

Clydesdale After School Care - Motherwell Day Care of Children

Braidhurst High School
Dalriada Crescent
MOTHERWELL
ML1 3XF

Type of inspection:
Unannounced

Completed on:
19 March 2026

Service provided by:
Clydesdale After School Care Limited

Service provider number:
SP2004004140

Service no:
CS2004081945

About the service

Clydesdale After School Care - Motherwell is registered to provide a care service for a maximum of 40 children from primary school age to 16 years. At the time of inspection between 23 and 27 children were attending the service.

The service is based within Braidhurst High School in North Lanarkshire. Care is provided from a single playroom within the wellbeing hub of the school. Children have access to a safe outdoor play space. The service have their own transport, with escorts to collect children from a number of schools.

About the inspection

This was an unannounced inspection which took place on 18 and 19 March 2026., between the hours of 14:15 and 18:15 The 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 information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with children
- spoke with management and staff
- spoke with three parents through face-to-face discussion
- observed practice and children's experiences
- reviewed relevant documents
- assessed core assurances including the physical environment.

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 experienced a calm and settled environment, supported by staff who were confident in their roles as routines and communication continued to develop.
- Children benefited from an inviting play space, and there were early signs of improvement in how the environment supported independence and access to a range of activities.
- Children experienced staff interactions that were warm and supportive. Further development is needed to ensure children's ideas consistently influence planning and activities.
- Children would benefit from the development of natural, sensory and open ended materials to enhance creativity and depth of play.
- Personal plans had been revised and should now be introduced. Continued implementation will help ensure information about children's needs and preferences is used consistently in daily practice.
- Children benefited from positive relationships between staff and parents, helping families feel included and confident that children were cared for safely.
- Children experienced relaxed and sociable snack routines, with opportunities to increase independence and choice as routines continue to develop.
- Children experienced warm, nurturing care, with staff responding sensitively to individual needs and promoting growing independence throughout 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	3 - Satisfactory / Adequate
Children thrive and develop in quality spaces	3 - Satisfactory / Adequate
Children play and learn	3 - Satisfactory / Adequate
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 weaknesses.

Children benefited from a staff team who were confident in their roles. The new manager refreshed routines, expectations and communication across the service. Staff said they felt supported and valued, which strengthened team morale and contributed to a calm, predictable atmosphere. Children told us they recognised the same staff each day and said they felt "comfortable coming in" because the adults were familiar to them. This helped children experience a settled and reassuring environment where they felt safe.

Children experienced a service where leadership was beginning to shape clear values, vision and aims that guided practice. The manager planned to work closely with the team to re-establish the direction of the service. This will help approaches reflect rights-based, inclusive and wellbeing focused practice. Staff welcomed clearer guidance and communication, which helped them work together with improved confidence. This enabled children to experience care from adults who shared a consistent and coordinated approach.

Children were part of a community where parents felt welcomed, included and listened to, supporting strong relationships between home and the setting. Parents described staff as approachable and flexible, appreciating the support offered during routines and when helping children settle. Staff also valued these partnerships. This helped children experience continuity across settings, promoting a strong sense of belonging.

Children were also supported by leadership actions that had begun to strengthen personal planning across the service. A new child friendly format had recently been developed to capture what matters to each child in a proportionate and meaningful way. As the plans had only just been created, they had not yet been completed with children or families. Leaders now need to ensure they are implemented consistently, reviewed regularly and used meaningfully in daily interactions. This would help children experience care that was well-planned, coordinated and informed by their individual needs.

Children were supported by staff whose practice had begun to be influenced by early quality assurance and self-evaluation processes. The manager had reviewed policies, routines and planning approaches and introduced an improvement plan. Identified priorities were around planning, participation and the learning environment. Staff had also begun identifying areas for their own learning, including play practice and observations of children's learning. This meant children experienced the early signs of a service that was becoming more reflective and responsive.

Quality assurance and monitoring were not yet routine, and the impact of new systems had not yet been evidenced consistently across practice. This meant children experienced improving consistency. Further development and sustained implementation will help improve outcomes for children.

(See area for improvement 1).

Areas for improvement

1.

To improve the quality of children's experiences and the environment, the provider should implement robust quality assurance processes. This should include, but is not limited to, auditing personal plans and developing environmental checks.

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 thrive and develop in quality spaces

3 - Satisfactory / Adequate

Quality indicator: Children benefit from quality spaces

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

Children arrived to a warm and welcoming playroom where they could move freely between areas and choose activities that suited their interests. The room layout supported independence. Children used familiar spaces such as art, construction and cosy corners with confidence. Displays of children's work and personal touches helped create a comfortable atmosphere. This helped children feel included, recognised and at ease in their environment.

Children explored a range of resources, and younger children engaged well with the play materials available. Staff recognised opportunities to continue developing the variety of materials to enrich children's play experiences. This would help children experience a wider range of creative and imaginative possibilities.

Children had access to creative and imaginative opportunities, although natural, sensory and real-life materials were limited and not consistently available. These types of resources support exploration, problem solving and imaginative thinking. Broadening these would complement the existing play opportunities. Sensory or messy play was sometimes removed on quieter days. Exploring children's preferences would help ensure these experiences reflect genuine interest. This would help children experience rich opportunities to be curious, expressive and deeply involved in meaningful play.

