

Johnstone Out Of School Service Day Care of Children

Auchenlodment Primary School
Aspen Place
Johnstone
PA5 9QQ

Telephone: 01505 327 812

Type of inspection:
Unannounced

Completed on:
15 July 2025

Service provided by:
Johnstone Out Of School Service
Committee

Service provider number:
SP2003001051

Service no:
CS2003004984

About the service

Johnstone Out of School Service was registered with Care Inspectorate on 1 April 2011. The service is registered to provide care to a maximum of 40 children of an age to attend primary school. On the first day of inspection 14 children were present. On the second day of inspection 20 children were present.

The provider is Johnstone Out of School Service Committee. The service is provided from Auchenlodment Primary School in Johnstone, Renfrewshire. Children accessed two playrooms, dining hall and gym hall within the school premise. Children could access the enclosed playgrounds and garden areas.

About the inspection

This was an unannounced inspection which took place on 8 and 11 July 2025. Feedback was provided on 15 July 2025. 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 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 and one member of their family
- Gathered feedback from eight families through online questionnaires
- Spoke with four staff and management
- Observed practice and daily life
- 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 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

- Children who accessed the service on the day of inspection were happy, confident, and having fun.
- Staff treated children with kindness, respect and compassion.
- Children's wellbeing was supported through regular opportunities to play outdoors.
- Children's voices were valued, and they were empowered to influence decisions.
- Quality assurance and self-evaluation processes had improved and were positively impacting on change.
- Staff promoted a positive team ethos and were respectful in their interactions with each other and the children.
- Staff were committed to improving their skills and practice.

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?	5 - Very Good
How good is our setting?	5 - Very Good
How good is our leadership?	4 - Good
How good is our staff team?	5 - Very Good

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

How good is our care, play and learning?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as **very good**.

1.1 Nurturing care and support

Children experienced warm, kind, and nurturing care from staff which supported their health and wellbeing. Staff were responsive to children, which empowered them to express their views and opinions, confident they would be respected and listened to. We found staff were compassionate and intuitive in their approach. This helped children to feel valued and secure in the out of school care. Staff knew children and young people very well and were responsive to their individual needs. This ensured children remained engaged and stimulated throughout the session. One child told us "I have fun when I'm there, the ladies are nice." Another child told us "I like the ladies; they look after me and give me hugs."

Children experienced mealtimes that were sociable, relaxed, and unhurried. The service had reviewed the layout for breakfast and snack. We found children now had opportunities to help prepare their own breakfast and snacks. An inviting self-serve station had been created that enabled children to self-select and serve themselves. This supported children to develop their independence and life skills. Children and staff enjoyed spending time sitting together eating and talking, this enriched the mealtime experience and supported children to establish healthy eating habits. Water was available throughout the day to ensure children remained hydrated. One parent told us "The snacks are amazing, always so much to choose from." Another parent told us "My child is extremely fussy but since being at JOSS has been encouraged to try new foods regularly and always tells me about the healthy snacks available."

We found staff knew children and their families very well. They could tell us all about children's individual personalities, interests, and achievements. The team had introduced a new personal plan template that was linked to the SHANARRI wellbeing indicators. Personal plans and goals were now completed in partnership with children and their families. Including when there were any changes in a child's needs. One parent told us "The care plan was a true reflection of my child and showed how well staff had gotten to know their individual needs." Another parent told us "They take an interest in my child's outside hobbies too which are noted in their plan and further help them to feel cared for by the team." Achievements were also celebrated through a new SHANARRI star wall. The manager of the service had good links with the school where the service was based. This ensured effective communication when children and families required additional supports.

Children's health was supported by a team that understood their role in promoting individual health and medical needs. Several staff were trained in first aid should children require medical assistance. Although there was no medication available on the property, we discuss the policy, and procedures that would be followed and were satisfied with the storage and administration of medication procedures.

Personal care routines were carried out sensitively ensuring children's privacy and dignity was maintained. Personal Protective Equipment (PPE) was available, and the team had access to an adapted changing space if required.

Children's wellbeing was protected as staff were aware of their roles and responsibilities to keep children safe. They had recently attended child protection training which meant staff knew how to address any concerns appropriately. Child protection and safeguarding was now a rolling agenda at team meetings which ensured staff's understanding and knowledge was kept up to date and in line with current national guidance.

1.3 Play and learning

Children were happy and engaged in play experiences on offer on the days of inspection. Strong relationships between staff and children were evident. Staff interacted and played alongside children when invited, actively listening and extending children's thinking through effective questions. This approach showed us staff strived to ensure children were seen, respected, and valued. One child told us "They always find a way to make our day better."

Children were actively involved in leading their play and learning through a balance of spontaneous and planned high quality experiences that promoted children's choice and independence. Staff provided children with a variety of experiences such as imaginative play, board games, volleyball, bouncy eggs, kinetic sand, and woodwork. We found STEAM (science, technology, engineering, art, and math) activities were a strength for the service. The activities led by staff during our visit promoted wonder and intrigue in the children. One parent told us "My child loves art and crafts and there is always a vast range of materials for them to explore with. On numerous occasions they have been supported by staff with craft projects."

