

# Riverside Kids Club Day Care of Children

Riverside Primary School  
Argyll Road  
Perth  
PH13BB

Telephone: 01738 472350

**Type of inspection:**  
Unannounced

**Completed on:**  
12 March 2026

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

**Service provider number:**  
SP2003003370

**Service no:**  
CS2003051360

## About the service

Riverside Kids Club provides a daycare of children service in Perth. The service is registered to provide a care service to a maximum of 30 children at any one time, from age four and a half (if they are attending primary school) to 14 years. The service operates from the gym hall within the premises of Riverside Primary School. The total number of children registered with the service at the time of the inspection was 52.

Children have access to a large gym hall, playgrounds, and toilets. The service is situated in a residential area of North Muirton, close to schools, parks, and public transport.

## About the inspection

This was an unannounced inspection which took place on 10 March 2026 and 11 March 2026 between 14:00 and 18:00. 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 10 completed questionnaires and spoke with three families using the service
- spoke with four 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.

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

- Improvement planning and self-evaluation processes should be further developed to ensure they lead to clear, measurable, and sustainable improvements for children and families.
- Staff training should be prioritised to develop the confidence, knowledge, and skills required to fully meet the diverse needs of children.
- Children were happy, engaged, and meaningfully involved in activities that recognised and promoted their leadership within their play experiences.
- Staff effectively supported and extended children's play, which helped them to develop curiosity, problem solving, and critical thinking skills.
- Warm, nurturing, and respectful relationships were evident between staff and children, which contributed to a positive and supportive environment.
- Strengthening consistent support strategies for individual children would enhance staff understanding and ensure that children's needs were met effectively.

## 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	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 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's vision and values had recently been reviewed in collaboration with staff and reflected their aspirations for children and families. As this work was at an early stage, staff had identified further steps to increase children's and families' awareness and involvement. Planned actions included developing a child friendly version of the values and engaging children in discussing what these meant in practice. Consultations with families would further strengthen this approach and support them to shape the service. These developments would enable the service to communicate a clear and shared vision and promote a sense of inclusion.

Staff were approachable, friendly, and professional throughout the inspection. They engaged positively in the process and demonstrated pride in the relationships they had developed with children and families. Staff were open to feedback and committed to improvement. This contributed to positive experiences and outcomes for children.

Children were listened to, and their ideas helped shape the service. They contributed to planning resources and activities, and floor books showed how their ideas had been implemented. For example, recent consultations enabled children to design snack menus and identify new resources. This promoted children's ownership and meaningful participation.

Consultation with families would benefit from further strengthening. We received mixed parental feedback regarding opportunities to influence service development. While some parents felt involved, others did not share this view. Although the service used a 'question of the month' to gather feedback, there was limited evidence to demonstrate how this informed improvement. Using feedback more effectively would support continuous improvement and help families to feel valued, heard, and able to influence change.

Quality assurance systems were in place, with some audits contributing effectively to improvements. We identified areas where these processes could be developed to ensure greater consistency. This included ensuring accident forms were fully completed and reviewing audits of spaces to support staff to identify improvements and evaluate impact. Regular team meetings took place; however, information could be better recorded to clearly identify actions and monitor progress. Strengthening these processes would support positive outcomes for children and families.

Improvement planning and self-evaluation were at an early stage. These processes should be reviewed to ensure they focus on impact and support positive outcomes for children and families. This would include using relevant best practice guidance and evaluation tools to strengthen the cycle of reflection. A more robust approach would enable staff to confidently identify priorities and evidence progress toward meaningful change. (See area for improvement one)

Policies and procedures were in place to support the effective operation of the service. We highlighted the need to review some policies to ensure they fully reflected children's rights and aligned with the service's vision and values. Risk assessments considered children's safety and wellbeing. We asked actions, such as ensuring gates remained closed, were included to ensure children's overall security. Improving these measures would support the safe and efficient running of the service.

Further training and development opportunities should be accessed to build staff confidence in meeting the needs of all children. Training should be targeted to ensure meaningful impact on staff skills and knowledge. Strength based strategies for supporting individual children should be implemented, reviewed, and evaluated. Some families shared concerns about staffing levels in relation to supporting children with additional support needs. A parent commented, "There is not enough staff to meet the needs of children when there are children with additional needs at the after school club." We discussed the need to ensure that children's needs are met by the right number of people. This would help staff feel confident and informed when meeting children's needs. (See area for improvement two)

### Areas for improvement

1. To ensure positive and sustained change, improvement planning and self-evaluation processes should be developed to ensure they are robust and focussed on achieving positive outcomes for children and families.

This should include, but is not limited to:

- using relevant best-practice guidance and evaluation tools to strengthen the cycle of evaluation
- identifying meaningful priorities, monitoring progress, and evidencing improvement over time to develop a clear focus on the impact of actions taken
- using information from audits and family consultations effectively 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 am actively encouraged to be involved in improving the service I use, in a spirit of genuine partnership' (HSCS 4.7) and 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

2. To ensure children's needs are confidently met and supported, the provider should enhance staff knowledge, skills and confidence through further training and professional development opportunities.

