Prestwick After School Care Service
Day Care of Children

Prestwick Community Centre
Caerlaverock Road
Prestwick
KA9 2LD

Telephone: 07394 099 826

Type of inspection:
Unannounced

Completed on:
28 May 2026

Service provided by:
Prestwick After School Care Service

Service provider number:
SP2003001100

Service no:
CS2003005125

About the service

Prestwick After School Care is a day care of children's service which provide breakfast club provision from Glenburn Primary School and an after school care provision from Prestwick Community Centre. The service is registered to provide a care service to a maximum of 65 children aged three years to those attending primary school in Prestwick Community Centre, Caerlaverock Road, Prestwick, KA9 2LD. The service will operate Monday to Friday between the times of 14.30 and 18.00 during school term time and 08.00 and 18:00 during school holidays in rooms 9, 10, 11 and 12.

They are also registered to provide a care service to a maximum of 30 children aged four years to those attending primary school in Prestwick North Educational Campus, 11 Sherwood Road, Prestwick, KA9 1EY. The service will operate Monday to Friday between the times of 7.30am and 9:00am during school term time in the meeting room and atrium.

About the inspection

This was an unannounced inspection which took place between 26 and 28 May 2026, between 14:45 and 18:00. The inspection was carried out by three inspectors from the Care Inspectorate. To prepare for the inspection, we reviewed information about this service. This included registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

In making our evaluations of the service we:

- Spoke with the management team and chair of the committee
- Spoke with staff
- Observed practice and daily life
- Reviewed documents
- Received feedback from 18 parents/carers

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

- Children experienced warm, caring relationships and were listened to, with staff showing a clear commitment to making improvements that benefit them.

- The service was making good progress, but more consistent quality assurance systems were needed to ensure improvements were clear, effective and continue to support positive outcomes for children and families.

- Greater consistency in risk assessment, hygiene practices, and supervision at collection times is needed to fully ensure children's safety at all times.

- Children were happy and engaged, with their voices clearly influencing play and experiences.

- Children benefited from nurturing, responsive staff who knew them well and supported their wellbeing.

- Improvements in personal planning, consistency of routines, and greater involvement of children and families to support development of the service are needed to strengthen outcomes.

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	3 - Satisfactory / Adequate
Children thrive and develop in quality spaces	3 - Satisfactory / Adequate
Children play and learn	4 - Good
Children are supported to achieve	3 - Satisfactory / Adequate

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

Leadership 3 - Satisfactory / Adequate

We evaluated different parts of this heading as satisfactory/adequate and good with an overall evaluation of satisfactory/adequate where strengths just outweighed the weaknesses.

Quality Indicator: Leadership of management, staff and resources

The service had a vision, values and aims in place. In practice, there was evidence that values were being reflected, for example, strong peer relationships and nurturing interactions between staff and children. One parent told us: "The team at the after care are fantastic they care about the children and you can tell they are invested in providing the best for them." The manager told us the values and vision had been developed some time ago and had not recently been reviewed or updated and recognised the importance of involving others in future reviews. This would allow the service as a whole to develop a shared vision and values that are reflective of the needs and aspirations of current families.

The service was at an early stage of developing self-evaluation, with some processes in place that showed a focus on improvement, although these were not yet fully effective. The manager had plans to introduce the Care Inspectorate shared framework 'A quality improvement framework for the early learning and childcare sectors: School aged childcare'. This demonstrated a clear intention to strengthen practice and support staff in celebrating what was working well within the service and identify improvements. An improvement plan was in place following the last inspection, and some progress had been made, such as the introduction of personal plans for all children and more robust medication systems. This demonstrated a willingness and positive approach to improvement strengthening the overall quality and consistency of care for children and families.

Quality assurance processes were at an early stage, with the service beginning to use tools such as checklists to review practice, which provided a helpful starting point and general overview. There was a clear intention to monitor quality, although these approaches would benefit from being more detailed and supported by stronger evidence, such as more in-depth staff observations and clearer, measurable actions to improve practice. Since the last inspection the service have taken positive steps had to develop quality assurance processes. We discussed with the manager, how continuing to further strengthen consistency and ensure up-to-date guidance was used, will better support ongoing improvement for children and families. We made an area for improvement about this at inspection in November 2023. This area for improvement has not been met and remains in place (see 'What the service has done to meet any areas for improvement we made at or since the last inspection' Area for improvement 4).

