

# North Queensferry Out of School Club Day Care of Children

North Queensferry Primary School  
The Brae  
North Queensferry  
Inverkeithing  
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**Type of inspection:**  
Unannounced

**Completed on:**  
25 March 2026

**Service provided by:**  
Fife Council

**Service provider number:**  
SP2004005267

**Service no:**  
CS2014332691

## About the service

North Queensferry Out of School Club is a day care of children service situated within North Queensferry Primary School in North Queensferry. The service is registered to provide care for a maximum of 16 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 dining hall with adjoining kitchen, toilet facilities and playground.

## About the inspection

This was an unannounced inspection which took place on Monday 23 March, between 14:45 and 17:45 and Tuesday 24 March 2026, between 14:30 and 17:00. 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 10 completed questionnaires from families
- Spoke with two 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, improvements were identified relating to core assurances. We have reported where improvement is necessary within: Children thrive and develop in quality spaces.

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

- Staff created a caring, stimulating environment where children learned through self-directed, spontaneous and freely chosen play.
- Strong and effective leadership helped staff feel confident in their roles, leading to high quality care.
- Staff showed strong commitment to achieving the best possible outcomes for children and their families, reflected in their warm interactions, professionalism and dedication to continuous improvement.
- Children's experiences and achievements were shared and celebrated with families through discussions, photos and on the display "Spot light on us".
- A collaborative approach was promoted to include key adults in the children's play experiences. For example, teachers from the school were invited to come along and join in with the play experiences.
- Children's wellbeing and confidence were supported by staff who were kind, warm, and caring.
- Children had free flow access to the school playground, which offered experiences that promoted physical, social and communication skills.
- While most spaces were safe and welcoming, the toilets used by children did not meet their needs. Staff had reported their concerns to the provider, however, no action had been taken to rectify the issues identified.

## 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	5 - Very Good
Children thrive and develop in quality spaces	3 - Satisfactory / Adequate
Children play and learn	5 - Very Good
Children are supported to achieve	5 - Very Good

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

## Leadership 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: Leadership and management of staff and resources

The vision, values and aims of the service were evident in daily practice, demonstrating strong alignment between stated intentions and lived experiences. Staff created a caring, stimulating environment where children learned through self-directed, spontaneous and freely chosen play. This approach highlighted the team's strong commitment to children's rights and to providing high quality play experiences.

The views of children and families had been central to the self evaluation process, and this inclusive approach had strengthened the quality of the service. A floor book had been used effectively to enable children to share their ideas, thoughts, and suggestions, which had helped shape the provision and experiences offered. For example, the development of the new sensory area had been informed by children's ideas and preferences. This meant children experienced a service that reflected their interests and views, supporting their engagement, confidence, and sense of belonging.

Strong and effective leadership helped staff feel confident in their roles, leading to high quality care. The whole team developed a staff floor book which enabled them to reflect on practice, the environment and the opportunities that they offered. Using the new "Quality improvement framework for the early learning and childcare sectors: school-aged childcare", enabled them to identify key strengths and areas for improvement. These then helped to form an improvement plan that supported the overall development of the service. As a result, continuous improvement was well embedded and focused on achieving positive outcomes for children.

Quality assurance processes such as observations of practice and audits enabled staff to monitor and develop the environment to meet the needs of the children. This practice supported children's health and wellbeing. Overall, quality assurance processes took account of good practice guidance and legislation, which supported the effective monitoring of practice, processes and procedures.

Staff showed strong commitment to achieving the best possible outcomes for children and their families, reflected in their warm interactions, professionalism and dedication to continuous improvement. Families strongly agreed that they were happy with the care and support my child receives in this service. A family shared "The two regular staff members, are incredibly warm and welcoming - to both children and parents. I also like the way all the children of different ages are encouraged to play together - building relationships across school years and encouraging tolerance".

## Children thrive and develop in quality spaces 3 - Satisfactory / Adequate

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

### Quality Indicator: Children thrive and develop in quality spaces

Children were welcomed and cared for in a warm, bright environment. Staff carried out daily checks indoors

and outdoors to ensure children accessed play spaces that mostly supported positive experiences. Children were also encouraged to complete their own health and safety checks of the environment, in particular the outdoors area. This supported children's understanding of risk, promoted independence, and contributed to their confidence and wellbeing.

Children had access to a space in the dining hall that offered a range of experiences suited to the ages and interests of most children. They used puzzles, table top games, arts and crafts materials, books, cars and a sensory/quiet area. Children had been supported by the staff team to access resources independently, promoting choice and engagement in their play. This meant children experienced enjoyable and meaningful play opportunities that supported their independence and interests.

