

Mayfield Out of School Care Day Care of Children

Mayfield Primary School
Kennilworth Drive
Saltcoats
KA21 6LH

Telephone: 07766 133 816

Type of inspection:
Unannounced

Completed on:
6 August 2025

Service provided by:
Mayfield Out of School Care Limited

Service provider number:
SP2011011758

Service no:
CS2011305948

About the service

Mayfield Out of School Care operates from Mayfield Primary School in Saltcoats, North Ayrshire. The service is provided by Mayfield Out of School Care Limited which has two directors, one of whom is registered as the manager of the service. The service operates from a spacious school gym hall/dinning area which has direct access to outdoor play spaces.

The service is registered to provide care to a maximum of 48 children of primary and secondary school age and will operate Monday to Friday between the times of 15:00 and 18:00 (term time) and school holidays Monday to Friday 07:45 - 18:00. At the time of our inspection, 56 children were registered with the service.

About the inspection

This was an unannounced inspection which took place on Wednesday 6 August 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
- spoke with three parents during our visit and reviewed four parent/carer responses to our electronic questionnaire
- spoke with the directors
- observed practice and daily life for children attending the service
- 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 benefitted from kind and caring relationships with staff.
- Children's wellbeing was supported by regular access to outdoor play opportunities.
- Regular access to community events and places of interest supported children's sense of belonging.
- Personal planning should to be developed to include individual support strategies for children.
- The planning for play and learning experiences should be further developed to demonstrate how children's ideas and interests informed planned experiences.
- Quality assurance processes should be further developed and imbedded to ensure service strengths and areas for development are identified and actioned when needed.

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 important strengths when taken together, clearly outweighed areas for improvement.

Quality indicator 1.1: Nurturing care and support

Children were cared for by warm, friendly staff who had developed fun, trusting relationships with them and their families. This supported positive attachments. All parents strongly agreed they had a good relationship with the staff caring for their child. Comments made included; "The staff are really good with my child who loves going to aftercare and often speaks about it at home."

Staff created a nurturing and respectful environment where children felt secure and valued. Interactions were consistently responsive, contributing to children's emotional wellbeing. For example, staff sensitively supported children when they became upset during physical play and needed support to regulate their emotions. This helped them feel safe and reassured.

Children's mealtimes were generally relaxed and sociable, with opportunities to sit with friends and access snacks flexibly in response to their individual preferences. Some aspects of meal time practices could be improved further. These include ensuring children remain seated during snacks, cleaning table surfaces before meals, and offering appropriate cutlery and crockery. Where children's individual needs require them to sit separate from the large group, seating arrangement should be reviewed to ensure close supervision. This will ensure children's safety and inclusion is prioritised.

Personal plans were in place for all children that we sampled. They reflected children's current needs and personal routines. Plans should be further developed to include individual targets and strategies for support. Children's involvement in shaping their plans should be increased, and reviews with parents should take place at least every six months. These improvements would ensure children receive the right support at the right time (area for improvement 1).

Quality indicator 1.3: Play and learning

Children benefited from regular access to community spaces, such as parks and places of interest. Children spoke positively about visiting a new park with a pirate ship and travelling by ferry to visit Millport during the holiday club. Children valued these experiences which supported their sense of wonder and excitement about their wider communities.

Children had access to developmentally appropriate indoor and outdoor spaces, with a variety of materials that mostly supported physical and imaginative play. For example, children were observed playing with a bat cave, moving figures between floors, adopting different tones of voices demonstrating engagement. Further development of loose parts and natural materials would further enhance opportunities to extend children's curiosity, creativity and exploration.

Play experiences were responsive to children's ideas. We observed staff facilitate different physical games and crafts such as bracelet making at children's requests. This meant children had fun and were happy. Termly meetings allowed children to contribute some ideas, however, planning for play and learning experiences was largely resource-led and did not consistently reflect children's curiosities. Strengthening the use of observations and evaluations to inform next steps would enhance the quality and responsiveness

of planning processes. Adding dates to floor books would also further improve clarity and enable staff to track children's progress over time.

During our visit children showed a keen interest in spiders and worms. There was limited factual books and digital learning resources which could have supported children to extend their learning and gain new knowledge. Providing access to digital tools would allow children to explore topics of interest, follow their own learning pathways and deepen their understanding.

Areas for improvement

1. To support children's wellbeing, learning and development, the providers should improve how personal plans are used to support each child's individual needs, interests and aspirations. This should include, but is not limited to, identifying individual strategies for support and ensuring that children and families are meaningfully involved in developing and reviewing plans every six months or sooner to reflect children's changing needs and progress.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state: "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) and "I am fully involved in assessing my needs, planning my care and support, and reviewing my care and support. (HSCS 1.12).

How good is our setting?

4 - Good

We evaluated this key question as good, where several important strengths when taken together, clearly outweighed areas for improvement.

Quality indicator 2.2: Children experience high quality facilities

The out of school care operated from a gym and dining hall within the school. This provided a bright, clean and well-ventilated environment, which contributed to a welcoming atmosphere. The introduction of more calming cosy spaces would further support children to rest, relax and engage in quieter activities such as reading. This would enhance opportunities for them to reflect and regulate their emotions.