Children had a wide range of play and learning experiences available to them, indoors and outdoors, that reflected their current interests. Children could make choices about where they wanted to play and who they wanted to play with. As a result, children were content and engaged on the days of inspection. Activities were reset in the afternoon which ensured continuous provision, as well as provide new challenges and creative experiences for children. One parent told us "My child is able to choose from a wide range of opportunities at JOSS."

Opportunities for literacy and numeracy were woven across experiences through play-based opportunities. On the days of inspection, we observed children engage in drawing, writing and board games which supported them to develop their language, literacy, and numeracy. A large book library was available for children to choose from at their leisure.

We found planning approaches were child-centred and responsive to children's interests and sparks. Children were meaningfully involved in making suggestions for new activities then evaluating them after. This was recorded in the services floor books alongside pictures. This enabled children to revisit previous play experiences and consolidate their own learning.

We discussed including children's individual goals in the planning cycle. The team were in the process of creating a goal and achievement wall. They had chosen this approach as they found children were naturally supporting each other to reach their goals. For example, one child wanted to learn to crochet, when another child realised this was their goal, they agreed to teach them as they knew how. This supported the community ethos of the service and promoted the rights respecting approach of the team.

How good is our setting?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as **very good**.

The setting was bright and airy, with plenty of natural light and good ventilation. Children benefited from a wide range of well-maintained indoor and outdoor spaces. These included a dedicated room within the school, access to the gym hall, additional classroom, and large outdoor spaces. This variety of environments supported rich and varied play experiences supporting children's development and learning.

The indoor space was thoughtfully arranged for example computer area, cozy space, snack zone and book corner. This layout gave children choice and independence supporting their decision-making skills and personal interests. Resources were well organised and easy for children to access. We observed children accessing resources that were meaningful to them including playing with dolls outdoors, card games and drawing. One staff member commented "We have all resources within the children's reach so there easy to access for whatever the children want to take part in ". As a result, children were actively engaged in their play.

Children had a strong sense of ownership over the space. They had personal storage boxes for their belongings and proudly showed us the displays they had been involved in creating. Children's construction models were displayed to allow children to re-visit their creations whenever they wished. An "ask for it box" allowed children to request new resources. Children confidently explained how they regularly check the request box and were excited to share that they had recently received a PlayStation. As a result, children felt their voices were heard and were empowered to influence decisions.

Children's health and wellbeing was supported through regular outdoor play and exercise. They had free flow access to an enclosed playground and were having fun playing football, ring games and tennis. Staff and children told us they enjoyed outings to local parks and places in the wider community such as the transport museum and beaches. One child told us "I like trips" and one parent told us "I'm always so impressed with all the day trips staff take the children on during holidays." This helped children feel connected to their local area and broadened their experiences.

Systems were in place to support keeping children safe. Staff regularly reviewed risk assessments to ensure the environment remained safe and suitable for children. Children had begun completing their own risk assessments, helping them develop responsibility, awareness of hazards, and important life skills. We encouraged the service to continue building on this positive practice.

Infection control procedures were in place to minimise the spread of infection. Handwashing sinks were available with access to soap and paper towels. Staff regularly cleaned tables and surfaces across the day. Cleaning was undertaken by facilities staff supporting a safe hygienic environment for all.

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.

We found that the team and manager engaged well with the inspection process. They were motivated and committed to providing a high-quality service for children, and their families. The team put children and their families at the heart of the service, creating an inclusive and rights respecting culture.

The manager of the service was visible, friendly, and approachable to children, their families, and staff. This created a positive environment which focused on strong relationships and effective communication. The manager created conditions where all people felt confident to discuss ideas, achievements, improvements, and issues. One parent told us "I can speak freely of any concerns or questions and staff are always on hand to answer or help." The manager continued to develop their role as leader of the service, and we found this was positively influencing the motivation of the team and raising standards of the service. We found high quality play was at the heart of the quality assurance process and improvement planning introduced. We would encourage the manager to continue to explore best practice guidance, training, and their community of practice to support their continuous professional development.

We found there was now an effective and collaborative approach to self-evaluation and improvement planning by the staff and manager. High aspirations for the service were shared by all staff and promoted by the manager which showed us the service had a good capacity for change. One parent told us "Staff are lovely, very approachable, always doing their best by the children." Staff now had a clear understanding of their roles and responsibilities and felt confident leading areas for development in the service. For example, updating personal plans, establishing the floorbooks, and expanding outdoor play. Staff told us that they were fully involved in the self-evaluation of the service and took part in regular team meetings where they discussed ideas and set actions in line with the care Inspectorates self-evaluation toolkit. We encouraged the team to continue to embed this practice to ensure a robust and effective process which supports positive outcomes for children and their families.

