

Clarkston After School Service (Netherlee) Day Care of Children

Netherlee Parish Church
130 Ormonde Avenue
Glasgow
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Telephone: 07561 411 728

Type of inspection:
Unannounced

Completed on:
6 February 2026

Service provided by:
Grow Childcare Limited

Service provider number:
SP2014012263

Service no:
CS2017360298

About the service

Clarkston After School Care Service (Netherlee) is registered to provide care for up to 60 school-aged children, offering before and after school care during term time.

The service operates from Netherlee Parish Church in the area of Netherlee, East Renfrewshire. Care is provided in the main church hall, which the service has sole use of during sessions, there is also access to a kitchen and shared access to toilet facilities. Children are transported to and from school via a walking bus supported by staff.

In addition to indoor spaces, the service makes good use of local outdoor areas, including the school playground, and nearby parks, all within walking distance of the church.

About the inspection

This was an unannounced inspection which took place on 05 February and 06 February 2026. The inspection was carried out by two inspectors from the Care Inspectorate.

To prepare for the inspection, we reviewed information about the service. This included registration information, information submitted by the service, previous inspection findings and intelligence gathered throughout the inspection year.

In making our evaluations of the service we:

- Reviewed feedback from families and staff
- Observed staff interactions, practice and daily life
- Spoke with children using the service
- Spoke with management and staff
- Reviewed documents.

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 the following aspects:

- Staff deployment
- Safety of 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.

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.

Key messages

- The manager was visible and knew the children, their families, and staff well.
- Children were happy, confident, and settled in the service.
- Staff promoted a positive team ethos and were kind and respectful in their interactions with each other and the children.
- Children were having fun; they confidently led their own play and engaged in a variety of play experiences that was of interest to them.
- Children's voices were valued and used to develop a detailed weekly planner of experiences and opportunities, which was shared with families.
- Quality assurance procedures should be further developed and embedded.
- The service made good use of the local area to provide children with opportunities for fresh air and active play, contributing positively to their wellbeing.

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, with important strengths evident across the service and some areas identified for further development.

Quality Indicator: Leadership and management of staff and resources

The team engaged openly and positively throughout the inspection, welcoming discussion and feedback. They showed a commitment to providing experiences that supported positive outcomes for children.

The manager demonstrated supportive leadership, they were visible and involved in the day-to-day practice, with a clear focus on children and their families. The team were keen to get it right for children and demonstrated both the willingness and capacity to embrace change and continue improving their practice.

We observed positive relationships across the service. Children were supported as individuals and their needs were understood and met, contributing to positive outcomes for their learning and wellbeing.

Staff and management described the team as a 'family', with one team member sharing that the manager was approachable and always provided support when needed. Leadership responsibilities were distributed across the team, fostering a sense of ownership, collaboration and shared accountability, which promoted consistency and stability for children.

The vision of the service was clearly reflected in daily practice, we saw children having fun while engaging in a wide range of experiences that sparked their creativity and imagination through play. We suggested the service continue to review and reflect on this to ensure the vision continues to meet the changing needs of children and families, and includes the strong connections already established within the local and wider community.

Daily informal conversations enabled staff to reflect on children's interests, plan responsive activities and identify any additional support required. Monthly team and management meetings provided more structured opportunities for reflection, allowing the manager to review practice and share improvements. During discussions with management, we talked about the quality improvement framework for school-age childcare and suggested the service should implement and use it to guide self evaluation and enhance staff knowledge, this would further strengthen reflective practice and support continuous improvement.

An annual calendar supported oversight of key responsibilities, including audits, policy reviews, risk assessments, and event planning. We noted that some policies and risk assessments needed updating and suggested more regular reviews to ensure they align with current guidance. This would ensure staff were kept well informed with the most up-to-date information to support best practice.

A development plan was in place, outlining areas for improvement, including community visits with a care home, outdoor play, more creative activities, and the recent introduction of digital journals. We could see progress had been made, for example, a wider variety of materials and resources had been purchased, improved communication with parents through the digital app, and links had been made to support community engagement. The service should continue their plans to work with the church to develop a

designated space within the grounds for outdoor play and build on the improvements already made, evaluating their impact to ensure sustained positive outcomes.

