Kids Fun House
Day Care of Children

St. Francis RC Primary School
North East Campus
Lothian Crescent
Dundee
DD4 0SX

Telephone: 07508 907 727

Type of inspection:
Unannounced

Completed on:
6 May 2026

Service provided by:
Kids Fun House

Service provider number:
SP2003000707

Service no:
CS2003000707

About the service

Kids Fun House is a registered daycare of children service. The service is delivered from St. Francis RC Primary School, North East Campus, Dundee. Children have access to a community space, kitchen, toilets, halls and direct access to an enclosed playground.

The service is registered to provide a care service to a maximum of 65 children at one time, of an age to attend primary school. Within these numbers, the service may be provided to a maximum of 16 children at any one time of an age to attend primary school at Ballumbie Primary School.

About the inspection

This was an unannounced inspection which took place on Tuesday 5 and Wednesday 6 May 2026, between 15:15 and 18:30. One inspector carried out the inspection from the Care Inspectorate.

To prepare for the inspection we reviewed information about the service. This included previous inspection findings, registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:

- spoke with children;
- reviewed survey responses from three parents and three staff;
- spoke with management and staff;
- observed practice and children's experiences; and
- reviewed documents.

As part of our inspections, we assess core assurances. Core assurances are checks we make to ensure children are safe, the physical environment is well maintained and that a service is operating legally. At the time of this inspection, no improvements were identified relating to core assurances.

Key messages

• Positive relationships were evident between the service, children and their families.
• We encouraged management to involve all staff and families in reviewing the vision, values and aims at the next review.
• Children were relaxed, happy and confidently approached staff, showing they felt safe, secure and emotionally supported.
• The service had used self-evaluation to identify strengths and areas for development. Actions had been taken to support ongoing improvements across the service.
• Policies and procedures were in place and supported the effective delivery of the service. We identified areas where further reviews would strengthen these documents.
• Staff were actively engaged in play experiences led by children, supporting their interests and choices.
• The service met the one area for improvement that was made at the last inspection.

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

Leadership	4 - Good
Children play and learn	4 - Good
Children are supported to achieve	4 - Good

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

Leadership 4 - Good

Quality Indicator: Leadership and management of staff and resources

We evaluated this quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.

Clear vision and values were in place, focusing on providing a safe, nurturing and inclusive environment for children to play, learn and thrive. These aims were reflected in staff practice and in the delivery of the service. Staff followed a rights based approach to ensure children were kept safe and supported. Children's rights were promoted in line with the vision, values and aims. As a result, children experienced respectful, nurturing care that supported their wellbeing, development and sense of security. We encouraged management to involve all families in reviewing the vision, values and aims at the next review. This will help ensure the service reflects the needs and expectations of children and their families. One staff member told us "we all care very deeply for the work we do and children's safety is our number one priority".

There was a good and improving culture of self evaluation across the service. Improvement plans were clear, relevant and demonstrated effective leadership and well focused priorities. Key priorities included developing resources, making better use of a digital platform to support communication and children's snacks experiences. The service used a colour coding system to track progress and monitor identified actions. Plans were working documents, with clear responsibilities supporting accountability. Staff showed awareness of improvements made and told us they were involved in self evaluation. We encouraged further development of formal systems to gather the views of children and families. This will help strengthen inclusive and responsive improvement planning.

A quality assurance process was in place, including the use of a calendar to monitor key areas of the service. Leaders carried out regular checks on medication procedures, records, recruitment files, self evaluation and children's personal plans. This demonstrated a practical and organised approach to maintaining standards. We advised management to strengthen consistency when recording audit findings and next steps. This will support clearer oversight and more effective improvement planning. As a result, children benefit from safe, well managed care that continues to improve.

Changes and improvements made since the last inspection had a positive impact on children's experiences. Families told us they valued the service and that their children enjoyed attending. Feedback reflected a warm, caring and positive environment. This helped children to experience enjoyable, supportive care that promoted their wellbeing and engagement. One parent told us "the staff have been extremely helpful, approachable and supportive".

Staff were deployed effectively, which allowed leaders to oversee the smooth running of the service. Staff were confident in their roles and responsibilities. Clear systems were in place, including a rota covering play areas, collections and snack responsibilities. This supported staff to understand their roles and work consistently as a team. Staff shared with us "the senior staff look out for the support workers". And "My wellbeing is very much supported from my manager".

Children play and learn 4 - Good

Quality Indicator: Play learning and developing

We evaluated this quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.

Children were busy, engaged and leading their play. They experienced child-led play and were happy and relaxed throughout our visits. Children appeared cheerful and settled in their activities, games and spaces. They moved freely within the environment and accessed planned, organised and inviting play opportunities. Outdoor play had not been accessed on the first day of our visit but was on the second day. Children chose to take part in alternative physical play in the gym hall. We acknowledged this supported active play. However, we encouraged management to further extend opportunities for outdoor play. For example, more consideration was needed to ensure outdoor spaces were inviting, organised and promoted active, healthy lifestyles.