This would include but is not limited to:

- identifying training to meaningfully impact staff confidence, particularly, in relation to supporting children with additional support needs
- ensuring children's needs are met by the right number of people
- ensuring strengths-based strategies are clearly documented, consistently implemented, regularly reviewed, and evaluated.

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 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes' (HSCS 3.14).

## Children play and learn 4 - Good

### Quality Indicator: Play 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 confident, happy, and consistently engaged in their play and learning throughout the inspection. They settled quickly on arrival, demonstrated a strong understanding of familiar routines, and moved freely and comfortably across the service. Children engaged in active, independent play and interacted positively with peers and staff. Their play reflected curiosity, creativity, and enthusiasm. Families we spoke with expressed confidence in staff and satisfaction with the variety of experiences offered. A parent commented, 'They both tell me how much they enjoy their time at afterschool club and they also make different friend groups'. This contributed to children and families feeling safe, secure, and well supported.

Staff interactions were warm, respectful, and nurturing. Staff showed a genuine interest in children's individual experiences and preferences. They demonstrated an understanding of when to sensitively join play and when to observe, allowing children to take the lead. Staff used questioning and wondering to extend learning. For example, as children built tall towers with blocks, staff supported mathematical thinking by exploring concepts such as height, weight, and number. This ensured that early literacy and numeracy were meaningfully explored in play.

Children were able to follow their interests at a pace that suited them. One child confidently led an experiment, and staff supported them to share this with peers. This demonstrated that children were valued as leaders of their own learning and had regular opportunities to influence the direction of play.

A balance of planned and spontaneous play supported children to take ownership of their experiences. Children were highly motivated during creative activities, such as using clay to design models they later planned to paint. Staff extended these experiences through appropriate questioning and encouragement. As a result, children had the time, space, and confidence to sustain their play. Moving forward, the service should continue to develop how they support children to make progress in their play. While next steps were recorded with children, these would benefit from a clearer focus on skill development. This would help children to recognise and celebrate their achievements.

Floor books highlighted children's voices and choices, and photographs showed how their ideas had been implemented in practice. This helped children to feel valued and to understand that their contributions mattered. Further enhancing the evaluation of children's experiences within floor books would support staff to identify what was working well and potential next steps.

Outdoors, children were able to choose where and how to play. Staff respected these choices, including when children chose to play collaboratively on the MUGA (Multi-use games area). Imaginative play was well supported, such as when children pretended to be dinosaurs. Staff positioned themselves effectively and maintained a clear awareness of all children. This supported children's safe and positive outdoor experiences.

## Children are supported to achieve 4 - Good

### Quality Indicator: Nurturing care and support

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.

Staff were warm, nurturing, and responsive in their interactions with children. Children were welcomed into the service in a caring manner, and staff took time to ask about their day and showed a genuine interest in their experiences. Children told us they enjoyed attending the club, and shared comments such as enjoying time with friends and playing in the den. They were confident within the environment and had formed positive friendships. This contributed positively to children's social and emotional development.

Transitions into the service were smooth and well managed. Effective communication between staff and the school supported children's safety, with weekly information sharing ensuring clarity about children attending the service. Communication within the team was strong; the consistent use of walkie talkies enabled staff to share key information in real time. This ensured children were always accounted for and supported their overall wellbeing.

Snack time was a relaxed, sociable experience that supported children's independence and life skills. Children's choices were respected, and dietary needs were well catered for. The flexible approach allowed children to access snack when it suited them, such as after returning from other school activities. Staff used this time to engage in positive conversations and check in with children. This responsive approach ensured children's needs were met in a caring and respectful way.

Personal care plans contained essential information about children's wellbeing needs and were reviewed with families to maintain relevance. We reminded staff to review plans at least every six months, in line with legislation. 'All About Me' information aligned with the SHANARRI wellbeing indicators (safe, healthy, active, nurtured, achieving, respected, responsible, included) and included details about children's preferences and routines. This supported consistent and responsive care.

Staff knew children well, and their needs were supported. A parent commented, 'The staff are great with the children and they genuinely care about the wellbeing of the children when they are at after school club.' Families shared information to help staff understand their children's individual requirements. Staff were able to describe the strategies they used to support children with additional support needs, such as providing time and space for children to regulate their emotions. A parent shared, 'My child was struggling last year and [staff] noticed this themselves and approached me to discuss, I found this above and beyond for them, really appreciated.' To ensure consistency, we highlighted where written information could be strengthened. Improving how strategies are recorded and shared would support staff to adopt a consistent, confident, and responsive approach. This would further enhance children's wellbeing. An area for improvement has been made within Leadership to reflect this.

Children's medical needs were supported through safe storage of medication and appropriate parental consent for administration. Regular audits provided an additional safeguard. Moving forward, the service would benefit from strengthening information within emergency care plans. This would include outlining steps staff should take if medication did not have the expected effect. This would further enhance staff readiness to respond to children's medical and health needs.

Families were warmly welcomed into the service, which contributed to positive and trusting relationships. Staff took time to update parents about their child's day and shared relevant information. This supported ongoing communication and relationship building. Families we spoke with expressed satisfaction with the care provided. The open, friendly approach to handovers helped families to feel valued and reassured.

## 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	3 - Satisfactory / Adequate
Leadership and management of staff and resources	3 - Satisfactory / Adequate
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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