

Carnegie Out of School Club Day Care of Children

Carnegie Primary School
Pittsburgh Road
Dunfermline
KY11 8SS

Telephone: 07515 189 508

Type of inspection:
Unannounced

Completed on:
19 February 2026

Service provided by:
Fife Council

Service provider number:
SP2004005267

Service no:
CS2011298632

About the service

Carnegie Out of School Club is a day care of children service situated within Carnegie Primary School in Dunfermline. The service is registered to provide care for a maximum of 88 children at any one time of primary school age to 14 years.

The service is close to local amenities, parks and public transport links. The children have access to a gym hall, dining hall with adjoining kitchen, toilet facilities and playground.

About the inspection

This was an unannounced inspection which took place on 17 February 2026 between 14:40 and 17:55, and 18 February 2026 between 14:20 and 17:20. 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 using the service
- spoke with four families
- received questionnaire feedback from 16 families
- spoke with staff and management
- 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.

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 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 interactions which were kind, caring and nurturing.
- Transitions were smooth, which supported children to feel safe and secure.
- Children were happy, engaged and having fun. They led their own play, and showed sustained interest in the activities and experiences available.
- Spaces and resources could be developed further to support and extend children's ideas, interests, and engagement.
- Quality assurance processes had been established, which contributed to ongoing improvement. There is now scope to develop and implement a structured approach to self-evaluation.

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	4 - 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

The current vision, values and aims were broad and did not reflect the individuality of the service. We suggested children, families and staff are actively involved in the design of these to create a shared and meaningful vision.

Quality assurance processes had been established, with a calendar in place to support the implementation of audits. Actions identified through these audits were tracked and followed up, which contributed to ongoing improvement. An informal approach to monitoring staff practice supported development, for example by helping staff build confidence in promoting outdoor play. To continue to improve outcomes for children, this approach could be strengthened by introducing more focused observations.

Most families told us they felt they were involved in a meaningful way to help develop the service. They had various ways to share their views, including questionnaires, informal conversations with staff and a 'question of the month.' The leadership team recognised the importance of building positive relationships with families to strengthen engagement. They used feedback gathered from families to inform the service's improvement planning.

Improvement priorities were clear and relevant. Staff demonstrated reflective practice and used team meetings to discuss progress, identify strengths and agree next steps. There is now scope to develop and implement a structured approach to self-evaluation. For example, using challenge questions within 'A quality improvement framework for the early learning and childcare sectors: school age childcare.'

Staff felt well-supported by the leadership team. The induction process offered opportunities for staff to understand their role and begin to reflect on practice. This supported them to meet children's needs.

Children play and learn 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.

Playing, learning and developing

Children were happy, engaged and having fun. They told us they liked, "Lego, football, torches and drawing with all the pens," "arts and crafts" and "playing games." They led their own play and showed sustained interest in the activities and experiences available. They particularly enjoyed active and physical play indoors and outdoors, as well as creative and imaginative experiences. To build on this, the spaces and resources could be developed further to support and extend children's ideas, interests, and engagement.

Children engaged in cooperative play, testing ideas and negotiating with one another. These experiences offered opportunities for them to develop their confidence and social skills. Families commented on this being a positive aspect of the service.

Staff gave children time and space to play independently and responded to their cues when their support was needed. This supported children to have good quality play experiences.

Children had opportunities to suggest ideas and activities, and staff were responsive to their interests. They had begun to use a 'Floorbook' to record their play experiences and gather their views. This approach could be strengthened to make it more inclusive, offering children different ways to share their ideas. Some play experiences were not revisited, which meant opportunities to deepen and extend learning were missed. There was also potential for staff to build on the quality of interactions, to extend and enrich children's play experiences.

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 happy, relaxed and confident. They were warmly welcomed into the setting. Staff took time to listen to them about their day, which helped to support positive transitions. Transitions from school to the club and throughout the sessions were smooth, which supported children to feel safe and secure. Children told us, "Most staff are nice and friendly" and "Staff are fun." Families commented positively on the care their children received. Their comments included, "Professional and very friendly at the same time, they look after our child, and are caring," "Staff always responsive" and "Great staff who are kind and caring and always have their best interest in their mind."

Children experienced interactions which were kind, caring and nurturing. They had built positive relationships with most staff. However, some children told us they were unsure of relief staff member's names. A few families commented on this and told us, "Quite a high turnover of staff makes it harder to get to know some staff members. Children sometimes don't know all names" and "The staff introducing themselves as often new faces, kids all know who they are, but parents don't." We shared this with the leadership team during the inspection. They were responsive to the feedback and had begun to consider ways to improve this.

Staff knew children well and were aware of key information such as health and medical details, which helped to keep them safe. Some children had been involved in creating their own 'all about me' documents which included their likes, dislikes and interests. This meant they had the opportunity to have their voice heard. There was scope for all children to be more involved in shaping their own personal plan. We suggested approaches staff could use to enable children to express their views in ways that were right for them. Where needed, personal plans included support strategies which helped staff to meet children's individual needs. Children would benefit from clearer recording of these strategies to support their everyday experiences.

Children experienced a relaxed and unhurried snack. They spent time chatting with their friends which created a sociable experience. They had opportunities to be involved in the planning and preparation of snacks and had some opportunities for self-service, which helped them to develop life skills. There was scope to build on these opportunities to increase children's independence and responsibility.

Staff created a warm and welcoming environment for families, which supported positive relationships.

Families were invited into the setting and had opportunities to chat with staff about their child's day. Families told us, "Always greeted on drop off or pick up, with opportunity to ask questions as needed" and "I feel very comfortable chatting to staff."

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	4 - Good
Leadership and management of staff and resources	4 - Good
Children play and learn	4 - Good
Playing, learning and developing	4 - Good
Children are supported to achieve	4 - Good
Nurturing care and support	4 - Good

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