

Milngavie After School Care Day Care of Children

Killermont Primary School
1 Aviemore Gardens
Bearsden
Glasgow
G61 2BL

Type of inspection:
Unannounced

Completed on:
5 February 2026

Service provided by:
Glasgow West End After School Care
CIC

Service provider number:
SP2019013313

Service no:
CS2021000250

About the service

Milngavie After School Care is registered as a daycare of children service. It is registered to provide a care service to a maximum of 60 primary school aged children.

The service is based temporarily within Killermont Primary School in Bearsden during the refurbishment of Milngavie Primary School where it is normally based. Children travel to Killermont Primary School by bus and the after school care staff transport children back to Milngavie at the end of the session. The service has access to a main play space, the gym hall and the back playground. Thirty-two children were attending during the inspection.

About the inspection

This was an unannounced inspection which took place on 3 and 4 February 2026. Feedback was provided using Teams on Thursday 5 February 2026. 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
- 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 benefited from strong leadership, resulting in consistent practice, confident staff, and continuous improvements in the quality of their experiences.
- Children experienced positive, nurturing relationships, helping them feel secure, valued and emotionally supported.
- Children were engaged in meaningful play with opportunities for choice, autonomy and active participation across the session.
- Children's wellbeing was well-supported through effective personal planning with clear voices captured and consistent responses to individual needs.
- Children enjoyed safe, spacious and well-managed environments, enabling positive engagement, physical play and smooth transitions during the temporary move.

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	4 - Good
Children play and learn	4 - 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.

The service had a settled and confident staff team who were working within a clear and well-embedded management structure. Strong support from the provider, combined with the manager's ongoing professional development, contributed to sustained improvement across the service. The manager worked collaboratively with senior staff within the wider organisation, and this shared leadership approach helped develop and improve outcomes for people using the service. The service aims and values were reflective of a service that had positive outcomes for children at the centre of their ethos.

Self-evaluation and quality assurance processes were well-established. Staff regularly met to reflect on practice, discuss individual children's needs and plan for each session. We observed good opportunities for communication at the start of the day, where staff shared key information and agreed responsibilities. This reflective culture meant staff were able to identify areas for improvement and take forward meaningful actions, including preparing for the move back to their primary base and further developing outdoor play opportunities.

The team benefited from a better balance of qualified and experienced staff. They had regular access to high-quality training and development opportunities including through their umbrella body, Scottish Out of School Care Network (SOSCN). This ensured they remained informed about current practice and contributed to continuous improvement. Staff told us they felt well supported, invested in and confident in their roles. This had a positive impact on outcomes for children.

Children and families had regular opportunities to share their views. Feedback was actively sought and, importantly, acted upon. This strengthened relationships and supported a culture of collaboration and partnership. Parents shared positive feedback about the quality of the service provided for their children including the things they did well. One parent said they liked: "The child-centred approach and communication with parents."

Recruitment processes were safe and robust. New staff completed a comprehensive induction, which included core training and made effective use of the National Induction Resource. This supported staff to understand expectations and embed good practice from the outset.

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 had temporarily moved to accommodation within Killermont Primary School. This environment offered a spacious and suitable area for children, giving them access to a main playroom, gym hall and the back playground. The janitor was on-site throughout the session, which further supported the smooth running of the environment.

Outdoor space was open plan. Staff had carried out risk assessments and implemented appropriate control measures to ensure children's safety, including creating defined play zones and using the back playground where visibility and supervision were easier. Safety was a clear priority, and children were involved in developing shared risk assessments. This encouraged children to take responsibility for their environment and supported their understanding of how to keep themselves safe.

Risk assessments were treated as working documents and updated when changes occurred. Some entries required refinement to ensure all content remained relevant to the temporary environment. For example, the assessment relating to the front gate needed enhanced clarity around the gate being left open and the need for a temporary physical barrier.

Staff maintained strong infection prevention and control measures, and the environment was clean and well-maintained. However, staff should remain mindful of handwashing routines when children moved between play areas and snack.

In response to children's needs, staff introduced a soft, comfortable area. Children began using this space positively, and the team recognised that further development, particularly relocating it away from a busy doorway, would enhance its purpose and support children's need for rest and relaxation.

Children had access to a wide range of resources, stored in boxes, that they could freely choose from. Staff used planning sheets to ensure these were meaningful, engaging and responsive to children's interests. Children were observed to be interested in and enthusiastic about the materials on offer.

Overall, the environment provided children with important strengths in choice, safety and engagement. With ongoing improvements, particularly as they transition back to their permanent building. The service was well placed to continue enhancing the quality of children's play spaces both indoors and outdoors.

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 and motivated within the play environment, and the routine of the session offered them a range of choices and opportunities for free play. This supported children's right to play and allowed them to move confidently between different experiences. Staff supported children's autonomy well by adding their names to the indoor-outdoor list, enabling them to free-flow between spaces. This aligned with the service's broader commitment to responsive practice, as also reflected in their wider planning and self evaluation systems.