Play resources and equipment were well spaced and easily accessible, supporting children's independence and safety. This layout enabled children to self-select toys and follow their own play interests for most of the day.

Risk assessments were in place and contributed to maintaining a safe environment. A more streamlined approach to documentation and greater child involvement in identifying and managing play based risks would strengthen current safety measures and promote a sense of responsibility in children.

Children accessed outdoor play daily, which supported their physical health and wellbeing. The service should now consider implementing free-flow access to outdoors. Supported by appropriate risk assessments, this would strengthen children's opportunities for self-chosen play at all times.

Infection prevention and control measures were overall effective. Cleaning schedules were in place and supported a hygienic environment. Some improvements were needed to fully implement effective hand hygiene, including encouraging children to wash their hands after returning indoors. This would strengthen the measures in place to help reduce the risk of transmission spreading.

Children's information was securely stored in a locked cupboard, preventing unauthorised access and ensuring confidentiality.

How good is our leadership?

3 - Adequate

We evaluated this key question as adequate, where strengths only just outweighed weaknesses.

Quality indicator 3.1: Quality assurance and improvement are led well

The service had their vision, values and aims on display in the hallway to be shared with families. However, there was no record of a recent review, and children were unsure of their purpose. Revisiting these with current children and families would help ensure they reflect the aspirations of those using the service.

Parents told us that they felt well informed about what was going on in the service. They said that staff provided them with verbal feedback on their child's time at the service which provided a good insight into activities. All staff took responsibility for providing parents with feedback, which helped to build good relationships and communication with parents. At the time of our inspection families were welcomed in to the entrance hallway and not fully into children's play spaces. To further encourage parental involvement the service, staff should welcome families in to play spaces and consider more inclusive communication methods, such as digital updates or newsletters, to ensure all families are fully involved in the life of the setting.

Children and families had opportunities to share their views through informal discussions and questionnaires. However, there was limited evidence of how these views had influenced change. Developing clear feedback systems, sharing when improvements had been made following suggestions from others would help children and families feel their contributions were valued.

An improvement plan was in place, outlining many plans for service improvement. Some targets were very broad and lacked relevance which made it difficult for the service to track their progress. For example, environmental safety was listed as a priority, despite having no identified concerns. This meant the service could not measure their improvements. To support the service to develop a clear plan for improvements they would benefit from using the areas for improvement identified within this inspection report as a starting point to outlining specific measurable targets and who will be accountable. This would support shared responsibility and ensure improvements are focused and meaningful.

At the time of our inspection, there were no formal quality assurance or self-evaluation processes in place to support improvement planning. Establishing processes for monitoring areas of service delivery and using a framework such as Care Inspectorate (2022) 'A quality framework for day-care of children, childminding and school-aged childcare' to reflect on the quality of service provided to children and involving staff, children and families in these processes would ensure improvements are informed by the aspirations of those involved with the service and support positive outcomes for children (area for improvement 1).

Policies and procedures were in place to support service delivery. We found that some updates were needed to reflect current guidance. This included the updating the response time and contact details within the complaints and child protection policies. Updating these would ensure families and staff understand what to expect from the service.

Areas for improvement

1. To support positive outcomes for children and families, the provider and staff should strengthen how they reflect on the quality of their service. This should include regularly asking children and families for feedback, keeping a record of what is working well and what could be improved, and using this to inform and make positive changes.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state: "I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes" (HSCS 4.19).

How good is our staff team?

4 - Good

We evaluated this key question as good, where several important strengths when taken together, clearly outweighed areas for improvement.

Quality indicator 4.3: Staff deployment

Children experienced compassionate and responsive care. Staff consistently interacted with children with warmth and kindness, which supported their emotional wellbeing and helped them feel safe and secure. Parents commented positively on the staff working at the service. Comments made included; "The staff are very friendly," and "The staff are always available when needed and they always have a friendly smile."

There were enough staff available to meet adult to child ratios and they were deployed effectively across the large play space. As a result, staff were available to support children who needed individual care and attention. This promoted children's wellbeing and a sense of nurture.

Staff communicated effectively with each other to ensure safe supervision of children at all times. When tasks required staff to leave the area, this was clearly shared. This allowed staff to adjust deployment when needed in response to children's needs or play requests. This approach supported children's safety.

Team meetings had recently been reintroduced, providing a formal space for team discussions. This supported reflective practice and strengthened communication. To enhance this further, meetings should record those in attendance and any agreed actions and responsibilities. This would promote a shared responsibility across the team.

Staff were trained in child protection and demonstrated confidence in safeguarding procedures. They spoke knowledgeably about protecting children which contributed to a safe and protective environment.

The team were committed to developing their knowledge of current early learning and childcare practices. The manager and staff attended relevant training and cluster meetings, which are meetings arranged with other school aged childcare services within their local authority area. This provided opportunities to discuss learning, share ideas and reflecting on practice across the sector. Developing staff confidence and skills.

While safe recruitment procedures were mostly in place, improvements were needed to ensure compliance with best practice relating to gathering pre-employment references. The service would benefit from reviewing and improving their recruitment policy to ensure this reflects current guidance and informs any future recruitment processes. This would ensure all relevant safety checks are completed prior to offering employment.

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?	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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