Indoor play included arts and crafts activities, such as making caterpillars using a range of materials. Children were also engaged in role play, small world play, technology and construction activities. These experiences provided enjoyable and stimulating play opportunities. This helped children to be engaged and supported their play, learning and development.

Children's play and learning experiences effectively supported their overall wellbeing. Staff demonstrated kindness and had built positive connections with children. One child had shared that a staff member was "nice" and that they had "lots of fun". Staff were readily available to support children and one another. They worked well as a team and communicated effectively. This created a calm and respectful environment. Children shared positive views, describing staff as "excellent" and the setting as fun with them having many friends. They enjoyed building, outdoor play and games indoors. Staff described themselves as hands-on and supportive to both children and colleagues. As a result, children felt comfortable, settled and benefited from positive interactions in a supportive environment.

A positive approach to reflecting on children's learning and experiences was evident. Staff and children spoken positively about group meetings, which supported children to share ideas, likes and wishes. Activity planners were in place and helped children understand what experiences were available. Floor books supported reflective practice and demonstrated a clear commitment to child-centred care. Records were well presented with photos, dates and included a range of activities and experiences. This supported meaningful reflection and engagement in children's play and development. Steps had been taken to promote children's rights, though discussions and displays. We suggested further embedding rights-based language and visual prompts across the environment and within floor books. This would further strengthen how children's views, rights and interests informed decision making. The current practice and tools supported children to feel listened to, involved and able to influence their experiences.

Children are supported to achieve 4 - Good

Quality Indicator: Nurturing care and support

We evaluated this quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.

Staff knew their children and families well. Caring, nurturing and trusting relationships had been strengthened. Children shared positive views about staff and their experiences. Communication and transitions had been developed, organised and was effective, supporting children's safety and wellbeing. Systems in place supported children's safety. Arrangements for collection of children from another school was clear and well managed. Information about attendance and children's movements was consistently shared. This reduced potential risks, including children being left unattended. As a result, children had experienced safe and well-coordinated transition.

Snack routines were relaxed, sociable and promoted responsibility. Children and staff were observed sitting together and chatting. Water and milk was readily available to support healthy choices. We asked the service to review snack provision in line with national guidance. Current snacks did not consistently reflect healthy eating guidance. Children shared examples including wraps, ice cream, cheese nachos and sweet desserts to be regularly provided. At the time of inspection, items such as cream and jelly was part of snack. We encouraged management to provide and promote a more balanced and varied approach to snack provision. This included increasing fruit, vegetables and wholegrains, while reducing sugar and salt. These improvements could support children's health, wellbeing and nutritional development.

Areas for improvement had been identified to support children's wellbeing and inclusivity. We asked management to implement planned improvements for individual children to effectively support their tailored emotional wellbeing and individual needs. For example, through developing the environment and resources to ensure children's specific needs were consistently met . This would help the delivery of more tailored and inclusive support.

Personal plans were in place and supported information sharing with families. They included updates from families and each child had "all about me" information gathered. We highlighted where "all about me" documents could be expanded. For example, some contained basic information and lacked detailed. We signposted the service to the Care Inspectorate guidance on personal planning (2021). Personal plans should include key information such as contact details, medical needs, consents and tailored support. Strengthening practice around personal plans would help ensure care was detailed, consistent and personalised. As a result, children would benefit from more effective support tailored to their wellbeing and development.

Management of medication had improved since the previous inspections. An area for improvement previously identified has now been met. Clear actions had been taken to support the safe administration of medication. Records were detailed, regularly reviewed and contained relevant information. This resulted in children's health and wellbeing needs being better supported (see 'What the service has done to meet any areas for improvement we made at, or since the last inspection').

Positive relationships supported effective engagement with families. Families were welcomed into the setting and staff took time to speak with them. Regular communication had taken place through an online platform. This included sharing photos, experiences and announcements. These approaches helped increase relationships and connections with families. This meant children benefited from consistent support between home and the setting.

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 ensure children's health and wellbeing needs are supported, the provider should review their approach to medication and ensure it is in line with Care Inspectorate guidance 'Management of medication in daycare of children and childminding services'.

This should include but not be limited to:
a) having a clear policy and procedure in place which is followed;
b) completed consent forms to support instructions of medication; and
c) medication forms that capture clear signs and symptoms, reviews and confirmation of first dose.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that:

'I am protected from harm because people are alert and respond to signs of significant deterioration in my health and wellbeing, that I may be unhappy or may be at risk of harm.' (HSCS 3.21).

This area for improvement was made on 31 July 2025.

Action taken since then

Clear actions had been taken to support the safe administration of medication. Records were detailed, regularly reviewed and contained relevant information. Specific care plans were now in place and parents had been involved in reviews. Medication storage and associated policies had been developed and strengthened. Improvements supported children's individual health and wellbeing needs being better met.

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

Leadership	4 - Good
Leadership and management of staff and resources	4 - Good

Children play and learn	4 - Good
Playing, learning and developing	4 - Good

Children are supported to achieve	4 - Good
Nurturing care and support	4 - Good

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