

Oldmachar Out of School Clubs Ltd Day Care of Children

Forehill Primary School
Jesmond Drive
Bridge of Don
Aberdeen
AB22 8UR

Telephone: 07734 947 633

Type of inspection:
Unannounced

Completed on:
19 March 2026

Service provided by:
Oldmachar Out of School Clubs Ltd

Service provider number:
SP2011011615

Service no:
CS2011298590

About the service

Oldmachar Out of School Club [OMOSC] is registered to provide a care service to a maximum of 50 children at any one time, including children who attend primary and secondary school.

The service runs from the gym hall within Forehill Primary School in the residential area of Bridge of Don, Aberdeen. It has access to a cloakroom, toilets and a quiet room. The club is close to local amenities such as shops, parks and two other primary schools.

About the inspection

This was an unannounced inspection which took place on 17 - 19 March 2026 between 13:30 and 18:00. The inspection was carried out by two inspectors from the Care Inspectorate.

To prepare for this inspection we reviewed information about the service. This included registration information and information submitted by the service.

In making our evaluations of the service we:

- Spent time speaking to parents and children using the service
- Received 33 completed questionnaires from parents/carers
- Spoke with the manager and members of staff
- Observed children's experiences and staff practice
- Reviewed documents.

As part of our inspection, we assess core assurances. These are checks we make to ensure that children are safe, the physical environment is well maintained and that a service is operating legally.

Key messages

- The service was managed efficiently, and effective self evaluation supported the team's commitment to continual improvement.
- Children's voices were encouraged and their rights embedded throughout the service.
- Partnership working was promoted in an inclusive and respectful environment.
- Staff were motivated and passionate and ensured that high quality play and learning experiences were provided to the children they cared for.
- Daily opportunities for fresh air and energetic play supported children physical and mental wellbeing.
- Children were supported by staff using a very nurturing and thoughtful approach which created a safe and supportive environment.

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 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

Quality indicator: Leadership and management of staff and resources

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.

The service had a shared vision centred on supporting families, valuing each child's individuality, and fostering belonging. Families and staff reported feeling listened to, and the staff were highly motivated, inclusive and nurturing. Families expressed high levels of satisfaction, noting that children thrived when attending the service. Positive relationships were evident between the staff, manager, children, and families.

As part of its improvement plan, the club introduced improvement priorities including the transition to a digital format to reduce the use of paper. Families were involved throughout this process, and a few acknowledged improvements with the new system. The manager had taken care to ensure that families were supported throughout this change. Time and resources were organised to support families to become more familiar and confident in using the new digital system. Daily snapshots of learning were shared with families, and families were invited to share interests from home. This ensured partnership work to best support the needs of the children.

Parents and carers indicated that they were supported to be involved in the service's improvement journey. One told us that "the team always asked for regular feedback on any improvements that could be made" and another that they are encouraged to provide feedback on what is good/not so good." The service was very well resourced, enabling staff to meet children's interests and needs. Children were involved in the purchase of new resources and gave their views using a voting system. They were also regularly involved in feeding back their views regarding snack options and activities with changes made to reflect feedback provided.

A comprehensive quality assurance calendar supported ongoing improvement, for example tracking staff training and ensuring best practice. Staff described the workplace culture as supportive and respectful, with regular supervision and open communication. Staff had opportunities to seek individual training and were given ownership of this through the use of a training calendar. Self-evaluation was evident throughout the inspection. It was clear through discussions with the team that they were very reflective in their practice. They understood what they did well and what they needed to develop further. This had helped to inform their improvement plan.

Staff were deployed effectively enabling the manager to oversee the daily running of the session. Staff were keen to take on roles of leadership, for example planning and organising trips out with the service. Each member of staff had an allocated area of responsibility. This meant that staff had a deep understanding of their own roles. New staff benefitted from a clear induction plan and a mentor system until they were confident in their roles. Children were actively involved in the recruitment process by interviewing applicants. For example, the children wanted to know 'what inspired you to become a staff member at OMOSC?' and 'what would you do with us at the club?' This strengthened children's rights and their voices within the service. Families appreciated that they were kept informed of any staffing changes and were updated on a regular basis.

Children play and learn 5 - Very Good**Quality indicator: Playing, learning and developing**

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.

