

# Oakley Out of School Club Day Care of Children

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**Type of inspection:**  
Unannounced

**Completed on:**  
14 March 2025

**Service provided by:**  
Fife Council

**Service provider number:**  
SP2004005267

**Service no:**  
CS2015338072

## About the service

Oakley Out of School Club is registered to provide a day care of children service to a maximum of 16 children at any one time, from an age to attend primary school to 14 years. The service is provided within the 'Oakley Campus', which is located in the village of Oakley, Fife and is close to local shops, green spaces and other amenities.

Children have access to a general purpose room, dining area, gym hall, toilets and various outside areas within the school grounds. A nearby kitchen area is available for the storage and preparation of snacks.

## About the inspection

This was an unannounced inspection which took place on 12 March 2025 between 14:45 and 17:50. A second visit to the service was made on 13 March 2025 between 13.00 and 16.45. Feedback was given to the manager and the provider on 14 of March 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 information gathered since the last inspection.

In making our evaluations of the service we:

- spent time with eight children and three of their family members
- spoke with five staff and management
- observed practice and children's experiences and how they were supported with their care, play and routines
- reviewed documents
- spoke with visiting professionals.

## Key messages

- Staff knew children well and offered cuddles and reassurance when needed. This provided consistency and ensured children felt emotionally safe and secure.
- Personal plans were in place and mostly supported children's wellbeing, ensuring staff caring for children had a clear overview of children's individual needs and preferences.
- Staff were responsive to children and supported them to develop their ideas and thoughts through play.
- Children had regular access to the gym hall while attending the service which supported their physical play.
- Management audits were not regularly implemented and reviewed and therefore had only limited impact on practice.
- Staff worked well together and were respectful in their interactions. This created an ethos of collaboration and positive role models for the children.

## 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?	3 - Adequate
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

Staff were warm, kind and caring in their interactions with children. On the first day of inspection, there was one staff from the organisation's supply pool and one from another service present. Staff knew children well and offered cuddles and reassurance when needed. This provided consistency and ensured children felt emotionally safe and secure.

A snack menu was created in consultation with children which supported them to make healthy choices. A 'snack helper' system was implemented, which meant children took it in turns to prepare snacks. There were also opportunities for self-serving. Snack time was a sociable experience, and children chatted naturally to the staff and the inspector about their favourite fruit, while trying something new such as passion fruit.

Staff provided a warm and welcoming atmosphere for families. Parents were welcomed into the service and staff had established positive partnerships with them. When a child was not yet ready to go home as they were still engaged in play, their parent was able to chat with the practitioners and look at the artifact they made during the session.

Recently, the service identified the need to further support this by implementing stay and play sessions with parents. Families had been invited to an Easter egg decorating session with invites made by the children. This will provide new opportunities for all parents to be involved in their child's play and in the work of the service. A parent commented: 'I would like more involvement, but I believe that is changing as they have offered a parent stay and play type event'.

Personal plans were in place and mostly supported children's wellbeing, ensuring staff caring for children had a clear overview of children's individual needs and preferences. The plans were created in partnership with parents, which helped to promote continuity of care for children. In most cases, relevant information was included in the plans to enable staff to meet children's individual needs. A parent told us: "My child's care plan is continually updated and reviewed whenever I need it to be". Another parent added: "Staff always speak to me if there is to be any changes and ask my view and opinions which is really reassuring."

For children who required additional support, staff had identified some strategies to support them. Parents commented: 'The staff have always been great with my child who has additional needs. I feel I can talk to them and they help address our needs'. We discussed with the manager the opportunity to develop additional support plans further with a focus on documenting the progress and effectiveness of the strategies they put in place in consultation with the families. This would ensure all children receive the right support at the right time.

Staff were aware of their roles and responsibilities to keep children safe. They fully engaged in discussion with us and showed an in-depth understanding of child protection, including where and how to record sensitive information.

### Quality indicator 1.3: Play and learning

To support play, staff consulted with children and recorded children's ideas, interests and preferences in planning sheets and floor book. These could be further enhanced by evaluating the activities with the children, gaining their feedback and thoughts on what play experiences went well. This would enrich children's play further.

Throughout the session, staff enabled children to lead their learning and respected children's choices. We observed children deciding what activities they wanted to do. They independently accessed resources such as art and crafts and board games from boxes which were positioned at their level. This meant children could engage in activities that suited their interests, while feeling valued and respected. We discussed with staff how children could be encouraged to take pictures of their creations so that they can share their achievements.

Staff were responsive to children and supported them to develop their ideas and thoughts through play. For example, while making slime the children discussed with staff how much 'activator' they needed to add to the foam. They then experimented with different quantities, repeating the experiments and tweaking them as they went along. This sparked a great discussion among the children, providing lots of fun. As a result, children engaged in the activity for a long period of time. Children shared with us: 'Look, mine looks like a mermaid slime!', 'I want to make it more sticky, I'll add some glue', 'this was actually so much fun!'.

We discussed with staff the importance of working on providing a good balance between planned and spontaneous activities to ensure the setting offers a wide range of fun and stimulating learning opportunities. This, in conjunction with reviewing the resources available, would strengthen and extend the children's 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

Overall, children had access to a bright, spacious room equipped with a good range of resources. The service could further develop the provision to include suitable rest areas with some soft furnishing and different activity corners in consultation with the children. A pop-up tent was available to children. We discussed with the practitioners how this could be made into a sensory space according to children's interests and needs.

There was also scope to improve the physical environment by removing unnecessary and bulky items such as a white board or outdoor resources which could be stored out of sight. The manager agreed to look into this. This would send a strong message to children that they matter and belong there.