Children benefited from a service that recognised the importance of daily outdoor play and how it supported their wellbeing. Children had free flow access to the school playground, which offered experiences that promoted physical, social and communication skills. They played football, used bats and balls, climbed trees and had access to their own garden where they planted vegetables. This regular outdoor play supported children's confidence, resilience and enjoyment and offered safe opportunities for appropriate risky play.

While most spaces were safe and welcoming, the toilets used by children did not meet their needs. Some surfaces could not be cleaned properly as they were damaged and the paintwork throughout was flaking off the wall. The sink support pipes and flooring were ingrained with dirt. This compromised children's health, safety and wellbeing. Staff had reported their concerns to the provider, however, no action had been taken to rectify the issues identified. We were concerned that children's outcomes were not positive and that their wellbeing was at risk (See requirement one).

## Requirements

1. By 30 October 2026, the provider must ensure that the toilets used by children are safe, well-maintained and clean. To do this, the provider must, at a minimum:

a) ensure all surfaces in the toilet area can be cleaned effectively.

This is to comply with Regulation 4(1) (Welfare of users) and 10(2) (Fitness of Premises) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that "I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishings and equipment" (HSCS 5.22).

This is to ensure staff skills and knowledge is consistent with the Scottish Government document, 'Space to Grow: Design guidance for early learning and childcare and out of school care settings'

## 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 knew children well and understood their individual personalities, interests and needs. This supported

meaningful and fun interactions between children and staff. Skilled interactions from staff supported children's play as they knew when to be involved and when to let children play without interruptions. This practice helped children lead their own play. When interacting with children, staff supported children's learning as they used questions to support creativity and problem solving.

Children's play, learning and development was enhanced through a wide range of engaging, creative and problem solving experiences. Children had been able to access all areas of the service independently, which had supported their choice, confidence, and autonomy in their play. Resources were available and replenished when needed by the staff team. As a result, the environment, resources and staff interactions promoted children's choices, creativity and enhanced wellbeing.

Children's experiences and achievements were shared and celebrated with families through discussions, photos and on the display "Spot light on us". Staff supported the use of the floor book system to record individual children's interests and next steps. These were tracked by the staff team and helped to empower children to influence daily play. As a result, this strengthened children's rights, independence, decision making and sense of being valued.

This approach supported parents to be involved in their child's play and learning and helped children to see themselves as confident and creative individuals. A collaborative approach was promoted to include key adults in the children's play experiences. For example, teachers from the school were invited to come along and join in with the play experiences, supporting continuity and positive transitions.

Feedback from families and children reflected the positive impact of this approach. One family shared, "Nothing - I think the staff provide a brilliant service and cover all needs for my child," and a child commented that they "liked playing with my friends and the different activities." As a result, children experienced inclusive, well supported play opportunities that strengthened their confidence, relationships, and overall wellbeing.

## Children are supported to achieve 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: Nurturing care and support

Children's wellbeing and confidence were supported by staff who were kind, warm, and caring. They spoke to children in a calm and consistent way, helping them to manage transitions and feel comforted when needed. Staff showed children they were respected, valued, and cared for through their interactions and engagement. This supported children's emotional wellbeing and gave them positive role models.

Families shared "It's just a great place for my child where I know my child is safe, secure and well looked after" and "Aside from play and care, [child] has been introduced to lots of new foods at after school club which I'm really happy about too". Families strongly agreed that they were happy with the care and support that their child receives in this service.

Daily routines, such as mealtimes, had provided children with positive opportunities to develop independence and enjoy social time with others. Staff had sat with children during meals, offering appropriate support and supervision, which had contributed to children's safety and wellbeing. Staff had worked closely with children to plan snacks and support food preparation, encouraging participation and

choice. Snack times was unhurried and relaxed, offering children further opportunities to develop important life skills. This meant children experienced mealtimes as positive, inclusive occasions that supported their independence and confidence.

Families were warmly welcomed into the service, enabling them to spend time chatting with staff and seeing the experiences of their children. Initiatives such as hot chocolate nights, stay and play sessions helped families to feel valued and included by the service. Families had regular opportunities to discuss their child's care and development, both informally and formally. This supported staff to know families well and respond to any changing needs or preferences.

Personal plans were in place for all children and contained relevant information that supported staff to meet individual needs. These plans had been regularly reviewed with children and their families to ensure they remained accurate and meaningful. Where children required additional support, detailed plans had been developed in partnership with families and other professionals. These plans had clearly identified care needs and strategies to support children's wellbeing. As a result, children experienced care that was well tailored and responsive to their needs.

## 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	5 - Very Good
Leadership and management of staff and resources	5 - Very Good
Children thrive and develop in quality spaces	3 - Satisfactory / Adequate
Children experience high quality spaces	3 - Satisfactory / Adequate
Children play and learn	5 - Very Good
Playing, learning and developing	5 - Very Good
Children are supported to achieve	5 - Very Good
Nurturing care and support	5 - Very Good

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