An enabling environment effectively supported children to develop key skills, with high levels of engagement observed throughout our visit. Staff demonstrated a strong understanding of the importance of play and ensured children were meaningfully involved in the planning. Children contributed to mind maps that informed a wide range of developmentally appropriate play experiences. Families reported that the service provides valuable opportunities for children to relax, play and learn after a school day. Literacy and numeracy were displayed throughout the service including support to encourage working together. For example, children were encouraged to take part in games to support teamwork and build on their social skills. Families shared that "after a day at school" the service provides children "with room to play and learn."

Both the indoor and outdoor environments were well balanced and thoughtfully organised to reflect children's interests. Children were offered a range of activities including bubble blowing, Lego, exploring sensory toys, and physical games like football and hoops. Children were included in the buying of new resources via voting for their preferred options. An extensive range of resources were available to children, supporting different interests and development needs. Outdoor spaces promoted daily access to fresh air and energetic play, while indoor resources were arranged to allow children to move freely between activities. Staff supported children to make informed decisions and responded meaningfully to their views, including offering additional resources when requested. Free-flow between the environments was managed appropriately with staff well placed to ensure the safety of children.

A quiet room provided space for children who required time away from the busier environment. This gave children the choice to have a safe space and time to regulate their feelings and emotions. Staff had a good understanding of children's individual communication styles and implemented effective strategies to support them. The use of an emotion check-in on arrival helped to gauge children's emotional wellbeing. Children were able to anonymously choose discs to show how they felt, for example, happy, sad, or worried. This enabled staff to respond sensitively and discreetly to any child who required additional support. Using this approach ensured children's dignity was maintained and contributed to a supportive transition into the club.

Staff incorporated opportunities for children to provide feedback during activities and used this to adapt planning to individual needs. We suggested reducing the frequency of feedback interruptions to allow children sustained engagement in their play. Staff recorded play and learning experiences using a floor book approach, supported by children's drawings and mind maps. Adding photographs and children's reflections would strengthen the quality and meaning of this evidence. The service also provided wider experiences including visits to the local park, city museum and participation in the national Playday event. This reinforced how the service valued their community and children's right to play.

Children are supported to achieve 5 - Very Good

Quality indicator: Nurturing care and support

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.

Children experienced warm, nurturing interactions from a highly enthusiastic and committed staff team. Staff consistently demonstrated a strong ethos of respect and belonging and spoke warmly of the children. Staff showed respectful and positive relationships with families and their children. Families reinforced this view. One parent noted that staff were "very understanding of any issues at school or home where the kids may need extra support" and another shared that their child "enjoys interactions with the grown-ups as much as time with other kids." This reflected a culture where children felt valued and secure.

Daily routines supported children's independence. Opportunities such as self serving at snack times, selecting utensils, and tidying away their belongings supported development of self help skills. The children enjoyed their options of food and spoke enthusiastically about the different snacks they had been offered. A water station allowed children access to refill their water bottles or take a carton of spring water. This enabled children to stay hydrated throughout their sessions. Snacks were positive and enjoyable, with staff remaining vigilant to ensure children's safety. However, the service would benefit from strengthening social interactions at snack times. Ensuring staff consistently sit with children would encourage richer conversations and offer emotional support.

Personal plans were in place for all children and were developed in partnership with families who felt involved and informed. Children were encouraged to contribute to their plans, supporting a sense of ownership and voice. Plans included key information about children's individual needs and how these should be supported. Staff were very knowledgeable about children's changing needs and adapted routines and practice accordingly. However, the service should continue to ensure personal plans are consistently reviewed within required timescales to align with best practice guidance. Medication plans were in place and medications were stored appropriately. We found one medication form which would have benefitted from clearer and more detailed information. This was actioned very promptly by the manager. Chronologies were detailed and demonstrated clear follow up actions, supporting children's ongoing wellbeing.

Risk assessments were in place, and staff demonstrated confidence in how children's safety was monitored throughout the session. Both staff and children wore high vis vests when playing outdoors or going outwith the service. Staff implemented tailored strategies to support children transitioning from nearby schools. This ensured that individual needs were well met. Children were appropriately involved in discussing risks informally, promoting their awareness and responsibility. To strengthen practice further, the service should ensure that all risks identified and action taken to mitigate these risks are fully documented.

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	5 - Very Good
Leadership and management of staff and resources	5 - Very Good
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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