Children had regular access to the gym hall while attending the service, which supported their physical play. Although children did not have access to free-flow outdoor play experiences, staff had looked at ways to incorporate outdoor opportunities into children's daily activities such as going to the park and accessing the school football pitch, courtyard and nearby hill. This should be further implemented to ensure children have regular access to fresh air to effectively support their wellbeing.

Children were kept safe through good infection prevention and control procedures. For example, resources were safe and clean for children to access. Children were encouraged to wash their hands at key times, such as on arrival and before and after eating.

## How good is our leadership?

### 3 - Adequate

We evaluated this key question as adequate. While the strengths had a positive impact, key areas needed to improve.

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

We acknowledged that the service had experienced recent changes to the staff team, which partially impacted on opportunities for self-evaluation and monitoring of the service.

The service had a vision and values in place which encompassed the needs of children and families, reflecting the values of the wider organisation. The manager was in the process of reviewing these with the new members of the team, parents and children. This will promote a shared vision of the direction of the service and desired outcomes for children and families.

Quality assurance systems were in place; however, they were not consistently effective. Children and families were given some opportunities to express their views and identify improvements. The service had been looking at ways to increase opportunities for family involvement in evaluating the service. They had recently sent out two questionnaires: one on outdoor play and one on the wider out of school service offered. We discussed with the senior management team that carefully collating the responses will ensure both children and parents can meaningfully contribute to the improvement plan and have a say in what activities the settings could further develop.

Management audits were not regularly implemented and reviewed and therefore had only limited impact on practice. Reviews of children's records were not consistently identifying information that was missing or needing updating. This had the potential to negatively impact children's care and support. The manager agreed and had identified record keeping as an area which needed further development.

The service had identified some improvement priorities in the out of school club improvement plan. For example, extending the loose parts provision in the setting, widening the consultation with children and their families and developing a right-based approach to practice. Some progress had been made on supporting children in discussing their feelings and developing an awareness of their right to play and be heard. We suggested that the setting chooses some articles from the United Convention on the Rights of the child (UNCRC) which are meaningful to the children attending the club. The management also looked at ways to consult parents and children on the future direction of the service and changes were in the early stages of being implemented. The setting had made some initial progress on the loose part play provision, such as introducing junk modelling. However, further planning on this was needed.

Overall, the progress on quality assurance and improvement plans had not been progressed within an appropriate and reasonable timescale. We discussed with the senior management team the importance of reviewing both aspects to identify what was hindering progress. This is to ensure that improvements are effectively identified and put in place to meet children's needs and support children's experiences in the setting (see area for improvement 1).

## Areas for improvement

1. To support children's wellbeing, learning and development, the provider should ensure that quality assurance processes are improved and impact positively on outcomes for children and families. This should include, but is not limited to identifying and prioritising improvements needed and how they will be achieved, and ensuring they monitor the quality of provision across the service.

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) and 'I use a service and organisation that are well led and managed' (HSCS 4.23).

## 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

A positive working relationship among supply staff meant that children could experience a safe, welcoming and nurturing setting. Good communication had also been established between the team, the manager and the families. We found staff worked well together and were respectful in their interactions. This created an ethos of collaboration and positive role models for the children.

Relevant information such as staff's names, roles and photos was clearly displayed on a board, which meant parents knew who was looking after their children.

Supply staff were deployed appropriately, knew children well and were aware of their roles and responsibilities. This promoted continuity of care across the day and as a result children were happy and settled.

We observed staff being flexible, supporting each other and working as a team. This enabled them to meet the individual needs of children and keep them safe within the service.

Emergency and contingency plans were in place and staff were aware of the procedures to follow. During the inspection, when an unexpected staff absence occurred, staff acted promptly and calmly. They effectively implemented the service's contingency plan, ensuring the correct ratio adult: child and explaining to the children what would happen next. They also liaised effectively with the staff in the school community, with whom they had developed positive relationships. As a result, children were kept safe and experienced no disruption to their activities.

Staff were responsive to children's individual preferences, care and wellbeing needs. They moved within the service flexibly to ensure children were well supported. As a result, children were happy and received the right care and support at the right time.

Staff engaged well in the inspection process and took on board the suggestions we made during the inspection. They discussed how training in loose parts and risky play positively impacted their practice and shared with us their goals in terms of further professional development.

The manager offered supervision meetings to staff, which enhanced further opportunities for reflection on practice, skills and training needs. This could also help the manager to keep track of the progress made and identify any necessary adjustments or additional support needed.

We also discussed with the manager the value of reviewing the induction process to make sure that all the meaningful aspects of the running of the service are included. This would help new and supply staff to feel more confident in their role and able to take initiative, which would positively impact on outcomes for children.

The supply staff we spoke to told us they felt valued and respected as part of a team. Further embedding good practice and offering support to staff could enhance the overall provision.

## 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 promote children's continued health, wellbeing and safety needs the provider should implement a system to review all children's individual care plans at least once in every six months or sooner if changes occur. This will ensure the service complies with current legislation and information held is current and remains of good use. In addition, the provider should take action to ensure all relevant information is gathered in line with their own procedures.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15).

**This area for improvement was made on 15 February 2024.**

#### Action taken since then

Management and staff had worked together to create a system to review children's personal plans in a timely manner. Overall, children's personal plans contained meaningful information, were up to date and regularly reviewed with parents and children. Therefore, 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](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?	3 - Adequate
3.1 Quality assurance and improvement are led well	3 - Adequate
How good is our staff team?	4 - Good
4.3 Staff deployment	4 - Good

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