

# Invergowrie Kids Club Day Care of Children

Invergowrie Primary School  
4 Errol Road  
Invergowrie  
Dundee  
DD2 5AD

Telephone: 01738 459 607

**Type of inspection:**  
Unannounced

**Completed on:**  
26 February 2026

**Service provided by:**  
Perth & Kinross Council

**Service provider number:**  
SP2003003370

**Service no:**  
CS2004063150

## About the service

Invergowrie Kids Club provides a daycare of children service in Invergowrie. The service is registered to provide a care service to a maximum of 30 children at any one time, age from four and a half years to 14 years (if attending primary school). The total number of children registered with the service at the time of the inspection was 30. The service operates from the dining hall within the premises of Invergowrie Primary School.

Children have access to a dining hall, toilets, gym hall, and the school playground. The service is situated in a residential area of Invergowrie, close to schools, parks, and public transport.

## About the inspection

This was an unannounced inspection which took place on 24 February 2026 between 14:00 and 17:45 and 25 February 2026 between 14:00 and 16:15. Feedback was shared with the service on 26 February 2026. This 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 and complaints information, information submitted by the service and intelligence gathered throughout the inspection year. To inform our evaluation we:

- spoke/spent time with 16 young people using the service
- received three completed questionnaires and spoke with six families using the service
- spoke with two staff and the manager
- assessed core assurances, including the physical environment
- observed practice and daily life
- reviewed documents.

At the time of this inspection, improvements were identified relating to core assurances. We have reported where improvement is necessary within Leadership and 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.

## Key messages

- Children and families were recognised as meaningful partners in shaping the service.
- Quality assurance processes and improvement priorities required further development to ensure they effectively drive high-quality experiences and outcomes.
- Children experienced a sense of achievement, supported by their active involvement in setting and owning their personal goals.
- Daily play provision should be reviewed to ensure it consistently motivates, engages, and challenges all children.
- Warm, nurturing interactions from staff promoted children's wellbeing.
- Staff should further develop their understanding and promotion of children's rights to ensure a shared culture of respect across the service.

## 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	3 - Satisfactory / Adequate
Children play and learn	3 - Satisfactory / Adequate
Children are supported to achieve	3 - Satisfactory / Adequate

Further details on the particular areas inspected are provided at the end of this report.

## Leadership 3 - Satisfactory / Adequate

### Quality Indicator: Leadership and management of staff and resources

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

The service had recently reviewed their vision, values and aims in collaboration with children, families, and staff. Leaders and staff felt these reflected their aspirations, and the inclusion of a mission statement promoted some positive aspects of practice. The service was at an early stage in this journey, and further development of their key messages, such as respect and responsiveness, would support this. These values were not yet consistently evident in day to day practice. For example, there were limited staff intervention to support children's understanding of respect. This meant that staff were at times, not responsive to children's needs. As a result, the aims and objectives were not yet driving improvements in children's experiences.

Staff were friendly and approachable throughout the inspection. They engaged positively with the inspection process, remained open to suggestions, and actively participated in professional discussions. Staff told us they felt that they worked well together as a team. This contributed to positive experiences for children, as staff demonstrated commitment and supported continuity of care.

Children and families were valued partners in shaping the service. Families told us they were invited to complete surveys and were asked to share their views and ideas. Floor books were used effectively to gather children's and families' thoughts, and activities suggested by children were documented and dated as they were completed. Families told us that staff actively listened to their views. One parent commented, "The staff are approachable and make time to discuss my child's care, play and learning whenever needed." This reflected the positive and trusting relationships that had been established within the service.

