

Just Kiddin Daycare Ltd Day Care of Children

Sports Pavilion
Recreation Park
Park Lane
Oldmeldrum
AB51 0DH

Telephone: 07586723892

Type of inspection:
Unannounced

Completed on:
26 March 2026

Service provided by:
Just Kiddin Daycare Ltd

Service provider number:
SP2021000095

Service no:
CS2021000160

About the service

Just Kiddin Daycare Ltd is registered to provide a care service to a maximum of 23 primary school aged children at any one time. There were up to 18 children present during the inspection.

The service is accommodated within the Sports Pavilion located at the Recreation Park in Oldmeldrum, Aberdeenshire. The children have access to an outdoor area and are close to the park, shops and other amenities.

About the inspection

This was an unannounced inspection which took place on 25 March 2026 between 14:30 and 17:35 and 26 March 2026 between 07:30 and 08:30. The inspection was carried out by two inspectors from the Care Inspectorate.

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

In making our evaluations of the service we:

- spoke with children using the service
- spoke with three families
- reviewed responses to feedback questionnaires from four parents/carers
- spoke with staff and the manager
- observed practice and children's experiences
- 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.

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 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

- Quality assurance processes were now in place and were leading to improved outcomes for children.
- Children were having fun and were engaged in their play.
- Staff worked well together and had built trusting relationships with children and families.
- The provider and manager should continue to develop the self-evaluation of the service.
- There were opportunities for outdoor play, but these could be increased.
- Children were supported by kind and caring staff who knew them as individuals.

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 thrive and develop in quality spaces	4 - Good
Children play and learn	4 - 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

Quality indicator: Leadership and management of staff and resources

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 were cared for in a service with clear vision, values and aims. These included the commitment "to provide a safe, nurturing and engaging environment where children and families feel welcome and included". These were shared with parents, which helped them understand what to expect from the service. To further strengthen inclusive practice, the service should involve children and families in reviewing the service's vision, values and aims. This would help ensure they remain current and reflective of the needs of children and families.

Children and families' views were actively sought to inform the development of the service. Families told us they felt they were involved in a meaningful way to help shape improvements. One parent commented: "We are regularly asked our opinions." Children were encouraged to share their views through conversation, questionnaires and the use of a floorbook. Families were also invited to contribute through questionnaires, a suggestion box and informal discussions with staff. Feedback had led to positive changes, such as new resources. We suggested changes made as a result of feedback received could be fed back to children and families. This would further support them to feel included and involved.

Since the last inspection, an improvement plan had been developed which focussed on areas identified through self-evaluation processes. These included making a cosy area with books for children to rest and relax and increasing opportunities for outdoor risky play. Self-evaluation was supported by the use of relevant guidance. We suggested that this could be further developed by using the challenge questions within A quality improvement framework for the early learning and childcare sectors: school age childcare to help promote a culture of continuous improvement.

Positive outcomes for children were promoted by quality assurance processes. A quality assurance calendar helped support the regular review of key aspects of the service such as personal plans. Staff were supported in their practice at regular appraisal meetings, where they discussed any issues and planned for individual learning and development. Management also carried out informal monitoring of staff practice. We suggested making this more formal would help promote greater consistency and support continued improvement.

Quality indicator: Staff skills, knowledge, values and deployment

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.

Overall, the staff team worked well together and were responsive to children's needs during their play. This promoted a positive ethos and an environment where children could be happy and relaxed. Children told us that staff were nice and friendly.

The manager recognised the importance of having a consistent staff team to support the wellbeing of children. Relief staff who were familiar to the service and knew the children, were used when needed. This supported secure relationships and continuity of care for children.

Children benefited from interactions and support from a staff team with a mix of skills and experience. Staff knew children, their interests and personalities well and positive relationships between children, families and staff had been established. Parents commented positively about management and staff, describing them as "welcoming and friendly". Another parent told us: "Staff are always friendly and approachable and my child is very happy."

Daily responsibilities were shared between staff to support children's experiences. They communicated well, moved around the setting as needed and helped each other. This meant that staff were available to support children when they were needed.

Staff had accessed core training such as first aid, food hygiene and child protection training. Some staff were able to tell us about some further training they had completed and how this was supporting their practice. For example, when involving children in planning experiences. We discussed the benefits of encouraging staff to undertake ongoing reflection, taking time to consider how training had supported their practice and ultimately improved outcomes for children.

Staff were registered with the Scottish Social Services Council (SSSC), supporting the maintenance of professional standards and a commitment to continuous improvement. A basic induction programme was in place for new staff members. We suggested this could be further developed using The National Induction Resource which would support self-reflection and confidence in their role.

Children thrive and develop in quality spaces 4 - Good

Quality indicator: Children experience high quality spaces

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.

The setting was comfortable and inviting for children. They had places to store their belongings and the environment was bright and well-maintained. The club operates from a shared space and since the last inspection a cosy space had been developed with books, beanbags and cushions. This gave children a place to rest or enjoy quiet time after a busy day at school.

Children's artwork and photos were displayed which encouraged their ownership of the environment and gave them opportunities to revisit activities and experiences. Children had access to a range of good quality indoor resources and were able to make independent choices during play. Most resources were easily accessible and developmentally appropriate. These included a role play shop, kitchen, dolls, construction kits and art and craft materials. As a result, children were engaged in their play. We discussed adding more natural, open ended and real life resources to promote children's curiosity and creativity. We signposted the manager to the Loose Parts Toolkit on the Care Inspectorate HUB to support this.

Children's health benefited from a clean environment with effective infection prevention and control measures. Staff and children regularly washed their hands at appropriate times, helping to keep them safe and well. To ensure consistency, staff should ensure children are supported to wash their hands after eating. This would further prevent spread of infection.