Communication with families was open and regular, through informal conversations, newsletters, questionnaires and the digital app. The manager shared, 'it can sometimes be difficult to gather views formally. We suggested simpler approaches, such as using short, specific questions through the digital app or a 'You Said, We Did' approach. Using this feedback more clearly within self-evaluation would help show how it informs improvements and supports ongoing development, in line with the quality improvement framework.

Recruitment and induction were well organised and supportive. All staff were registered with the appropriate regulatory body for their role, helping to ensure children received safe and consistent care. New staff worked alongside experienced colleagues until confident in their practice. One staff member shared that training had improved their understanding of their role and relationships with children and families. This supported consistent practice and positive outcomes. The service should incorporate the national induction resource to strengthen practice further.

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

Children were happy, settled and engaged in play. We heard lots of chatter and laughter throughout both the breakfast club and after-school sessions, creating a lively and welcoming atmosphere. Children spoke positively about their experiences, sharing comments such as 'I like playing with my friends', 'I like snack', 'My favourite is slime' and 'I like getting my nails painted', showing they enjoyed their time at the setting.

A daily routine was in place, providing a reliable and predictable structure. Each session began with a large-group welcome time, which included registration to ensure children were recognised and accounted for. Children took responsibility for signing themselves in using their photo and coloured magnet, supporting independence. This time also allowed children to share experiences and contribute ideas, helping to build confidence. We suggested the service continues to review welcome time to ensure it consistently meets the needs of all children.

Children were empowered to take on leadership roles, including snack helper, cloakroom assistant, 'buddy', door helper and first aid assistant. These roles helped children develop responsibility and independence. Children confidently chose where and how to play, supporting decision-making and ownership of their experiences.

Their views were central to planning and evaluation through mind maps, circle times, voting and informal discussions, and staff used this feedback to shape activities. A clear balance between adult-led and child-led experiences was evident. A weekly activity and snack planner was displayed and shared with families through a digital app, alongside photos and observations of children's experiences and skills being developed. A floor book captured children's experiences, the service should continue to develop this to further support children revisit their learning.

Children engaged in a wide range of experiences. Board games such as Ludo and Connect Four encouraged 'turn-taking' and resilience, while construction activities supported problem-solving. Football, played as a tabletop-style game, was a favourite and encouraged planning and teamwork. Staff joined in games like Jenga and Twister, knowing when to extend learning and when to step back, allowing children space to explore and build confidence.

Staff were responsive to children's interests and requests, supporting craft projects and encouraging imaginative discussions. Children explored finger knitting to make 'necklaces', engaged in art and baking, and participated in themed events such as murder mystery and Traitors. These activities supported creativity and were reflective of children's interests ensuring play and learning was meaningful to them.

Children also enjoyed music and movement, dancing and singing to their favourite songs while staff clapped, praised their 'performances', and joined in. This supported children's choice, enabled them to express themselves freely and experience a sense of joy.

Parents told us, 'Staff are compassionate, caring, take time to get to know the children and do lots of activities. They put a lot of effort into making things special and engaging for the children' and 'the service is well run with lots of activities to keep the kids happy and entertained'.

Warm, cosy spaces, including a den with cushions and soft furnishings, provided inviting areas to relax and unwind. Children made good use of these spaces, choosing to chat with friends, read or rest after school, which supported their wellbeing. Children's work was displayed to celebrate achievement and promote pride. Staff respected children's choices by seeking permission before taking photographs and allowing them to decide which creations to take home, helping children develop independence and ownership.

Children enjoyed connecting with the local community, walking to and from school, visiting the park and playing field, and building links with a local care home through visits and a pen pal scheme. Outdoor play was included in the daily routine, using the school playground to provide space for physical activity and wellbeing. Parents commented positively on 'games and trips to the park or playing field'. The service should continue to promote outdoor play and progress plans to develop a designated space within the church grounds to further enhance play experiences and community links.

