

Skoolz Out Penilee Day Care of Children

St. Georges Primary School
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Glasgow
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Telephone: 07539427136

Type of inspection:
Unannounced

Completed on:
12 August 2025

Service provided by:
Skoolz Out Mossbank Ltd

Service provider number:
SP2021000127

Service no:
CS2024000067

About the service

Skoolz Out Penilee is an out of school care service in a suburban area in the South West of Glasgow. The service operates from St Georges Primary School in Glasgow.

The service can accommodate a maximum of 40 school aged children at any one time. The service operates after school and school holidays. At the time of our inspection there were a total of 9 children present.

The accommodation consists of use of the school lunch hall with access to catering facilities to provide snacks. The lunch hall has direct access to a small outdoor play area. The service can use the school gym hall and school playground to include a small forest space. There are toilet facilities for children and staff. The service is close to schools, transport routes, shops and community services.

About the inspection

This was an unannounced inspection which took place on 12 and 13 August. 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 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
- reviewed feedback from 11 parents and carers whose children attend the service
- reviewed feedback from three staff members employed in the service
- spoke with provider, management and staff
- observed practice and staff interactions with children
- reviewed documents.

Key messages

- Children were happy, settled and confident in the service.
- Children contributed to their personal plans and created individualised personal goals.
- Staff were nurturing and caring in their interactions and responded to children with warmth and attentiveness.
- Staff deployment should be developed to ensure children are supervised at all times and perimeter gates are closed.
- Quality assurance and self-evaluation processes could be further developed to support continuous improvement of the service.
- Management and staff were leading with improved changes to the service.

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?	5 - Very 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 as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

Quality Indicator 1.1: Nurturing care and support

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

Children were happy, settled, and confident in their environments and had developed friendships which enhanced their wellbeing. Children told us they liked "playing with their friends." One parent told us, "[Child] comes away everyday happy. [Child] is always excited for holidays so [child] can attend" and My [children] feel at home here, safe, nurtured and accepted, I could not be happier."

Staff were nurturing and caring in their interactions with children and responded with warmth and attentiveness. The positive engagements helped support children's wellbeing and contributed to the positive relationships they had with staff. One parent told us, "A lot of my gratitude for the service is focused on the staff and their relationships with the children. All workers are friendly, enthusiastic and caring."

High-quality interactions were evident, with children confidently approaching staff and engaging in meaningful conversations. Staff showed genuine interest in what the children had to say, actively listening and responding in ways that affirmed the children's thoughts and feelings. This contributed to the development of respectful relationships and supported children to feel valued and respected. Children we spoke to told us staff are good.

Mealtimes were a relaxed and unhurried experience. Children were encouraged to be responsible and make independent choices when selecting foods and pouring their own drinks. Children were consulted on snack menu choices, giving them a sense of responsibility and ownership within the service. Staff were aware of children's dietary requirements, contributing to children's health, safety, and wellbeing. Staff actively participated in making mealtimes a sociable experience by sitting with the children and engaging in meaningful conversations. We discussed and management agreed that the use of the smart board during lunchtime could be reviewed to ensure it does not distract from the sociable experience that takes place when this is not being used.

Personal plans were in place for children and created in partnership with parents and carers. Almost all parents and carers agreed they were fully involved in their child's care, including developing and reviewing their personal plan. One parent told us, "Children's care plans are updated regularly, and the staff take any views I share into consideration when planning for my children." Children contributed to their plans supporting them to have a voice in shaping their care and provided a message that their thoughts and opinions were valued. We suggested some children's plans could be enhanced with recording the strategies being used to support their individual needs. Management agreed and we were confident management and staff would review these following our inspection.

Staff had attended child protection training. They were aware of their responsibility to safeguard children in their care and had the ability to recognise when children and families needed support.

Quality Indicator 1.3: Play and learning

We evaluated this quality indicator as good as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

Children were having fun and engaged in a variety of experiences. They were confident in their play and learning. We could see friendships had formed between children supporting children's wellbeing.