The improvement plan was at an early stage of development and was not yet influencing positive change across the service. Staff did not demonstrate a clear understanding of the service's improvement priorities or how these linked to improved outcomes. Strengthening staff ownership of the improvement agenda would help build a shared vision and support sustained and meaningful change. (See area for improvement one)

Quality assurance processes required further development to ensure they were effective and consistently implemented. While some audits were in place, there was limited evidence of follow up actions or impact. For example, identified audits relating to the environment and staffing had not been progressed. The service should further develop the monitoring of staff practice to support them to identify strengths and highlight areas for further development. To ensure that children experience consistently high quality care, the service should establish effective quality assurance systems. (See area for improvement two)

Children were mostly well supervised throughout the session. Outdoors, staff interacted positively with children and supported their play. Children would benefit from staff having a more comprehensive awareness of the whole environment. Strengthening staff oversight of the full space would help maintain children's safety and wellbeing and ensure a more consistent level of support across the setting.

## Areas for improvement

1. To promote positive outcomes for children and families, specific improvement priorities should be developed to support continuous and sustained change.

This should include, but is not limited to:

- identifying clear priorities, actions, and timescales to effectively implement positive change.

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

'I use a service and organisation that are well led and managed' (HSCS 4.23).

2. To ensure that children experience consistently positive outcomes, the provider should implement clear and robust quality assurance processes.

This should include, but is not limited to:

- setting clear expectations and timelines for audits and reviews
- ensuring systems include action tracking and evidence of completion
- supporting staff to understand and carry out quality assurance responsibilities
- introducing regular audits and monitoring to drive improvements.

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 3 - Satisfactory / Adequate

### Quality Indicator: Play learning and developing

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

Children were warmly welcomed into the service and settled quickly into their preferred play experiences. One parent told us, "The two carers are consistently kind, attentive and caring with the children, and this is very much appreciated." A child shared, "The people who come to club make it good for me." This demonstrated that children felt safe, and comfortable within the setting.

Children had opportunities to engage in imaginative and creative play. For example, a group of children used loose parts to construct a vehicle and acted out a journey to the "rainbow forest to build a fire." These experiences supported children to take ownership of their play and make meaningful choices.

Planning approaches were child centred and responsive to children's interests. Parents recognised this, with one commenting, "The balance between structured activities and free play allows [my child] to explore [their] interests while developing new skills in a supportive and inclusive environment." Mind maps within floor books gathered children's ideas, such as making slime or creating origami snowflakes. Children told us they felt listened to, with one saying, "I wanted a movie night, and we got one." This supported children to lead their learning. Moving forward, we suggested that staff consider evaluating children's experiences more consistently to strengthen planning for children's changing needs and interests.

Daily play opportunities were inconsistent, particularly for older children, and some experiences lacked appropriate challenge. Older children shared mixed views about their time at the club. Inspectors observed conflict emerging within play, and staff did not always notice or intervene to support children's problem solving or negotiation skills. Some children reported that they did not usually receive help from staff when challenges arose. Engagement improved during the second day of inspection when more purposeful, problem solving and teambuilding activities were provided. These supported children's motivation and social development. Daily provision should be reviewed to ensure all children experience appropriate challenge and sustained engagement. (See area for improvement one)

Children had some ownership over their learning through identifying personal goals they wished to achieve while attending the club. Staff revisited these goals and supported children to work towards them. For example, children enjoyed celebrating their progress as they moved closer to achieving their goals. This approach valued children's voices and supported them to experience success.

Staff understood the importance of outdoor and physical play. Access to the outdoor area provided children with richer opportunities to explore, be active and express themselves creatively. Children were observed making independent choices, demonstrating sustained involvement while running, playing football and using a variety of resources. A parent shared, "These experiences are well organised and provide valuable opportunities for physical activity, social interaction and enjoyment in the fresh air." Staff responded to children's invitations to join in their play. This promoted positive relationships and enhanced children's wellbeing.

## Areas for improvement

1. To ensure children are purposefully engaged and motivated within high-quality play, the range of activities and resources should be improved.

This should include, but is not limited to:

- providing daily play opportunities which interest and challenge children
- ensuring resources and activities are age and stage appropriate.

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

'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 to my age and stage, which stimulates my natural curiosity, learning and creativity' (HSCS 2.27).

