

# Kelvindale After School Care Day Care of Children

Kelvindale Primary School  
11 Dorchester Place  
GLASGOW  
G12 0BP

Telephone: 0141 266 0084

**Type of inspection:**  
Unannounced

**Completed on:**  
10 December 2025

**Service provided by:**  
Glasgow West End After School Care  
CIC

**Service provider number:**  
SP2019013313

**Service no:**  
CS2021000184

## About the service

Kelvindale After School Care is registered as a daycare of children service. It is registered to provide a care service to a maximum of 80 school aged children. The service is provided term time and during school holidays.

The service is based within Kelvindale Primary School in the west end of Glasgow. The out of school care has use of a stage area, the dining area, the gym hall or a classroom. They also have use of the large playground, with varied areas including a multi-use games area and a vast woodland. Sixty children were attending at the time of this inspection.

## About the inspection

This was an unannounced inspection which took place on 9 and 10 December 2025. 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 staff and management
- observed practice and daily life
- assessed core assurances, including the physical environment
- 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**

- Strong vision and robust quality assurance systems were driving forward continuous improvement.
- Improved recruitment and retention of staff and commitment to training enhanced outcomes for children.
- Free-flowing spaces and rich resources promoted choice and creativity.
- Warm relationships and effective plans ensured that outcomes for children were positive.
- Well-maintained indoor and outdoor play spaces provided safe and fun experiences.

**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

### Quality indicator: 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.

Since the previous inspection, the service had made significant progress in developing and improving the way the service was led and managed, this was in line with the service vision, values and aims. The manager demonstrated strong strategic oversight and a clear vision for continuous improvement. There had been prompt action to areas for improvement identified at the previous inspection and children and families were benefiting from the improved provision. A robust quality assurance system was now embedded, ensuring regular monitoring of practice and effective self-evaluation. This has led to measurable improvements in outcomes for children. Children were happy and more engaged in the range of experiences provided. We could see that children had more say in leading play experiences and making decisions about the service. Children were involved in making decisions about events and given budgets to manage. This showed that children had a voice within the service.

Staff retention had improved, creating stability and consistency for children. The service had been working on this and could really see the benefit of having a secure and settled staff team. This was improving outcomes for children. The manager had implemented strategies to support staff wellbeing and professional growth which had contributed to a positive team culture. Staff reported feeling valued and supported, and this was evident in their confident and motivated approach to their roles.

Investment in staff training had been a key strength. The team had engaged in professional learning including child development, play work principles, and safeguarding. This had enhanced staff skills and knowledge, enabling them to deliver high-quality experiences that met children's needs. Collaborative working had also strengthened, which made the sessions flow better giving children choice and access to a range of high quality play experiences. Staff demonstrated good communication and shared responsibility for improvement.

Parents made a point of sharing positive feedback on outcomes for children. They shared that the manager provided an ethos of open communication. One parent commented: "Staff are lovely. The manager is very involved and always available. Communication is excellent. Manager is very quick to respond to emails and messages." Parents and children shared lots of information about the ways they could make plans and decisions about the service.

Recruitment and induction processes followed best practice. Staff received a comprehensive induction and had access to regular meetings, training and supervision. Staff shared that they felt well-supported as they developed their skills and knowledge.

**Children thrive and develop in quality spaces** 5 - Very Good**Quality indicator: Children experience high quality spaces**

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 physical environment was well-maintained, safe and secure. The janitor of the school played an important role in ensuring that safety checks were completed and any issues were addressed promptly to ensure the safety and wellbeing of children. Gates were secured, and risk assessments were in place to ensure that children could enjoy a wide range of play experiences. These measures contributed to a safe and reassuring environment for children to play.

Outdoor play spaces were a particular strength of the service and popular with the children. Children had access to a vast playground, a multi-use games area, and a woodland space that offered rich opportunities for active and imaginative play. These areas supported physical development, wellbeing and resilience. Children were observed to enjoy team games, nature-based activities and creative play outdoors. The variety and quality of outdoor spaces allowed children to take appropriate risks in a safe and supervised environment, promoting confidence and independence.

Indoors, the spaces had improved significantly since the last inspection. Areas were better organised, providing children with comfortable places to rest and relax as well as spaces for active play and creative activities. We saw children on a comfy corner reading stories, playing in small groups. This balance supported children's need for both stimulation and downtime. The service had invested in new resources that enhanced the play environment and offered children more choice. These additions encouraged creativity, problem-solving and social interaction.

The service had also made thoughtful changes to snack arrangements. Plans were in place to move snack provision to the area in front of the kitchen area, following the addition of the kitchen to the let with the school. This change aimed to improve the flow of routines and make snack times more sociable and efficient.

Risk assessments were in place to ensure the safety and wellbeing of children. At the previous inspection, the provider was asked to take action on ensuring a hot tap was made safe. The tap temperature had been regulated and was no longer a risk. This remained as part of the ongoing risk assessment for checking safety.

Overall, the improvements made since the previous inspection had a clear and positive impact on children's experiences. The combination of well-maintained spaces, secure outdoor areas, enhanced indoor environments and new resources created a setting where children could play, learn and relax in safety and comfort. The service demonstrated a strong commitment to continuous improvement and had addressed previous areas for development successfully.

## Children play and learn 5 - Very Good

### Quality indicator: 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.

The service had made significant improvements in opportunities for children to play and have fun. Children were experiencing a free-flowing environment that allowed them to move confidently between indoor and outdoor spaces. Children particularly enjoyed the outdoor space and staff facilitated this well in all weathers. This flexibility supported choice and autonomy, enabling children to follow their interests and engage in meaningful play experiences. Indoors, children accessed a variety of games and creative activities, while outdoors they enjoyed rich opportunities for active and imaginative play in the playground and woodland areas. These improvements created a dynamic and stimulating environment where children could explore, experiment and develop new skills.

