

# Commercial Out of School Club Day Care of Children

Commercial Primary School  
Woodmill Road  
Dunfermline  
KY11 4BB

Telephone: 07515 189441

**Type of inspection:**  
Unannounced

**Completed on:**  
6 March 2026

**Service provided by:**  
Fife Council

**Service provider number:**  
SP2004005267

**Service no:**  
CS2004065973

## About the service

Commercial Out of School Club is a daycare of children service situated within Commercial Primary School in Dunfermline. The service is registered to provide care for a maximum of 32 children at any one time of primary school age to 14 years. During school holidays, a maximum of 40 children may be cared for at any one time of an age to attend 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 Wednesday 4 March, between 14:45 and 17:45 and Thursday 5 March 2026 between 14:30 and 17:30. This inspection was carried out by one inspector 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:

- spent time with children using the service and spoke with families
- received 13 completed questionnaires from families
- spoke with three staff and the management team
- assessed core assurances, including the physical environment
- 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 warm, nurturing interactions with staff who knew them well.
- Improvement priorities had been identified at a pace appropriate to the needs of the service.
- Staff were empowered to contribute to improvement processes, creating priorities that were meaningful to them.
- A child-centred approach ensured that children's voices were heard.
- The staff team demonstrated a strong commitment to the value of play in supporting children's learning and development.
- Children benefited from a variety of play experiences that supported their physical, social, and emotional development.
- Families were welcomed into the service and had opportunities to engage in meaningful conversations with staff about their child's experiences during the session.

**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	5 - Very 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.

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

Children were cared for by a kind, caring staff team who understood the importance of supporting the development of the whole child, and this was reflected in their warm relationships with children. The service's vision, values and aims would benefit from being revisited. The service had identified this as a priority within its next improvement plan, with the intention to review these in partnership with children, families and the staff team. This would support a shared understanding of expectations and strengthen the delivery of high quality, child-centred care.

A child-centred approach ensured that children's voices were heard. For example, children took on monitoring roles which provided structured opportunities for children to express their views and influence change. This fostered a sense of ownership and empowerment.

Opportunities to include families in the service and welcome their feedback was provided through questionnaires and informal chats and online platforms. Families shared: "Cheery, friendly staff and keep us updated quickly and effectively" and "Staff are engaging, thoughtful and approachable."

Some quality assurance processes were in place to support the monitoring of day-to-day practice, such as systems for recording medication and accidents. However, further consideration is needed to include regular observations of children's experiences, staff practice and the environment. Strengthening these approaches would provide a more comprehensive overview of the service and support ongoing improvement. While several areas identified in the previous area for improvement had been addressed, there remained scope to further develop the use of observations to inform quality assurance. Continuing to build these processes will help the service monitor the consistency and quality of practice as part of its overall improvement journey.

While self-evaluation was at an early stage, the staff team demonstrated a clear understanding of its importance. The service had started to consider how this would be embedded using the new Quality improvement framework for the early learning and childcare sectors: school age childcare. Engaging in regular self-evaluation and quality assurance processes would support continuous improvement and help promote positive outcomes for children and families.

Improvement priorities had been identified at a pace appropriate to the needs of the service. Staff were empowered to contribute to improvement processes, creating priorities that were meaningful to them. Floor books demonstrated how children's views informed developments and enabled children to reflect on previous experiences and revisit learning. As a result, the floor book updates placed children's voices at the heart of planning.

**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.

**Quality indicator: Playing, learning and developing**

Staff promoted a strong play culture that upheld children's right to play through a wide range of creative and physical experiences. Children had been regularly consulted, and their ideas informed daily, weekly and monthly play plans. Children had freedom to pursue their own play ideas, which supported choice, independence and confident decision-making. Play experiences were recorded in floor books and newsletters, demonstrating that children were happy, engaged and secure in their play. This was consistent with our observations during the inspection.

The staff team demonstrated a strong commitment to the value of play in supporting children's learning and development. They worked collaboratively to ensure children experienced a well-balanced mix of planned and spontaneous, high-quality play opportunities. Staff used observations, parental input and children's ideas to plan experiences that met individual needs and interests. Through skilful interactions, staff extended children's learning using a thoughtful balance of comments and questions. As a result, children were deeply involved in play for prolonged periods, demonstrating creativity, concentration and enjoyment.

