

Forehill After School Club Ltd

Day Care of Children

C/o Forehill Primary School
Cessnock Place
Ayr
KA7 3JU

Telephone: 07838 131 353

Type of inspection:
Unannounced

Completed on:
18 February 2026

Service provided by:
Forehill After School Club Ltd

Service provider number:
SP2007009320

Service no:
CS2007161090

About the service

Forehill After School Club Ltd is registered to provide a care service for a maximum of 32 children during term time, and a maximum of 48 children during holidays.

The service is situated within Forehill Primary School which is close to shops, local amenities and public transport routes. Children are cared for in the gym hall and general purpose room. Children also have outdoor access to a fully enclosed playground.

There were 103 children registered with the service at the time of our inspection.

About the inspection

This was an unannounced inspection which took place on Wednesday 11 February and Thursday 12 February 2026. The inspection was carried out by one inspector 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 17 families
- 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
- 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

- Staff knew children very well and consistently provided kind, warm and compassionate care.
- Children experienced a stimulating welcoming environment with well maintained, accessible resources.
- Strong relationships had been established with families, which resulted in positive outcomes for children.
- The service's values, vision and aims were clearly embedded in daily practice and supported the promotion of children's rights.
- Daily outdoor play opportunities supported children's health and wellbeing.
- Children were highly engaged in their play and confidently led their own learning 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 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 consistently friendly, professional and approachable throughout the inspection, creating a positive and reassuring atmosphere for children and families. The whole team worked with consistency and focus, supporting stability and continuity of care across the setting. This cohesive team approach contributed to quality experiences for children, who benefitted from staff who worked well together and demonstrated a clear understanding of their individual needs. Staff showed strong commitment to achieving the best possible outcomes for children and their families, reflected in their warm interactions, professionalism and dedication to continuous improvement.

The service's vision, values and aims were clearly displayed for families, ensuring everyone understood the purpose and principles that underpinned the provision. These had been reviewed as part of last year's improvement plan, supporting continuous reflection and ongoing development across the service. The vision, values and aims were evident in daily practice, demonstrating strong alignment between stated intentions and lived experiences. Staff created a caring, stimulating environment where children learned through self directed, spontaneous and freely chosen play. This approach highlighted the team's strong commitment to children's rights and to providing high quality play and learning experiences.

Self evaluation processes were in place through an operational plan that staff had developed collaboratively. Staff were beginning to work together to evaluate key aspects of the service against the "quality improvement framework for the early learning and childcare sectors: school-aged childcare" (Care Inspectorate February 2025). 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, "The service manager actively seeks feedback in a variety of ways from both the children and adults. We have always felt both heard and listened to ." The views of children and families were central to the self evaluation process, and this inclusive approach strengthened the quality of the service. Children had recently been influential, in creating the outdoor space. 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.

Robust auditing and monitoring processes had been further developed since last inspection in covering key areas such as accidents, incidents and medication. These systems supported strong quality assurance, accountability and consistent practice across the service. The manager's plans to introduce staff champion roles were positive and had the potential to further enhance children's outcomes, fun and enjoyment by making effective use of staff skills and interests. Strengthening staff leadership in this way would further embed the service's quality assurance processes and help ensure children continued to experience a safe, well managed environment. Safe recruitment procedures were followed for new staff, and all personnel information was stored securely. Staff took part in an informal induction and reported feeling well supported by the team, helping them develop confidence in their roles and contribute positively to children's experiences.

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 highly engaged, having fun and confidently leading their own play. They made independent choices and remained focused for extended periods, showing strong concentration and creativity. One child spent the most of the session creating various ways to design valentines cards and share his ideas with other children and staff. Two children dressed dolls in various outfits and shared where the dolls were going together which 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.

A wide range of clearly labelled, accessible resources supported children's independence and helped them move freely between well defined play spaces. Children could adapt resources across areas, promoting creativity, problem solving and ownership of their play. For example, cars were added to construction areas to extend this experience, and small world items were taken to quieter spaces. This flexibility supported children's independence, creativity and confidence as they shaped their own play.

The big book system empowered children to influence daily play experiences by choosing resources that reflected their interests. This strengthened their independence, decision making and sense of being valued. Children shaped their play each day through the big book system, which contained pictures and names of all resources. They chose items and staff ensured these resources were provided. Since last inspection staff 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." Staff had worked hard together since last inspection that children's voices influenced the experiences that were offered.

Children enjoyed playing together and individually, with staff skilfully supporting interactions, sustaining engagement and helping children build positive peer relationships. Planning was child centred and responsive to children's ideas, with staff adapting plans based on observations and children's choices. Achievements were recorded and linked to the Quality Framework promoting meaningful learning and confidence. Parents shared with us "Genuine care and love for my children from all staff is evident". "My children are happy when attending both breakfast club and after school club," and "Play is indoors and outdoors and a wide range of activities are available." "My child comes home happy talking about what he has done and often with art work, plants and creations."

Activities during holiday periods provided enriching experiences that developed life skills, supported social interaction and strengthened friendships, contributing positively to children's wellbeing and confidence.

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, 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,

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 shared with us, "Staff are very attentive and take a personal interest in our son. They have taken extra care to ensure that our thoughts and requests are taken on board and "The staff and management are 100% committed to all the kids regardless of race, ability or age. They make each child feel wanted and appreciated."

Snack time was relaxed and unhurried, with opportunities for children to develop their independence skills. The service provides parents with Healthy Eating information, including ideas and suggestions for their healthy snack. Parents send children with snack from home. There is also fruit, breadsticks and water available. 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. One parent shared "My child has always had a personal plan which was kept up to date and grew with them." Plans were reviewed regularly by parents, and strategies to support children with additional support needs had been identified.

Children's safety and wellbeing was supported by confident staff, who understood their role in identifying, recording and reporting any safeguarding concerns. All staff had completed relevant child protection training, including updates and were clear about their roles and responsibilities. This meant children and their families were provided with the appropriate help and support.

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 children's needs are met through stimulating play and learning experiences, the manager and staff should consider their daily routine. This should support children's choice to freely access and play with a variety of resources and a range of play experiences across their day.

This is to ensure children's care and support is consistent with the Health and Social Care Standards which state: "As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity." (HSCS 2.27).

This area for improvement was made on 11 October 2024.

Action taken since then

This has been met and information relating to this is detailed under playing, learning and developing in this report.

Previous area for improvement 2

To ensure that children benefit from play experiences that are exciting and challenging, the manager and staff should develop their approaches for planning and evaluating children's play and learning experiences for a variety of play types. These systems should clearly include children's interests and their voices.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state: "As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open ended and natural materials." (HSCS 1.31).

This area for improvement was made on 11 October 2024.

Action taken since then

This has been met and information relating to this is detailed under playing, learning and developing in this report.

Previous area for improvement 3

To ensure children's health, safety and care needs are met, and to support a culture of collaborative, reflective practice which identifies and actions areas for improvement, the manager should ensure effective quality assurance processes are in place. This should include but is not limited to robust monitoring of medication processes, children's personal plans and service delivery.

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)

This area for improvement was made on 11 October 2024.

Action taken since then

This has been met and information relating to this is detailed under leadership and management of staff and resources in this report.

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	5 - Very Good
Leadership and management of staff and resources	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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