Staff engagement with children had improved. Adults were actively involved in play experiences, joining in games and supporting children's ideas and scaffolding play and learning. This approach promoted positive relationships and enhanced the quality of interactions. Staff demonstrated an understanding of the play work principles, balancing involvement with respect for children's independence. As a result, children were confident, relaxed and highly engaged in their activities.

The service had invested in new resources that broadened the range of experiences available to children. These additions provided better choices for children and encouraged creativity and problem-solving. For example, children used loose parts outdoors to create imaginative scenarios, fostering collaboration and critical thinking. Board games and craft materials supported social play and fine motor development. Children enjoyed showing us displays of what they had been involved in and a group of children was planning and budgeting for a Christmas party.

Children's autonomy was well-supported. They were encouraged to make decisions about their play and contribute ideas for activities. They had a children's committee. Staff listened to children's views and incorporated them into planning, which strengthened children's sense of ownership and belonging. This inclusive approach helped children develop confidence and leadership skills.

Outdoor play was a particular highlight. The service made really good use of its woodland and multi-use games area to provide varied and challenging experiences. Children engaged in physical play, team games and nature-based activities that promoted wellbeing and resilience. These opportunities supported physical development and offered space for risk-taking in a safe and supervised environment.

Overall, the improvements since the last inspection have had a clear and positive impact on children's experiences. The combination of free-flowing spaces, active staff involvement, new resources and rich outdoor play opportunities had created an environment where children could thrive. The service demonstrated a strong commitment to continuous improvement, and the changes observed reflected a clear focus on enhancing outcomes for children.

**Children are supported to achieve 5 - Very Good****Quality indicator: Nurturing care and support**

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 were observed to be happy, relaxed and confident in the out of school care setting. They had positive relationships with staff who interacted warmly and respectfully. Children told us their views and how they had built positive relationships with staff. They shared what they liked about them and who they could speak with if they had any issues. Parents also sought out inspectors to share positive feedback on the staff relationships with their children, sharing how supportive they were and that they liked the continuity of care they could see. These nurturing interactions supported children's emotional wellbeing and helped them feel safe and valued. Staff knew the children well and responded sensitively to their individual needs, creating a calm and inclusive atmosphere for children and families.

Personal plans were in place for all children and were used effectively to support their care and development. Plans contained relevant information about children's needs, preferences and routines. Staff reviewed these regularly and updated them as required. While the plans were detailed and comprehensive, they could have been presented in a more at-a-glance format to make key information easier to access quickly. Despite this, staff demonstrated a clear understanding of each child's needs and used the plans well in practice. Children had ownership of plans and we could see their voice throughout them.

Procedures to keep children safe were robust. Medication systems were in place and followed best practice guidance. Records were accurate and staff were confident in administering medication safely when required. There were clear audits carried out. We highlighted that where children had a specific medical need, staff should adapt recording systems to ensure information was concise. Risk assessments were completed for the environment and activities, and staff implemented these effectively to minimise hazards while still allowing children to take appropriate risks in play. Safeguarding procedures were well understood by staff, and they were clear about their responsibilities in protecting children. This showed that the leadership team was proactive in implementing improvements.

Children benefited from a consistent and predictable routine that supported their sense of security. Staff communicated clearly with children and provided reassurance when needed. They encouraged independence while offering support, when appropriate, which helped children develop confidence and self-esteem. Positive behaviour was promoted through respectful and consistent approaches, and staff worked in partnership with families to ensure continuity of care. We could see this through the strong relationships and happy confident children.

Snack and mealtime routines were relaxed and sociable. Children were encouraged to make choices and were supported to develop healthy habits. Staff used these times to engage in conversation and strengthen relationships, contributing to a warm and inclusive environment. Children shared with us that they enjoyed the snack and that they were involved in planning the menus. This allowed children to learn about healthy balanced meals and food groups contributing to a better understanding of fuelling their bodies.

## 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

To ensure that children's medication is easily identifiable and administered safely, the manager and staff should make sure that medication is clearly labelled.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "Any treatment or intervention that I experience is safe and effective." (HSCS 1.24) and "I experience high quality care and support based on relevant evidence, guidance and best practice" (HSCS 4.11).

**This area for improvement was made on 20 September 2024.**

#### Action taken since then

Medication was stored and labelled appropriately. Where children had life saving medication this was handled well by staff to ensure that it was with the child at all times. The manager demonstrated that there were regular audits of medication. They had taken action on ensuring that when multiple services join up for holiday club that they will ensure there is a clear procedure for managing medication.

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

#### Previous area for improvement 2

To support children's care, play and learning, the manager and staff should ensure that each child has a personal plan that reflects their current needs.

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).

**This area for improvement was made on 20 September 2024.**

#### Action taken since then

Personal plans were in place for all children. They were current and up-to-date. Parents had been involved along with children. The plans contained the right information to support children and meet their individual needs. There was a lot of information recorded for each child including some outdated information that could be archived. We asked that the service streamline it to ensure that information is easier to navigate to get the current strategies and information.

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

### Previous area for improvement 3

To ensure that children receive care in a safe environment, staff should make sure that risk assessments are followed in practice.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "My environment is secure and safe" (HSCS 5.19).

**This area for improvement was made on 20 September 2024.**

#### Action taken since then

Risk assessments were in place. Staff ensured that children were safe and protected. A hot tap that had been advised not to use was easily accessible to children. The temperature had been regulated on the tap and was cooled down. The service was continuing to monitor this.

**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	5 - Very Good
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](mailto:enquiries@careinspectorate.com)

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