Risk assessments considered potential risks, benefits and mitigations. Since the last inspection, the service had begun involving children in risk assessment processes. Children also had opportunities to take part in some risky play, such as climbing trees and den building outdoors. This supported their understanding of risk and how to keep themselves and others safe.

Children's information was stored securely. All records were kept in a secure filing cabinet within a lockable cupboard and the service used a closed Facebook page. This helped ensure that children and families' right to confidentiality was promoted at all times.

Children play and learn 4 - Good

Quality indicator: Playing, learning and developing

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 were having fun and engaged in a variety of experiences. They led their own play and learning, exploring the spaces and resources available to them. Children demonstrated confidence in approaching staff for help when needed, which contributed to their sense of safety and security within the setting.

Overall, children were supported well and encouraged by staff. Staff sat with the children and engaged in play when invited or appropriate to do so. They were responsive to children's interests and used praise, encouragement and some open ended questions to extend conversations and support learning. For example, when children showed an interest in making loom bands, staff supported this well with a patient and encouraging approach. Children told us they enjoyed coming to the club and one child shared "I like everything".

Parents commented positively about the experiences on offer. One parent told us: "Whether [my child] wants to get dressed up, sit and do crafts or play a game. It's all available and they're never bored." Another parent commented: "[My children] love it so much they don't want to go home when I come to collect them, I feel that they get so many good experiences."

Although outdoor play was not accessed on the day of inspection; staff described regular plans and opportunities for outdoor experiences. Children and parents spoke positively about outdoor experiences. One parent commented: "They quite often visit the park or large grassy area for outdoor play." At times, children began running indoors, which suggested they needed more physical activity. Increasing flexibility to allow more spontaneous or free flow outdoor play would further enhance children's play experiences and support their health and wellbeing. The manager agreed to consider this.

Children had some opportunities to develop their language, literacy and numeracy skills. These included mark making, books, puzzles and tabletop games. Some children were creative at the mark making area and spent time making their own books and models. The kitchen and shop areas supported imaginative play and early numeracy through the use of money. We discussed how these areas could be further enhanced to support numeracy and literacy with more real life materials, such as menus, brochures, calendars and notebooks.

Children and staff contributed to planning, which included a mix of responsive and intentional approaches. A floorbook demonstrated children had opportunities to access a variety of experiences and were able to revisit activities, experiences and learning. Staff should continue to develop the floorbook by including more of children's voices and drawings. This will further support the ongoing development of play and learning opportunities within the service.

Children benefited from positive links with the local community. These included visits to the shop, park and fire station, as well as welcoming visitors into the setting and taking part in community fundraising activities. These partnerships enriched children's play and supported their sense of connection to the wider community.

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 were happy, relaxed and confident. They were warmly welcomed into the setting. Staff took time to listen to them about their day, which helped to support positive transitions. Transitions from school to the club and throughout the sessions were smooth which supported children to feel safe and secure.

Children's friendships were a notable strength within the setting. Children were welcomed and invited to join in games, and older children acted as positive role models for their younger peers, helping to promote a sense of belonging. Children spoke enthusiastically about playing with their friends at the club. A parent commented: "My child has really been supported by staff and other children in the setting. They look out for each other at school too. This has meant that my child has positive relationships with children further up the school too." This demonstrated that peer relationships contributed positively to children's overall wellbeing.

Staff were knowledgeable about children's health needs and knew the signs, symptoms and actions to take where a child may require medication. Medication was stored appropriately and forms were in place that gathered important information from families prior to administration. This helped keep children safe and well.

Personal plans were in place for children and were completed in partnership with parents. Children had the opportunity to complete their own "all about me" forms to let staff know about their interests and preferences. Staff demonstrated how well they knew the children and SHANARRI (safe, healthy, active, nurtured, respected, responsible and achieving) reviews using wellbeing indicators helped support staff to meet children's individual needs. One parent commented: "Regular reviews are in place to ensure they have up to date information for my child."

Children experienced relaxed and unhurried snack and breakfast times. Independence and life skills were promoted as children self-served food, poured drinks and took on responsibilities such as being the snack helper, wiping tables and helping to serve snack. Children were involved in helping to plan the menus, which regularly included fruit and vegetables. Parents told us they were happy with how these measures provided their children with a nutritious, sociable snack experience.

Parents told us that communication was a strength of the service and spoke positively about their relationships with staff. One parent commented: "They take the time to speak with me at drop off and pick up so that I know how [my child's] day has gone." Parents were happy with the service overall and valued the regular updates shared through the Facebook page, emails, and face-to-face conversations. We signposted the service to Me, my family and my childcare setting on the Care Inspectorate HUB to support continued development of communication and partnership working.

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

To support improvement to the service and ensure positive outcomes for children, the manager should ensure quality assurance systems, including the use of quality audit tools and improvement plans are fully embedded into practice.

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).

This area for improvement was made on 24 May 2023.

Action taken since then

Processes for self-evaluation, quality assurance and improvement were now in place. This included a quality assurance calendar which helped ensure aspects of the service were reviewed regularly. Improvement plans had been developed, outlining identified areas for development. These plans were realistic and promoted improved 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

Detailed evaluations

Leadership	4 - Good
Leadership and management of staff and resources	4 - Good
Staff skills, knowledge, values and deployment	4 - Good
Children thrive and develop in quality spaces	4 - Good
Children experience high quality spaces	4 - Good
Children play and learn	4 - Good
Playing, learning and developing	4 - Good
Children are supported to achieve	4 - Good
Nurturing care and support	4 - Good

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iarrtas.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.