# Time Out Club, Castlehill
# Day Care of Children

Castlehill Primary School
Rosslyn Road
Bearsden
Glasgow
G61 4DL

Telephone: 07773396351

**Type of inspection:**
Unannounced

**Completed on:**
17 September 2026

**Service provided by:**
Time-Out Club

**Service provider number:**
SP2003000769

**Service no:**
CS2003003807

## About the service

Time Out Club, Castlehill is a daycare of children service located in the Bearsden area of East Dunbartonshire. The out of school club operates from Castlehill Primary School. Children have the use of the dining room, gym hall, toilet facilities and outdoor play area within the school grounds.

The service is registered to provide care to a maximum of 30 school-aged children. The care service operates between 08:00 and 09:00 and from 14:30 to 18:30, Monday to Friday, during school term time only. And from 08:00 to 18:00 during school holidays and in-service days.

The four Time Out Clubs operate a peripatetic management arrangement. The two managers also manage the following Time Out Clubs: Craigdhu, Milngavie and Clober.

## About the inspection

This was an unannounced inspection which took place on Wednesday 9 September 2026 between 15:30 and 18:00, when 18 children were attending the service. And Thursday 10 September 2026 between 15:00 and 18:00, when 17 children attended the service. There were 34 children on the roll. The inspection was carried out by one inspector from the Care Inspectorate. Final feedback was given to the manager on 17 September 2026.

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 and observed the children using the service
- spoke with six parents and received three completed questionnaires
- spoke with staff and the manager and received one staff questionnaire
- observed practice and daily life
- assessed core assurances, including the physical environment
- reviewed documents.

Throughout this report, reference to parents also includes carers and guardians.

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 a service is operating legally. At the time of this inspection, no improvements were identified relating to core assurances.

## Key messages

- Children were happy, had fun and enjoyed time with their friends. A strong sense of friendship and belonging was evident throughout the club.
- Children enjoyed a wide range of interesting activities and were encouraged to share their ideas and make choices.
- The service had a children's buddy system which provided effective support for new children. This helped them develop friendships, build confidence and experience a strong sense of belonging.
- Staff worked well together as a team to provide nurturing care and support. Their kind and encouraging approach helped children feel safe, valued and included.
- Staff had built strong, positive relationships with children and their families. They used ongoing feedback from families and children to shape the club and meet children's individual needs, wishes and choices.
- Staff recruitment procedures were robust and in line with current best practice.
- The manager and staff should increase the children's opportunities for outdoor play.
- The service should continue to develop children's personal plans.

## 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 | 5 - Very Good |
| Children play and learn | 5 - Very Good |
| Children are supported to achieve | 5 - Very Good |

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

## Leadership 5 - Very Good

**Quality indicator: Leadership and management of staff and resources**

We found major strengths in this aspect of the setting's work and identified very few areas for improvement. Therefore, we evaluated this quality indicator as very good.

The service's aims, objectives, values and principles were shared with children and families in various ways. These clearly explained how the service operated and how children, parents and staff could contribute to and influence the club's development. For example, the service aimed to provide compassionate care through warm, positive and trusting relationships with children, young people, parents and carers. It also aimed to create a safe, welcoming and stimulating environment where children could play, relax, socialise, learn, build confidence and make choices. Another aim was to encourage children, young people and families to share their views and take part in decisions about the Time Out Club.

We saw that these values were reflected in daily practice. Staff had built strong, positive relationships with children and their families. They used ongoing feedback to shape the club and meet children's individual needs, wishes and choices. Staff listened to children and involved them in decisions about their play and experiences. Staff were confident in their roles and committed to supporting children and families.

The manager and staff had quality assurance systems in place. They used various methods to get feedback on how well the service was meeting the needs of children and families. We found that the feedback given underpinned their improvement plans. As discussed, the manager and staff should continue to develop their written documentation to help them clearly show how they used children's ideas to influence planning and improve experiences.

Parents shared with us:

"[Children are] encouraged to be individuals. Staff know the children very well."

"Love it. Supervisor is brilliant. Exceptional [service]. Perfect; all good."

Staff worked closely with children. They had created a warm, inviting and stimulating environment where children had fun, enthusiastically took part in activities, and shared their ideas and suggestions. Children told us that staff listened to their views and encouraged them to take part in decisions about the service. The manager and staff used feedback to make improvements. As a result, the service effectively reflected children's needs and interests, leading to positive outcomes for children.

A child told us: "I like it because I get to play with my friends. I like being outside, running around."

We found that there were good staff recruitment processes in place. This supported the service to follow safer recruitment practices. The service had recorded all the required information. Staff were registered with the Scottish Social Services Council (SSSC) and, where relevant, were working towards relevant qualifications. This showed a clear and effective approach to safe recruitment.

The service had a good induction programme in place. Staff told us they had received good support from their manager and supervisor. This gave staff a clear understanding of their roles and responsibilities. Core training was in place for staff. As a result, staff worked confidently as a team and provided positive experiences and outcomes for children and families.

## Children play and learn 5 - Very Good

**Quality indicator: Playing, learning and developing**

We found major strengths in this aspect of the setting's work and identified very few areas for improvement. Therefore, we evaluated this quality indicator as very good.

We saw that the children were relaxed and happy, and they enjoyed being at the service. They played well together. The club had a buddy system. This approach helped the children settle into the service, build positive relationships, and created a welcoming environment.