Staff organised activities indoors for the children's arrival based on the age groups of the children attending and their interests. We observed children selected and set up activities outdoors with the support of staff. Children were comfortable having discussions with staff around what they would like to do during the session. They selected additional resources to meet their interests and choices for play, contributing to supporting children's independence and responsibility skills. Children told us they liked, "going to the park" and "I like doing activities and playing with my friends. I love going to the gym hall for games."

We observed children were playing together using construction materials to make a large structure resembling a building. This supported children's concentration, design and problem-solving skills. Children had opportunities to play on consoles and tablets supporting their information, communication and technology skills. The use of consoles was time limited. Children were using timers as a reminder and encouragement to move onto other experiences available within the service. This supported children and staff to avoid excessive screen time to support children's physical and mental wellbeing.

Children spent time outdoors and joined in physical activities and games of swing ball, supporting their physical skills and movement. There were opportunities for risky and challenging play as children explored the physical apparatus and balanced on ropes. Children explored the environments and nature when using the mud, leaves and sticks to make marks. There was a balance of staff joining in activities with children as well as them having the opportunity to play independently. Parents told us, "My children love going to play in the enchanted forest and doing the obstacle course. They also take part in playing games such as football" and "Lots of activities such as dress up, arts, outdoor play, computer games. Extremely varied."

Children were involved in creating personal goals. This provided a message to children that they mattered and supported children's rights. We could see children's achievements were celebrated as they progressed towards their goals. This contributes to fostering and developing children's self-esteem and wellbeing.

Management and staff had reviewed and were developing their planning processes to be more responsive to children's choices and interests for play. This has the potential to contribute to the children having increased responsibility and ownership of the service.

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.

Quality Indicator 2.2: Children experience high quality facilities

Children were cared for in an environment that was clean and well maintained contributing to supporting children's health and wellbeing. Activities were available on tables indoors and floorspaces with mats to provide comfort. Additional resources were available in clearly labelled storage containers and we observed children accessing these to suit their choices and interests for play. A cosy area provided opportunities for

children to rest or relax supporting their health and wellbeing. Parents told us, "There are quiet areas if they need to have some down time" and "the service is always clean and organised ensuring there are no hazards for the children in their care."

Children's health and wellbeing was supported as they had direct access and free flow opportunities to a small outdoor space from the main playroom for fresh air and exercise. Staff and children had been developing the space to create an inviting and safe environment for their play and learning. The service had continued plans for the development to include loose part materials to support children's play and learning. Loose parts are open-ended moveable materials that children can carry, manipulate and rearrange in endless ways to encourage creativity, problem solving and open-ended play.

We observed children and staff within the service responding to risk to support children's health and safety. A decision was made between children and staff not to play in the forest when outdoors, as a result of large fallen branches from a tree from a recent storm. Maintenance within the service was being reported and actioned promptly to support children's health, safety and wellbeing.

To enhance children's safety and security, the service had recently implemented additional measures, including the closure of a gate within the school grounds during operating hours. Overall, this was working well to secure play spaces for children. There was however one instance where the gate had not been fully secured by someone using it. Although we were satisfied that it was rectified quickly, we asked management and staff to maintain a consistent and collaborative approach to ensuring children's safety.

The service operated a holiday programme and children had been taken on a trip to the beach, Summerlee Museum, parks and Craig Tara. These experiences help children to gain confidence and to develop a sense of belonging within their local and wider communities.

Children washed their hands and tables were cleaned before and after mealtimes to prevent the potential spread of infection. Drinking water and fresh fruit was available for children throughout their stay to keep refreshed and hydrated and to support children's health and wellbeing.

How good is our leadership?

4 - Good

We evaluated this key question as good as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

Quality Indicator 3.1: Quality assurance and improvement are led well

Members of the management team were passionate, visible, friendly, and approachable to children, families, and staff. Staff knew management well and told us they felt supported by them. This helped to develop a motivated staff team who were committed to the children and families who attended the service. One staff member told us, "I feel very comfortable and confident with being able to speak to my leaders about anything and they are always supportive, they are always religiously checking in on us."

