Williamsburgh Out Of School Care
Day Care of Children

Williamsburgh Primary School
Lacy Street
Paisley
PA1 1QF

Telephone: 07835 468 819

Type of inspection:
Unannounced

Completed on:
27 August 2026

Service provided by:
Petra Nichols

Service provider number:
SP2004937244

Service no:
CS2003004877

About the service

Williamsburgh Out of School Care provides a school aged childcare service in Paisley, Renfrewshire. The service is registered to provide a care service to a maximum of 40 children and young people. The care service will operate between the times of: 08:00 - 09:00. 15:00 to 18:00 term time only. The age range will be from children attending primary school up to and including young people aged 14 years. During our inspection 22 children were in attendance.

Children are accommodated in Williamsburgh Primary School, they can access the dinning hall and an enclosed outdoor playground. The service is close to local schools, shops, parks and other amenities.

About the inspection

This was an unannounced inspection which took place on 26th and 27th August 2026. 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
- We received feedback from five families through online questionnaires
- Spoke with four staff
- Spoke with the provider/manager of the service
- Observed practice and daily life
- 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 the core assurances.

Key messages

- The manager encouraged a reflective, collaborative culture that supported effective self-evaluation and quality assurance systems.
- The team were committed to the continuous improvement of the service to ensure positive outcomes for children and their families.
- Children were respected and empowered to lead their play, learning and development in the service.
- Children engaged in a variety of activities and outings at the service.
- Staff were nurturing, patient and responsive to all children in their care.
- Staff promoted a culture that upheld the Playwork Principles and Children's Right To Play.

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.

Children's rights were meaningfully embedded throughout the service's vision, values and aims. These were reflected consistently in the culture, ethos and daily practice of the manager and staff. Children experienced a service where their views were respected, their individuality was valued, and their rights were promoted through nurturing relationships and inclusive approaches.

A culture of continuous improvement was evident throughout the service. Well-considered and purposeful self-evaluation activities were embedded and informed service development. Actions within the improvement plan were linked effectively to the individual needs of children and their families. The team engaged in regular reflective discussions, reviewing national guidance, best practice documents, learning from professional development opportunities, and the Care Inspectorate Quality Improvement Framework for the Early Learning and Childcare Sectors: School Ae Childcare. This helped the team identify strengths, recognise areas for development and agree actions to enhance outcomes for children and their families.

The manager had established effective ways of gathering the views of children and families. There was clear evidence that feedback was listened to and used to inform improvements. As a result, children and families experienced a service that was responsive to their views and helped them feel included, valued and connected.

The manager promoted a culture of collaboration and participation, where children, families and staff influenced service delivery. Including changes to snack provision, and the new "All About Me" information template designed by a child attending the service.

Quality assurance arrangements were robust and effective, which supported consistently positive outcomes for children. Regular audits and monitoring activities were undertaken, including reviewing accidents and incidents, medication records, personal plans, risk assessments and staff practice. These processes helped the manager identify trends, maintain high standards and support continuous improvement.

Recruitment processes were robust, well-organised and clearly documented. Safer recruitment practices reflected current national guidance and supported the provider to employ staff who shared the service's values. All staff were registered with the Scottish Social Services Council (SSSC), with some staff were being supported to achieve qualifications relevant to their role.
We found evidence of children participating in some staff recruitment processes. The service should consider extending this approach to all future recruitment to strengthen children's participation and ensure their views continue to influence decisions that affect them.

The manager had established highly effective arrangements for induction, supervision, and mentoring. Regular supervision and appraisal meetings provided opportunities to reflect on practice, identified strengths and development needs, and promoted meaningful professional learning. Staff felt valued and supported to develop in their roles and were able to continually develop their skills, knowledge and confidence through training.

Relationships between colleagues were warm, trusting and collaborative. The provider's ethos of "being a family" contributed to a strong sense of belonging and mutual support which contributed to a positive working environment for staff. This positive culture supported staff wellbeing and helped ensure consistent, nurturing experiences for children and families. One parent told us "All staff are very helpful and caring."

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.

Children demonstrated a strong sense of ownership over their play and were happy, settled and engaged. They accessed a broad range of indoor and outdoor play experiences that reflected their interests and preferences, including arts and crafts, football, tennis, gaming, dressing up, imaginative play and small-world play. The variety of opportunities supported children's enjoyment, choice and active participation. One child told us "I like to play outside and with all the toys".

Children appeared safe, confident and secure within the setting. They moved freely around the environment, independently choosing resources, activities and play partners. The pace of the session was led by children, who could play with friends, staff or independently according to their preferences. We observed children relaxing in the chill-out area with a book when they wanted some time to themselves. This demonstrated that children felt secure and confident in making choices about how they spent their time.