The manager had established a quality assurance calendar that set clear tasks and timeframes for all members of the team. We found auditing, monitoring and observations of paperwork and practice had been completed by the manager which supported a high-quality service delivered to children and their families. We would encourage the manager to update the following policies, to ensure they remained in line with current legislation and best practice guidance: child protection, medication, lost child, accident, and incident.

Parent's views were now sought through "question of the month." We found parent's feedback was now influencing the improvement agenda in the service. We asked the manager to consider how they could formally acknowledge and respond to parent's feedback and suggestions received. The manager agreed to progress this in collaboration with the team and families. Children's voices continued to be valued and respected by the team. Children were empowered to make suggestions through a children's committee and suggestion boxes. Ideas, suggestions, and requests were incorporated in the improvement plan and any new purchases for the service. This approach supported children to reach their full potential while attending the service. One parent told us "Both my child and I are encouraged to voice opinions or ideas."

How good is our staff team?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as **very good**.

Children benefited from a caring, nurturing and experienced staff team who knew them well and were committed to providing a quality service. This resulted in children receiving consistent, individualised care. One parent commented "Staff are fantastic, the care and compassion they have for the children shows every time I enter the building."

Staffing ratios consistently met the needs of children and ensured appropriate levels of supervision and engagement throughout the day. Staff had recently introduced two lunch sittings to help improve the mealtime experience for children, whilst ensuring staff had time to rest and recharge. This approach supported both staff and children's overall wellbeing at the out of school care.

The team had built strong, trusting relationships with each other, the children, and their families. Regular communication such as informal daily chats and reviews of personal plans helped build strong partnerships between home and the setting, this helped create a supportive and consistent environment where children could thrive. One parent commented "We are given time to review our child's personal plan, and it demonstrates each time how well they know our child."

All staff were appropriately registered with the Scottish Social Services Council (SSSC). They were actively working towards the qualifications required for their registration and showed a strong commitment to ongoing professional development. This ensured staff were up to date with current approaches which helped maintain high standards of care and experiences for children. Staff told us "Different forms of training has helped understand what is needed to ensure children's experiences while in our care."

Staff communicated well with each other which ensured children were well supervised and meaningfully engaged. They were flexible in their approach, for example; we observed staff moving around areas with children indoors and out and clearly communicating when carrying out personal care tasks. We asked the service to consider re-introducing the use of walkie talkies to support communication between the play areas and enclosed playground.

Annual appraisals were carried out providing a valuable opportunity for staff to reflect on their practice, celebrate achievements, and identify areas for further development. These discussions supported staff in setting goals and accessing relevant training to enhance their practice to improve outcomes for children.

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

The provider, manager and staff, should ensure that all children have a detailed personal plan that sets out how their health, welfare and safety needs will be met. Personal plans should be developed in partnership with children and parents and should be reviewed and evaluated at a minimum of six-monthly intervals or sooner where required.

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 2023.

Action taken since then

The manager and team had created a new personal plan format that now gathered relevant information to support children's health, welfare and safety needs. Personal plans were clear linked to SHANARRI. Children and families were now involved in completing personal plans and setting goals for children to achieve.

Children with additional support needs had their own individualised support plan which was linked to SHANARRI. Children also had individual risk assessments in place with clear strategies to help keep them safe. **This area for improvement has been met.**

Previous area for improvement 2

To ensure children consistently receive high quality play and learning experiences the provider, manager and staff should ensure effective quality assurance systems are developed and implemented to improve outcomes for children. At a minimum, they should ensure; a) ensure views are routinely sought from children, staff and parents on aspects of the service and that these views are used to inform improvement planning b) ensure self-evaluation processes are developed which include the introduction of formal systems that supports reflective practice across the setting c) ensure monitoring of staff practice and children's play and learning experiences is regularly carried out to identify strengths and any areas for further improvement d) monitor the quality of children's personal plans to ensure these reflect children's current health, welfare and safety needs.

This is in order 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 15 February 2023.

Action taken since then

The manager and staff had developed effective quality assurance process to support high quality service and improve outcomes for children. We could see the emerging impact of the new process on staff understanding and practice.

a) Children's views were gather through a various methods such as two stars and wish, suggestion box and asked for it box. The team had introduced a Question of the month for parents and were continuing to develop this process. Staffs views were now routinely sought at team meetings as well as informal conversations at the beginning and end of the day.

b) Self evaluation processes had been developed using the Care Inspectorate self evaluation toolkit. This was completed by manager in partnership with team. staff now took lead roles undertaking actions such as updating personal plans and establishing the planning cycle in floor books. Ideas and suggestions from families now influence priorities for the services short and long term goals. The service should continue to embed this practice to support high quality care and play experiences.

c) We found the manager had introduced formal observations of staff practice, appraisals, and structured team meeting agendas which highlight practice issues arising and any best practice guidance to share for the sector.

d) The manager had created a robust quality assurance calendar which included monitoring personal plans, accident and incidents and other key documents. **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

How good is our care, play and learning?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very Good
How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very 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?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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