Parents shared with us: "Delighted [with the service.] Buddying helped. Feel welcomed and listened to."

"Buddied up when they [child] started. Get outside and to the gym hall. They are on the go, mixing with older kids. [Child] enjoys it."

The children were involved in deciding how the club operated. As a result, they felt valued, listened to and empowered to influence their experiences within the service. This developed their confidence, independence and sense of ownership of the setting. The children told us about the Cinderella play; the script they were writing, and the costumes they were going to make.

The children had fun as they played and confidently chose what they wanted to take part in from the good range of toys and activities. For example, construction, a plug-and-play electronics set, pool, football, sewing, computer games and imaginative play. They enjoyed various arts and crafts. We watched them make sock puppet friends for Pete the Worry Monster, then spent time playing with them. Children also enjoyed relaxing and chatting with their friends.

Children told us what they liked about the service.

"Playing football with my friends."
"Gym, basketball, football, drawing."
"Crochet and making cotton flowers."
"Drawing."
"Pool, art and [playing] outside."

Children also told us their ideas for improving the service.

"Go to the gym hall earlier in the day."
"Go to the gym hall [in the morning]."
"[Would like to have a] help save the planet day ..."

We found that staff's interactions with children supported their wellbeing and sense of belonging. The children felt safe, secure and emotionally supported. They told us they really liked the staff and being at the club. We saw that staff and children had formed lovely relationships. Staff listened to the children and responded positively to them. Interactions were gentle, kind and caring. There was fun, joy and laughter. The atmosphere was quietly busy, with the children engaged in a range of activities supported by staff.

Parents told us they valued staff and felt they genuinely cared about their children. Comments included:

"Great, supportive and nurturing."
"Staff know the children very well."

The supervisor and manager worked well together, and they showed kindness and commitment towards the children, parents and staff. As a result, children experienced warm, nurturing relationships that supported their confidence, wellbeing and sense of security.

We sampled a range of documents that showed that staff listened to the children, gathered their views and used their suggestions to plan activities and play experiences. This helped ensure that activities reflected children's interests, preferences and ideas. As discussed, the manager and staff should consider how they will increase the children's opportunities to play outdoors.

Overall, we found that children had fun and experienced meaningful play opportunities that reflected their interests and ideas. The children were listened to, respected and involved in decisions that affected them.

## Children are supported to achieve — 5 - Very Good

**Quality indicator: Nurturing care and support**

We found major strengths in this aspect of the setting's work and identified very few areas for improvement. Therefore, we evaluated this quality indicator as very good.

The children experienced very good nurturing care and support from staff throughout the session. Staff warmly welcomed children and families into the service. Systems were in place to support children as they moved between the school and the club.

The service had developed a buddy system to help new children settle. Staff displayed photographs and information about the buddies. This approach helped children feel included, build friendships and develop a strong sense of belonging.

A parent told us: "Staff are great. [Child] settled so fast. They are amazing."

Staff were kind, caring and supportive in their interactions with children. They listened to them, responded to their needs and created a welcoming atmosphere where children felt valued and respected. The children knew the routines and were joyful, relaxed and happy. They moved confidently between activities and could choose to play with their friends or on their own.

The children liked the snacks which included fruit and water. They could choose from a range of foods. Staff and children should continue to develop the snack menu. Children and staff sat together at snack time. They were relaxed and enjoyed chatting with each other. The children were involved in the snack routine, for example, helping to set the table for snack. They contributed to the club's daily routines and took responsibility for tasks. This helped the children develop life skills, confidence and independence.

The service had a medication policy and procedure in place. Staff understood these procedures and followed them in line with current best practice. This approach helped support children's health, wellbeing and safety.

Staff used flexible approaches to meet children's individual needs. As a result, children felt safe, secure and confident at the service. Staff and families communicated effectively, which helped to keep information up to date. This ensured consistency in children's care and learning. Parents shared:

"Staff very thoughtful and mindful of individual needs."

"Visited before starting. Get feedback, emails, told about change of staff ... Update care plans. [Child] is really happy, loves being outside."

The service held a range of information that made up a child's personal plan. This helped staff support each child attending the service. Staff reviewed personal plans regularly with parents and children. This helped ensure the plans reflected children's current needs, wishes and choices. Staff worked closely with families and, when needed, other professionals to identify and meet children's support needs. As discussed, the service should continue to develop children's personal plans and clearly record parents and children's ongoing views and comments to support the children's next steps.

Staff built strong, positive relationships with families and had created a warm, welcoming and relaxed environment. This approach encouraged parents to come into the service and spend time with their children, watch them play, and helped parents get to know the staff.

Parents felt valued, respected and involved. They had regular opportunities to discuss their child's experiences, learning and development through informal conversations, planned discussions and written communication. As a result, strong partnerships between staff and families helped to support the children's wellbeing and contributed to positive experiences and outcomes.

Parents told us: "Feedback sessions and questionnaires to improve the services are frequent and consistent" and "There is a feeling of nurture in the Time Out Family."

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.scot

## Detailed evaluations

| Leadership | 5 - Very Good |
|---|---|
| Leadership and management of staff and resources | 5 - Very Good |

| Children play and learn | 5 - Very Good |
|---|---|
| Playing, learning and developing | 5 - Very Good |

| Children are supported to achieve | 5 - Very Good |
|---|---|
| Nurturing care and support | 5 - Very Good |

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