June 2017.**

#### Action taken since then

Staff knew children well and were familiar with their individual support needs and how to meet these. Personal plans, which were reviewed regularly with parents, held sufficient information to support this. These included individual care plans when children had medical needs or allergies, and details of interagency meetings to promote consistency of care.

**This area for improvement has been met.**

#### Previous area for improvement 2

In order to meet the health needs of children staff should continue to develop snack to ensure food and drink provided always takes account of best practice guidance.

National Care Standards, Early Education and Childcare up to the age of 16. Standard 3: Health and Wellbeing.

**This area for improvement was made on 20 June 2017.**

#### Action taken since then

Children enjoyed healthy and sustaining snacks. On the day of inspection this included yoghurts, fresh fruit and crackers. Children were involved in the planning of menus to promote their understanding of healthy eating.

**This area for improvement has been met.**

#### Previous area for improvement 3

To help keep children healthy, to build confidence and help release their potential more challenging and stimulating activities should be developed.

National Care Standards, Early Education and childcare up to the age of 16. Standard 3: Health and Wellbeing.

**This area for improvement was made on 20 June 2017.**

#### Action taken since then

Children had fun and were fully engaged in a range of stimulating activities that reflected their interests. They regularly contributed ideas, which informed weekly planning and ensured experiences were meaningful and relevant to them. Opportunities for learning skills were embedded naturally throughout children's experiences.

**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](http://www.careinspectorate.com).

Detailed evaluations

Leadership	4 - Good
Leadership and management of staff and resources	4 - 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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