Children are supported to achieve 4 - Good

We evaluated this quality indicator as good, with important strengths evident across the service and some areas identified for further development.

Quality Indicator: Nurturing care and support

Children were relaxed and comfortable in a warm, welcoming environment. Staff worked well together to ensure the main hall was thoughtfully arranged, reflecting children's interests and showcasing their work, fostering a sense of pride and belonging. Positive, respectful relationships were evident throughout, with displays of affirmations encouraging self-expression and wellbeing. Children took an active role in setting their own rules, which were proudly displayed, promoting responsibility and ownership. Interactions were consistently caring, responsive, and gentle, helping children feel valued, respected, and heard.

Staff had a good understanding of each child's needs, interests and personalities. Children's goals and preferences were central to planning, with personal plans regularly reviewed with families to include key information such as updates and medical needs. Through 'All About Me' booklets, children shared their

interests, likes and dislikes, helping shape experiences that felt meaningful to them. We suggested that plans could be further developed to show how children's goals would be supported and the strategies staff would use, promoting consistency across the team. Children also set New Year's resolutions, sealed in envelopes, which they looked forward to revisiting throughout the year to recognise their achievements and progress.

Transitions were thoughtfully supported, with a sensitive and personalised approach to settling in, helping children feel secure and confident. New children were welcomed through familiarisation visits, giving them time to explore the environment and routines at their own pace. Older children took on buddy roles, supporting younger peers to walk safely from school and settle into the session. Children who may benefit from extra support were invited to visit in advance, ensuring the environment and routines met their needs in partnership with parents. These approaches helped children feel confident, included, and promoted a smooth, positive start to their experiences at the service.

Snack time was calm, relaxed and unhurried, allowing children to enjoy a healthy snack at their own pace while socialising with peers. A variety of nutritious options were provided, and we saw photos of the team's creative preparation and presentation for parties and special events, making healthy choices appealing and enjoyable. Handwashing was encouraged to support good hygiene, and children were given opportunities to be independent, such as helping themselves to water and clearing their plates. We discussed with management how staff sitting with children could enrich the experience by supporting social interaction, further developing self-help skills and independence, and ensuring safety while eating.

Risk assessments were in place for the premises, outings, collection procedures and bathroom areas, ensuring a safe environment for all. Individual risk assessments were also tailored to support children who needed extra measures, promoting safety and inclusion. Children had previously been involved in completing risk assessments, helping them develop a sense of responsibility and awareness of safety. Re-introducing this more regularly would further enhance their understanding of risks, encourage their participation, and boost their confidence in making safe choices.

Accident and incident records were maintained electronically and shared with families, keeping them informed and supporting children's safety and wellbeing. All incidents were appropriately recorded, managed and monitored to identify any trends, helping to reduce risks and improve practice. Staff were trained in first aid, ensuring children's health and safety could be promptly supported by confident, appropriately trained staff should a child need medical assistance.

Medication was stored safely and clearly labelled. Allergy intervention plans and administration records were in place, alongside an overview of allergies, intolerances. These were also displayed on snack containers to support clear procedures. Medication information was reviewed with parents, we discussed making the review section clearer, including how often reviews should take place, such as termly at a minimum or more frequently if required, in line with best practice guidance.

Staff had completed child protection training and demonstrated a clear understanding of their responsibilities. Safeguarding procedures were in place, and we suggested making it clearer to staff who is responsible in the manager's absence should they have any concerns. We discussed the use of chronologies and formal recording processes to maintain oversight and support children's wellbeing. The manager had acted promptly on this, and we were satisfied with the arrangements put in place, showing a commitment to keeping children safe and protected.

The service had a pet moss ball named Zippy, which children could take home and write about in a shared diary, extending learning and engagement beyond the setting and strengthening links with home. Families

were also invited to attend settling-in sessions, stay-and-play sessions, and information evenings, providing opportunities to connect with the service and be involved in their child's experiences. These approaches supported children's sense of belonging, encouraged family engagement, and promoted continuity between home and the setting, helping children feel valued and supported while strengthening relationships between families and 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	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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