Staff interactions with children were warm, relaxed and genuinely engaging. For example, one member of staff was observed sitting alongside children during a drawing competition, chatting with them, asking for their views and encouraging their creativity. These meaningful interactions contributed positively to children's experiences and supported a sense of belonging and connection. We also observed rich conversations with children, where there was clear potential for staff to extend children's ideas further, for example through increased use of technology and opportunities for investigation.

Outdoor play was a favourite area for many children. Despite the cold weather, staff were proactive in ensuring children could access the outdoor space safely. When the weather limited outdoor use, the service made good use of the gym hall to offer energetic, physical play. Staff planned to further adapt deployment, including use of walkie talkies, so children could choose the outdoors more freely. This was consistent with the service's wider reflective culture and planning for improvements, also evident in their leadership systems.

Children had opportunities for large scale physical play and social play, and appeared relaxed and confident in their interactions. However, children's play was sometimes interrupted earlier than necessary which reduced opportunities for more sustained, deep and meaningful play. Staff recognised this and were open to reviewing the flow of the day to better support uninterrupted learning.

Planning approaches were developing well. Children were actively involved in evaluating activities through "best bits" and "what can we do better?" reflections. These were recorded with photographs and used to shape future experiences. Children clearly had a voice in planning their own play opportunities which aligned well with the service's broader commitment to involving families and children in decision-making.

Some children shared that certain creative experiences, such as painting, were less available than before. Staff should continue to consider how to extend access to more open ended resources, creative materials and loose parts to further enrich play and allow children to express themselves freely. This would strengthen the breadth of experience and enhance opportunities for curiosity, creativity and problem solving. They manager indicated that this will be much easier to facilitate when they return to the school.

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.

Staff interactions were consistently warm, caring and attuned to children's individual needs. As staff moved through the service, they took time to chat with children, ask how they were, and showed genuine interest in their stories. This helped children feel valued, important and emotionally secure. Relationships across the service were strong, with positive, trusting connections evident between staff, children and families. These nurturing relationships supported everyone to work together effectively for the benefit of children.

The snack routine contributed well to children's independence, health and social development. Snack remained available throughout the session, offering healthy and nutritious options such as fruit, crackers, bread and spreads. Children were observed independently washing their hands at the sink before selecting crackers. Snack provided a relaxed and positive social experience where children could chat with their friends, with staff joining at points to support and extend conversations.

Personal plans were reflective of children's individual needs. All children had regularly updated plans with clear contributions from children and families. Children's voices, achievements and what mattered to them were captured well, helping them feel respected, included and involved in their own care. Chronologies were used effectively to record significant changes, allowing staff to respond consistently and supporting children to be safe and healthy. Introducing clear, child-centred targets would strengthen the plans as working documents and further support children to be achieving and responsible.

Staff engaged well with families and ensured parents remained informed through regular communication and updates to personal plans. Families were involved in contributing to information about their children, helping them feel valued and included in the life of the service. Staff demonstrated a strong understanding of trauma-informed practice and worked effectively with external agencies to ensure individual children and families had the right help at the right time. This supported children to reach their full potential.

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 support children's health and wellbeing, the provider should ensure medication is stored and administered safely.

This should include, but not limited to, ensuring medication records including permission slips are completed accurately before children attend the service.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "My care and support meets my needs and is right for me" (HSCS 1.19) and "Any treatment or intervention that I experience is safe and effective" (HSCS 1.24).

This area for improvement was made on 17 October 2024.

Action taken since then

Medication was stored safely. The medication was accessible and out of reach of children. All medication and storage bags were labelled. Details of medication were within children's personal plans. Children with medication had a risk assessment in line with any action plans and details of prescription.

This area for improvement has been met.

Previous area for improvement 2

To support children's care and support, the provider should strengthen relationships with families by maximising opportunities for them to spend time in the setting.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "I experience care and support where all people are respected and valued" (HSCS 4.3) and "I can build a trusting relationship with the person supporting and caring for me in a way that we both feel comfortable with" (HSCS 3.8).

This area for improvement was made on 17 October 2024.

Action taken since then

Parents were welcomed into the service. The way the sessions ran with transport to and from the other school bases meant that not many parents came to the premises. Parents had also been welcomed into fun activities. The provider had plans in place for when they move back to their accommodation and they will work with the school to welcome parents into the building as much as possible.

This area for improvement has been met.

Previous area for improvement 3

To support children's health, wellbeing and safety, the provider should ensure they are cared for in a well-maintained and comfortable environment.

This is to ensure that care and support is consistent with Health and Social Care Standards (HSCS) which state that: "I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishings and equipment" (HSCS 5.24).

This area for improvement was made on 17 October 2024.

Action taken since then

The service had moved to new temporary accommodation while the school was fully refurbished. The accommodation was well-maintained, safe and secure. The service will transition back to the school when the refurbishment is complete.

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

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Leadership and management of staff and resources	5 - Very 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	5 - Very Good
Nurturing care and support	5 - Very Good

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