

# Pitreavie Out of School Club Day Care of Children

Pitreavie Primary School  
Pitcorthie Drive  
Dunfermline  
KY11 8AB

Telephone: 07525 618 204

**Type of inspection:**  
Unannounced

**Completed on:**  
6 February 2025

**Service provided by:**  
Fife Council

**Service provider number:**  
SP2004005267

**Service no:**  
CS2014326450

## About the service

Pitreavie Out of School Club is a day care of children service situated within Pitreavie Primary School in Dunfermline. The service is registered to provide care for a maximum of 24 children from an age to attend primary school to 14 years.

The service is close to local amenities, parks and public transport links. The children have access to a playroom, gym hall with adjoining kitchen, toilet facilities and playground.

## About the inspection

This was an unannounced inspection which took place on 4 and 5 February 2025 between 14:40 and 17:40. Feedback was given on 6 February 2025. 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 using the service
- received feedback from eight families
- spoke with staff and management
- observed practice and children's experiences
- reviewed documents.

## Key messages

- Children experienced warm, nurturing interactions from staff who knew them well.
- Children had fun throughout the session and actively led their own play and learning. They had ample space to be active and creative and made use of the play room, gym hall and playground.
- Quality assurance processes were in place and were beginning to support positive outcomes.
- There was scope to involve children and families in a more meaningful way to influence positive change within the service.
- Staff had established strong working relationships and had created a positive ethos, which promoted a supportive environment for children and their families.
- Children did not have full access to all play spaces throughout the session. They would benefit from staff deployment being reviewed to provide them with more choice and independence in their play and learning.

## 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

|  |          |
|--|----------|
| How good is our care, play and learning? | 4 - Good |
| How good is our setting?                 | 4 - Good |
| How good is our leadership?              | 4 - Good |
| How good is our staff team?              | 4 - Good |

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

## How good is our care, play and learning?

4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

### Quality Indicator 1.1: Nurturing care and support

Children experienced warm, nurturing interactions from staff who knew them well. Children told us that staff were "good at their job", "chill" and "funny". Interactions between staff and children were fun and playful. This demonstrated the positive relationships they had developed. All families were happy with the care and support their children received. Their comments included: "Staff are all very friendly and supportive", "The staff, they seem to really care for the children and are very interested in their ideas" and "I feel the staff are invested in the kids health and wellbeing and want to make the OOSC a safe and fun environment".

Personal plans were in place and families had been involved in reviewing the information to ensure it was up to date and reflected children's current needs. There was scope for children to have more active involvement in contributing to their personal plans. Staff effectively used the information in personal plans such as strategies of support to provide continuity and consistency of care. As a result, children experienced care which met their needs, rights and choices.

Children were involved in planning and preparing snack which gave them a sense of responsibility and ownership. Most of the snack choices were healthy, well balanced and nutritious. Children told us they loved to be involved in the preparation and that they really liked the snack choices. Snack was a sociable, unhurried and relaxed experience as children and staff sat together and chatted. Children had opportunities to be independent, for example, self-serving and pouring their own drinks. Staff recognised if children needed help and offered this in a supportive manner. This helped children to build their confidence and created a sense of achievement. A few children told us they would like to have snack earlier in the session. We shared this with the leadership team who agreed to explore how to improve this.

Children's medical needs were understood by staff which helped to keep children safe. Medication was audited to ensure it was in date, however medication permissions were not clearly reviewed as part of the audit. This meant there was the potential for children to be administered medication that no longer met their needs.

### Quality Indicator 1.3: Play and learning

Children had fun throughout the session and actively led their own play and learning. One child told us the best thing about the club was "the endless possibilities they can do". They experienced a variety of play types and enjoyed playing both independently and cooperatively. For example, children created a restaurant together and had fun engaging in imaginative role play for a sustained period of time.

Children followed their interests and staff were responsive. Staff facilitated children's play and learning experiences, for example, creating a paper aeroplane with a child whose interest was transport. Staff recognised when children wanted to play together without adult interaction and joined in when invited into their play. They sensitively engaged with children who chose to play on their own. As a result, children experienced good quality play and learning.

Children had some choice and independence about where they played. Free flow opportunities between the indoors and outdoors were available most of the time. This meant children could take part in physical, active outdoor play or spend time indoors playing games and being creative. However, children's play was interrupted part way through the session to move from the playroom to the gym hall. Whilst children were able to choose resources to take to the gym hall, their play experiences were disrupted.

Children contributed to floorbooks with their ideas, comments and suggestions. They enjoyed reflecting on their play experiences when looking through the floorbook together. Children's involvement could be enhanced by providing them with opportunities to identify skills they would like to develop at the club and to be more involved in evaluating play experiences.

## How good is our setting?

**4 - Good**

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

### Quality Indicator 2.2: Children experience high quality facilities

Children experienced a bright and well-ventilated setting. They had ample space to be active and creative and made use of the playroom, gym hall and playground. The leadership team had identified that children did not have a dedicated space to hang their coats and bags and were exploring ways to provide this. There was some space for children to rest and relax, for example on mats in the gym hall. Children had requested blankets and pillows on their wish list to create more comfortable, cosy areas.

Children independently accessed a range of developmentally appropriate resources which were suited to their needs and stages of development. They particularly enjoyed the variety of art and craft materials and small world resources. Staff had identified that children would benefit from loose parts play to enrich and extend their play experiences. This was a focus on their improvement plan and they were in the early stages of gathering materials.