Children benefited from a variety of play experiences that supported their physical, social and emotional development. Staff had prepared the environment with core experiences before children arrived, and throughout the session children independently accessed additional resources that reflected their interests. As a result, children were engaged, motivated and able to lead their own learning. A family shared: "There is lots of playing with some problem solving activities." Another family shared: "Playing the games, playing with friends, different kinds of food that you can choose. Staff are funny, friendly and kind."

Transitions from school were managed well, creating a calm and positive start to the session. This supported children to settle quickly and engage confidently in play. The pace of the session was relaxed and unhurried, allowing children to lead their own experiences. Resources were easily accessible and reflected children's current interests and developmental stages, which empowered them to make choices and direct their own play. For example, drawing, playing football and making potions as part of World Book Day celebrations.

## 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.

### Quality indicator: Nurturing care and support

Children benefited from warm, nurturing interactions with staff who knew them well. They received attentive, supportive care, enjoyed their time at the service and had formed clear friendships. This fostered a sense of respect and belonging. Staff were welcoming and responsive to children when they collected them from school. As a result, children were safe and had established positive attachments with staff and their peers.

Children experienced positive mealtimes where they accessed snacks and engaged in meaningful conversations with their peers. Some opportunities had been provided to promote children's independence and self-help skills. However, there was scope to further develop these routines to increase children's involvement in preparing, serving and tidying up after snacks. This would have enabled children to build confidence, develop practical life skills and further influence their own experiences.

Personal plans were in place for all children and had been reviewed with families to ensure they reflected children's individual needs and supported consistent care. Personal plans were not yet fully accessible for children to contribute their own views or update information. Increasing children's involvement would have ensured their voices were central to planning, strengthened their sense of ownership and further supported child-led decision-making.

Children benefited from staff who were confident in their practice and demonstrated a clear understanding of safeguarding procedures. Staff were aware of their role and responsibilities in protecting children, which supported a safe and nurturing environment. Medication was stored safely. We highlighted that children with specific medical conditions should have had a personal healthcare plan in place to reflect their individual health needs. This would ensure that staff had clear guidance to respond effectively, promoting children's wellbeing and keeping them safe.

Families were welcomed into the service and had opportunities to engage in meaningful conversations with staff about their child's experiences during the session. The service had worked hard to strengthen family engagement and had offered stay and play opportunities, such as the polar breakfast. Plans were in place to continue offering similar events, which meant families would remain actively involved in the life of the service, strengthening relationships and supporting continuity in children's experiences. Families commented: "There's lots of parents engagement, newsletters etc" and "Always asked how things can improve."

## 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

The provider should support the service to further develop and streamline quality assurance systems to ensure they can proactively identify strengths and areas for improvement internally. This could include:

- a clear and concise improvement plan linked closely to the Playwork Principles and How good is our early learning and childcare? to measure and assess practice
- clear roles and responsibilities and leadership roles in taking improvements forward
- regular involvement of staff, parents and children in evaluating the quality of the service
- developing a quality assurance calendar to assess all aspects of staff practice, the environment and provision to ensure they continue to provide a high quality care service to children and their families. Similarly it would have the benefit of all staff taking ownership of the quality of service given to children.

This is to ensure that care and support is in line 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 9 April 2019.**

#### Action taken since then

The service had an improvement plan in place, with priorities identified through consultation with children, families and the staff team. Although some quality assurance processes had been carried out, further development was needed to ensure these were used consistently across the service. Self-evaluation was at an early stage, but there were clear plans to build this into day-to-day practice. Regular staff huddles had supported continuity of care and enabled the team to plan together with a continued focus on achieving positive outcomes for children and families.

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](http://www.careinspectorate.com)

## Detailed evaluations

Leadership	4 - Good
Leadership and management of staff and resources	4 - Good
Children play and learn	5 - Very Good
Playing, learning and developing	5 - Very Good
Children are supported to achieve	4 - Good
Nurturing care and support	4 - Good

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