There was a positive balance between adult-led and child-led experiences. Planning mind maps, photographs and discussions with staff and children showed us that children's ideas influenced the daily programme of activities, while staff also provided organised activities that enhanced children's experiences. One child told us "fun activities are always planned". As a result, children had opportunities to lead their own play while also benefiting from new experiences from staff.

Children had access to a variety of resources that supported different types of play and interests. Digital technology was available and staff monitored it's use appropriately. Clear policies and procedures helped ensure technology was used safely in the service. As a result, children were able to access a range of enjoyable and meaningful play opportunities.
Children could move freely between the dining hall and the enclosed outdoor area. One child told us "I like to play outside and football". This supported their independence and allowed them to make choices about where and how they wanted to play.

Staff recognised the value of risk-benefit play and incorporated this into risk assessments and activity plans. Children were encouraged to consider risks and hazards within their play and think about how to keep themselves safe. This helped children develop confidence, resilience and decision-making skills.

Interactions between staff and children were consistently warm, patient and respectful. Staff used encouragement and praise effectively to promote children's wellbeing, confidence and sense of belonging. Children confidently approached staff for support and invited them to join in their play, demonstrating positive and trusting relationships.

Staff demonstrated a good understanding of Playwork principles and their role in supporting high-quality play experiences. Staff recognised when to sensitively intervene and when to step back, enabling children to lead their own play while providing support that extended engagement and learning where appropriate. This approach meant children benefited from meaningful interactions that enhanced their enjoyment, confidence and thinking while maintaining ownership of their play.

Children's views were actively sought, valued and acted upon. Children were empowered to contribute ideas and suggestions, which informed activity plans and snack choices. An established planning cycle recorded children's interests and ideas, encouraged them to evaluate the experience and suggest future activities. This ensured children had meaningful opportunities to influence the service and see that their opinions were valued.

We discussed with the staff team how spontaneous learning and play opportunities arising from children's conversations and interests could be recorded more consistently within the planning cycle. This would further strengthen the service's ability to demonstrate how it responds to children's emerging interests and ideas.

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.

Children consistently experienced warm, nurturing and trusting relationships from staff which helped them feel safe, valued and respected. Staff knew children well and had a good understanding of their individual personalities, interests and support needs. They were intuitive and responsive in their interactions, recognising when children required encouragement, reassurance or space to make their own choices. This approach supported children to develop confidence, emotional wellbeing and a sense of belonging within the service. One child told us "all the staff are friendly".

Children experienced snack times that were relaxed, sociable and unhurried. The atmosphere encouraged children to engage in conversations with their peers and staff, supporting positive social interactions and a sense of community. Children were involved in planning snacks through a monthly snack planner. This gave them meaningful opportunities to share their views and influence decisions within the service.

We discussed opportunities for children to further develop their independence and life skills through self-serving snack. The team agreed to review their current routines to support this. Fresh drinking water was available throughout the session, allowing children to access it independently and remain hydrated.

The service had effective procedures in place to support children when they started attending. An induction checklist helped ensure children and families received the information they needed. Children were supported by key workers and buddy systems, helping them settle in and build positive relationships. Where siblings attended, they were allocated the same key worker to provide consistency, strengthen relationships and provide additional reassurance. This approach enabled children to experience smooth transitions and quickly developed a sense of safety, security and belonging in the service.

Children's wellbeing was supported through effective planning that reflected their individual needs, strengths and interests. Personal plans were linked to the SHANARRI wellbeing indicators and were regularly reviewed with children and their key worker to ensure information remained meaningful, relevant and up to date. Children had recently designed a new "All About Me" template, demonstrating their involvement in shaping how information about them was gathered and recorded. Staff also used wellbeing trackers to identify when children may require additional support. Children were actively involved in decisions about their wellbeing and felt listened to and respected. One child told us "staff listen to me". This approach meant children experienced care that was personalised, child-centred and responsive to their changing needs.

Although no medication was being stored on the premises at the time of the inspection, we reviewed medication records and documentation. These reflected current best practice guidance. Discussions with staff demonstrated a clear understanding of safe medication management procedures, including storage arrangements if medication was required in the future. This helped ensure children's health, safety and wellbeing could be supported effectively.

Staff had developed positive and trusting relationships with families. Parents and carers appeared comfortable entering the service, speaking with staff and finding out about their children's experiences at the out of school care. One parent told us "staff are nice, and children are well cared for". Another parents told us "All staff are great, welcoming, kind and caring."

Families were regularly asked for feedback, and their views were listened to and acted upon. Staff consulted with families about changes to the service and used their feedback to support improvement. This meant families felt welcomed, respected and involved in the life of the service. Effective partnership approaches supported positive outcomes for children through consistent communication and shared understanding between home and the setting.

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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