Children had access to the school playground and a grassy area. This provided them with opportunities for energetic and physical play which benefitted their wellbeing. They chose the resources for their outdoor play which included football, rackets and balls and chalk for mark making. As a result, children were engaged and having fun.

The setting and equipment was clean and well maintained. Effective arrangements were in place which meant spaces were safe for children to play and explore. Risk assessments were in place to help staff reflect on potential hazards and implement measures to reduce risks within the environment. These could be further developed to reflect the individual setting.

Infection prevention and control measures were generally good. Hand washing routines were not always consistent. For example, children washed their hands before eating snack which helped to keep them safe and healthy. However, some children returned for more snack after playing and did not wash their hands.

## How good is our leadership?

4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

### Quality Indicator 3.1: Quality assurance and improvement are led well

The vision, values and aims had been developed by the manager. Whilst they were relevant to the service, children, families and staff had not had the opportunity to contribute to these. This meant there were missed opportunities to create a shared understanding and ensure they fully reflected the aspirations of everyone involved.

Children had ownership of their club and had opportunities to be involved in the development of the service. For example, children told us that they had trialled having snack in the playroom but this meant they had less space to play. Staff were responsive to their feedback and made changes as a result. This demonstrated that staff valued and listened to children.

Staff engaged in conversation with families at pick up times which supported positive relationships. All families agreed that they were actively involved in the service, however, there was scope for them to have further opportunities to provide feedback in a meaningful way. The leadership team had identified this and had recently sent out a questionnaire to gather their views (**see area for improvement 1 under 'What the service has done to meet any areas for improvement we made at or since the last inspection'**).

Quality assurance processes were in place and were beginning to support positive outcomes. For example, monitoring of practice helped to identify a key priority in the improvement plan. The improvement plan was mostly relevant to the service with clear and measurable targets. Staff were in the early stages of working towards the priorities identified to improve children's care, play and learning. There was scope to further reflect on practice through self evaluation processes to develop a continuous cycle of improvement.

## How good is our staff team?

4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

### Quality Indicator 4.3: Staff deployment

Staff had a good mix of skills, knowledge and experience to meet children's needs. They had established strong working relationships and had created a positive ethos, which promoted a supportive environment for children and their families. Staff spent time with families at the end of each session providing good quality information which supported positive transitions. Families told us they had a strong connection with the staff caring their children. Their comments included: "The staff are brilliant, they know my child, spend quality time with them and always give feedback about their sessions, sharing their activities or any important information".

Children were well supervised and supported by staff. This meant they experienced good quality interaction and engagement to support their play and learning. Effective communication and teamwork between staff meant children had fun play experiences. As a result, children told us they enjoyed their time at the club. Children did not have full access to all play spaces throughout the session due to the deployment of staff. They would benefit from this being reviewed to provide them with more choice and independence in their play and learning.

Effective arrangements were in place in the event of absence, with familiar and consistent relief staff providing support. This meant that children and families experienced continuity of care which helped to develop positive relationships.

## What the service has done to meet any requirements we made at or since the last inspection

### Requirements

#### Requirement 1

By 15 May 2024, the provider must ensure that the spaces used by the children are safe, well-maintained and clean.

To do this, the provider must at a minimum:

- a) repair or replace flooring that presents a trip hazard
- b) ensure all areas used by the club are free from intrusive and unpleasant smells
- c) ensure all areas used by the club are cleaned effectively before using.

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: 'My environment is relaxed, welcoming, peaceful and free from avoidable and intrusive noises and smells' (HSCS 5.18) and 'I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishings and equipment' (HSCS 5.22).

**This requirement was made on 13 February 2024.**

#### Action taken on previous requirement

Children experienced an environment which was safe, well maintained and clean. This included flooring being in good condition and spaces used free from intrusive and unpleasant smells.

**This requirement has been met.**

**Met - within timescales**

## 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 children, families and staff to be meaningfully involved in their children's care experiences, the provider should ensure that children and families are meaningfully involved in evaluating and improving the service.

This should include, involving children, families and staff in improvement priorities. Establishing a shared understanding of the services strengths and improvement priorities.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'I am supported to give regular feedback on how I experience my care and support and the organisation uses learning from this to improve' (HSCS 4.8).

**This area for improvement was made on 13 February 2024.**

#### Action taken since then

Children were included in planning some aspects of their experiences, for example, the snack menus and the play experiences on offer. Staff were in the early stages of involving families in evaluating and improving the service. There were opportunities to broaden the range of ways they consulted with children and families to influence positive change. For example, involving children and families in developing a shared understanding of the improvement priorities and using their feedback to inform future improvements.

**This area for improvement has not 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](http://www.careinspectorate.com).

## Detailed evaluations

|  |          |
|--|----------|
| How good is our care, play and learning?           | 4 - Good |
| 1.1 Nurturing care and support                     | 4 - Good |
| 1.3 Play and learning                              | 4 - Good |
| How good is our setting?                           | 4 - Good |
| 2.2 Children experience high quality facilities    | 4 - Good |
| How good is our leadership?                        | 4 - Good |
| 3.1 Quality assurance and improvement are led well | 4 - Good |
| How good is our staff team?                        | 4 - Good |
| 4.3 Staff deployment                               | 4 - Good |

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