Staff confirmed that they had been supported and were engaged in self-evaluation exercises and their thoughts and opinions were listened to and valued. Self-evaluation was used to identify strengths and where improvements could be made. We could see identified areas for improvements were being taken forward to improve outcomes for children and their families. One staff member told us, "I feel like I am involved with the self-evaluation as I am asked questions on how the service could be improved or if I feel like there is any changes I would like to be made during monthly meetings."

Staff were consulted and were supported to engage in the settings improvement journey. Management were leading with changes to the service to include planning processes, snack routine and development of an outdoor environment. Staff shared with us that the changes were positive and contributing to improvements within the service. We could see the positive impact the changes were having to support outcomes for children.

Parents were kept informed through general feedback and newsletters. Children, parents and carers were involved in self-evaluation of the service and routinely issued questionnaires. Responses to the children's questionnaire had been populated and we saw examples of when feedback was being used to improve the service. For example, developing the snack choices. We discussed with management who agreed that populating and sharing this information for all responses would recognise and value everyone's contribution. We were confident the management team would take this forward.

The service was using a quality assurance calendar to monitor and audit various aspects of the service. This supported the identification of areas for improvement. For example, chronology records were in place for children, which is a positive step toward safeguarding. However, we found inconsistencies in how information was recorded, particularly regarding the actions taken and the outcomes. A member of the management team had recognised this and made changes to the format of the chronology records to support staff in recording this information more effectively. These improvements have the potential to enhance the protection and wellbeing of children.

Management were auditing accidents and incidents within the service and recording information using an accident and incident tracker. We discussed with management that improvements could be made to the auditing of these. We suggested the inclusion of a summary of comments to highlight patterns such as increases in accidents and the actions taken to minimise risks. Enhanced auditing practices will support the service in identifying trends and implementing preventative measures that promote children's health, safety, and wellbeing.

Informal monitoring of practice was taking place by the manager of the service. This was a positive start in supporting continual staff development that promotes positive outcomes for children. We suggested formalising this process to enable management to easily identify staff training needs.

How good is our staff team?

4 - Good

We evaluated this key question as good as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

Quality Indicator 4.3: Staff Deployment

There was a small core staff team who were present to care for children. Numbers of children attending the service were low on the day of our inspection. There were two staff members present for children's care, play and learning. We discussed with the management team they need to continually review staff deployment to support children's choices being respected. Staff reviewing the play spaces available for children and their deployment throughout the day would support staff being responsive to children's choices and interests for play.

We observed examples of communication and team working taking place between and within play spaces. Staff used radio communication to share information when in different areas of the service. We observed

staff informed each other of children's arrival to the service and their movements between play spaces. This supported children's safety and wellbeing.

Staff were deployed between indoors and outdoors to supervise children and ensure their safety. At times this worked well, but on occasion this approach was not applied consistently. Inconsistent deployment of staff has the potential to compromise children's safety. We have therefore made an area for improvement in relation to this (see area for improvement 1).

Team meetings gave staff the opportunity to reflect on service delivery and discuss any arising issues. Staff shared they valued the opportunity to have their voice heard and to come together as a team. This meant there was good communication across the team. This effective communication meant that staff were aware of children's needs and provided continuity of care.

All staff were supported to develop their skills and knowledge through attending professional development. Staff shared with us how opportunities enhanced their learning and skills, and how this, in turn, positively impacted their practice. One staff member told us, "I feel like all training I have undertaken has influenced my practice in a good way, and has shown me the correct way to help children learn in safe ways. Parents told us, "The staff are always very friendly, professional and approachable," "I like how there are consistent staff members and no high turnover of staff. It's a friendly atmosphere and a varied bunch of things to do" and "They are just lovely, caring individuals. I know if I ever had an issue they would always listen and take actions immediately. They are brilliant."

Areas for improvement

1. To ensure children's safety, the provider should make sure that staff deployment meets children's needs.

This is to ensure that care and support is consistent with the Health and Social Care Standards, which state, 'My needs are met by the right number of people' (HSCS 3.15); and 'My care and support is consistent and stable because people work well together' (HSCS.3.19).

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	5 - Very Good
1.3 Play and learning	4 - 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?	4 - Good
4.3 Staff deployment	4 - Good

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