**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 the weaknesses.

Children experienced warm and caring interactions from staff. They were individually greeted on arrival, and staff took time to ask about their day. Children responded positively and were relaxed in their conversations with staff. Staff took time to sit with children, listened to their ideas, and participated in play when appropriate. Families told us that staff knew their children well and had developed caring, trusting relationships. These nurturing interactions supported children to feel safe and secure within the service.

Transitions into the service would benefit from review to ensure children's emotional wellbeing is consistently supported. While most children were familiar with the established routine, this was not always implemented consistently. Staff described positive working relationships with the school. We suggested reviewing communication approaches to support a shared understanding of children's attendance within the service. Strengthening this would help promote children's sense of security and reduce potential confusion during transitions.

Snack time provided opportunities for children to develop independence and practical life skills, such as helping to prepare the area and clearing away their dishes. Snack was a sociable experience where children chatted with their peers. Water was accessible throughout the session, which supported children to remain hydrated. These approaches demonstrated that children's wellbeing needs were being met.

Personal plans contained key information relating to children's care, including medical and dietary needs, and were reviewed with families in line with legislative requirements. One parent told us, "The staff actively seek my views and ensure that my input is considered in decisions relating to [my child's] wellbeing and progress." Children contributed to their own All About Me information, where they shared their interests and personal goals. This promoted children's independence and recognised them as active participants in their care. Staff revisited this information with children; however, we asked that reviews are also consistently completed with families alongside care plans. This would further strengthen a collaborative approach to meeting children's needs.

Children's needs were mostly recognised and supported. To meet children's individual needs, staff should become familiar with the information in children's personal plans and ensure this is reflected in their daily interactions with children. We highlighted the importance of staff feeling confident when discussing children's needs and the strategies in place with families. This would support a more consistent and well informed approach to promoting children's wellbeing. (See area for improvement one)

Children would benefit from staff developing a more informed and consistent understanding of children's rights. During the inspection, children's rights were referred to negatively, which did not promote a culture of respect. This was reflected in some interactions observed. Staff should review the playwork principles and children's rights to ensure these underpin practice and support children to develop a positive understanding of their rights. Strengthening respectful relationships will support children's overall wellbeing. (See area for improvement two)

Medication procedures were in place and gathered appropriate information to support the safe administration of medication. Reviews were completed timeously to ensure children's health needs were met. Where children require more than one medication, we discussed recording these separately to ensure clarity and to support safe practice.

Families were warmly welcomed when collecting their child. Positive relationships were fostered through daily verbal communication and regular sharing of information. Families told us they valued these conversations and felt staff were approachable, kind and knew their children well. Newsletters provided additional updates on activities and experiences. As a result, families felt informed, valued, and listened to.

## Areas for improvement

1. To support children's wellbeing, the provider should ensure staff are skilled and confident to meet their needs.

This should include, but not be limited to:

- strengthening staff understanding and practical use of the information within children's personal plans
- developing staff skills and confidence to share messages with families
- ensuring staff receive relevant training to support them in their role.

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

'My needs, as agreed in my personal plan, are fully met, and my wishes and choices are respected' (HSCS 1.23) and 'I experience high quality care and support because people have the necessary information and resources' (HSCS 4.27).

2. The provider should ensure that staff develop a consistent and well-informed understanding of children's rights. This should include reviewing the Playwork Principles and the rights of the child to ensure these underpin daily practice and support the development of respectful, nurturing relationships.

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

'I am supported to understand and uphold my rights' (HSCS 2.3).

## 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

<b>Leadership</b>	<b>3 - Satisfactory / Adequate</b>
Leadership and management of staff and resources	3 - Satisfactory / Adequate
<b>Children play and learn</b>	<b>3 - Satisfactory / Adequate</b>
Playing, learning and developing	3 - Satisfactory / Adequate
<b>Children are supported to achieve</b>	<b>3 - Satisfactory / Adequate</b>
Nurturing care and support	3 - Satisfactory / Adequate

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