(See area for improvement 1).

Children followed familiar handwashing routines, and staff supported these calmly. As all children completed the routine at the same time, transitions sometimes created delays in accessing play or snack. A more flexible approach, where possible, would help children move at their own pace and reduce interruption to their play. This would help children experience smoother transitions and immediate access to the activities that matter to them.

Children enjoyed outdoor play and spoke positively about being outdoors. Staff remained vigilant to potential risks and supported children well during these experiences. Outdoor access, however, relied on staffing and wider routines. This limited children's ability to choose freely between indoor and outdoor spaces. Strengthening risk assessments will support more confident planning and safe delivery of outdoor

play. This would help children experience greater independence, choice and a more balanced, stimulating session.

Areas for improvement

1.

To strengthen children's engagement, the provider should meaningfully involve children in decisions about the resources and layout of the play environment. The range of materials should be balanced to include age-appropriate, open-ended and challenging options that reflect children's interests. This will help ensure children experience play that is stimulating, varied and directed by their own choices.

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

'I can direct my own play and activity in a way that I choose' (HSCS2.27).

Children play and learn 3 - Satisfactory / Adequate

Quality indicator: Playing, learning and developing

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

Children engaged enthusiastically in a range of activities and showed confidence in choosing how to spend their time. They moved freely across the playroom, creating their own play and often working together to build, create or explore. Children told us they enjoyed the range of activities and one commented there was "nothing they would change." Their enjoyment was evident, and they responded well when staff joined in. Children said they enjoyed playing with friends and described the room as having "lots of things to choose from." This helped children experience play that was enjoyable, social and self-directed.

Children benefited from warm and supportive interactions when staff were available to remain in the play. Adults helped them share, negotiate and explore ideas, encouraging conversations and supporting problem-solving across age groups. These moments strengthened relationships and extended children's thinking. Essential tasks and routines sometimes drew staff away, reducing opportunities for longer, more sustained interactions. Supporting staff to stay alongside children more consistently would help them experience deeper learning and sustained engagement.

(See area for improvement 1).

Children shared their ideas confidently, though these were not yet visible in planning or in how experiences were offered. Staff told us they asked children for suggestions, but this was not recorded or used to shape the programme or snack. Without seeing their views represented, children were less able to understand how their contributions influenced the day. This limited children's opportunities to lead their learning and feel ownership of their environment.

All children, particularly older children, would benefit from a wider range of experiences that offer challenge,

curiosity and leadership opportunities. While younger children engaged well with current resources, older children sometimes appeared unsure what to choose. Introducing design-based experiences, more complex construction materials, strategy games or creative technologies would strengthen the offer. This would help children experience stimulating play that grows with them and reflects their evolving interests.

Children's new support plans provided a strong basis for more personalised and responsive planning. These captured what matters to children, including their interests, preferences and the things that help them feel settled. As staff begin using these consistently, they will be better placed to plan meaningful and relevant experiences. This would help children experience learning that feels personalised and reflective of their unique identities.

Areas for improvement

1.

To further enhance play and learning, the provider should support staff to develop approaches which enable children to be meaningfully involved in shaping activities and experiences. This should include, but is not limited to enhancing staff skills and opportunities to join children in play and deepen conversations and ensuring children's ideas and interests are reflected within the play space.

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

'I am listened to and taken seriously' (HSCS 1.1).

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.

Children experienced consistently warm, caring and attuned interactions from staff who understood their individual needs and responded with empathy and respect. Adults recognised when children required reassurance, time to rest or space to regulate. Their calm, sensitive responses helped children settle in a way that suited them. This supported children to feel valued, understood and emotionally secure.

Children developed strong and trusting relationships with staff, which encouraged them to share their thoughts, ask questions and seek help when needed. Staff made time to listen, guide and support children as they navigated social situations. This helped them develop communication, empathy and positive peer connections. This enabled children to experience a nurturing environment centred around respectful and caring relationships.

Children's independence was promoted through everyday routines that supported choice and responsibility. The introduction of a water station meant children could access drinks freely, and staff encouraged them to

organise belongings and make decisions about their play. This helped children feel capable, trusted and increasingly responsible for their own needs.

Children enjoyed relaxed, sociable snack times where staff modelled positive interactions and encouraged conversation. While snack choices were mostly staff led, there was a clear intention to involve children more directly in shaping future menus. This will help children experience routines that are enjoyable, inclusive and reflect their views.

Children benefited from safe and consistent approaches to health and wellbeing, with staff confident in their responsibilities around medication, safety and safeguarding. Parents described the team as approachable and kind and appreciated being welcomed into the room and kept informed about their child's day. This helped children feel supported by a coordinated and caring network of adults who prioritised their wellbeing.

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	3 - Satisfactory / Adequate
Leadership and management of staff and resources	3 - Satisfactory / Adequate
Children thrive and develop in quality spaces	3 - Satisfactory / Adequate
Children experience high quality spaces	3 - Satisfactory / Adequate
Children play and learn	3 - Satisfactory / Adequate
Playing, learning and developing	3 - Satisfactory / Adequate
Children are supported to achieve	4 - Good
Nurturing care and support	4 - Good

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