The service valued relationships with families and used a variety of methods to gather feedback. For example, questionnaires and informal chats at collection times. Recent information from questionnaire, was very positive, showing good engagement. We discussed with the manager how sharing next steps or actions resulting from parents comments would strengthen relationships and support parents to continue to feel valued and involved in the service.

Safer recruitment practices were generally followed, including protecting Vulnerable Groups (PVG) checks and references. We discussed with the manger there some inconsistencies in the quality and suitability of references, for example who can supply a reference.

The manager agreed to monitor this moving forward. Induction processes were in place and new staff were supported to understand relevant procedures and practice through the use of mentors. This positive approach meant staff were equipped with the knowledge and skills to successful carry out their role

Quality Indicator: Staff skills knowledge and values and deployment

Staff demonstrated growing confidence in their roles and showed a clear commitment to ongoing professional development. Staff told us they had engaged in a range of relevant training, including Autism awareness and Trauma-Informed Practice. They reported that this learning had positively impacted their practice, for example through improved understanding of approaches strategies to better support children. While some post-training evaluations were completed and identified intended improvements to practice, these were not always detailed enough to clearly measure impact; however, more recent evaluations had improved in depth and quality. A training log was consistently maintained, recording attendance, dates, and providers, alongside reflective comments on how learning would support children, such as the use of Makaton. As a result children received care and support that was right for them.

The manager demonstrated good networking, maintaining a positive relationship with local early years colleagues which supported practice development. We discussed with the manager the importance of recognising and adapting to differences in service expectations under the new shared quality improvement framework. This will further support understanding and sustained improvements.

Staff provided continuity of care across the day, ensuring children experienced consistent support and routines. Supervision was mostly well managed, with staff positioned appropriately to maintain children's safety. However, collection procedures required improvement, as monitoring of parent sign-in and sign-out was not consistently robust. This limited staff awareness of the number of children present and potentially impacted safety.

Staff engaged in regular team meetings and informal daily discussions to support the session. They showed willingness to share knowledge and skills with assistants. While this supported communication and planning, the structure and purpose of meetings were not always clearly defined. Recorded minutes lacked sufficient detail to evidence impact. Further development was needed to ensure meetings were purposeful, focused on priorities, and improved outcomes for children.

Children thrive and develop in quality spaces — 3 - Satisfactory / Adequate

Quality Indicator: Children experience high quality spaces

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 experienced a safe and well-maintained environment overall, with secure entry systems in place. Staff demonstrated a good awareness of the Care Inspectorate SIMOA campaign and procedures and spoke to children about this, relating it to real life experiences. Children were encouraged to take part in daily safety checks, which supported their understanding of risk and responsibility.

Systems for monitoring children's attendance were in place. Registers were used and staff told us they carried out regular 'head count' checks to ensure they were aware of how many children were present inside and outside.

We asked the management team to review procedures for the collection of children to ensure staff were available to monitor children leaving with parents. This could be strengthened further to enhance safety.

Children benefited from regular access to outdoor spaces, promoting independence, choice and active play. Staff supported children's interests well by adapting the environment, for example creating an art and craft area outdoors. This meant children felt listened to and were supported to engage in their interests inside and outside. Staff told us the play space was shared as was some equipment and resources. We asked staff to be mindful of the suitability of some of the smaller resources for older children and consider if these should be removed.

Information management systems were effective, with children's personal data stored securely and managed in line with GDPR, supporting confidentiality. Systems and procedures for risk assessment and infection prevention and control were in place and generally supported children's safety and wellbeing. However, these were not always fully responsive or consistently applied in practice. For example, some current risks, such as the condition of outdoor resources, had not been fully identified, and individual risk assessments for children were not always in place where needed. We made an area for improvement about this at the inspection in November 2023. This area for improvement has not been met and remains in place (see 'What the service has done to meet any areas for improvement we made at or since the last inspection' Area for improvement 7). While hygiene routines were mostly effective, some inconsistencies were observed during key times, such as hand washing practices for snack. The management team recognised these areas and agreed to monitor and strengthen practice. Further embedding and reviewing these procedures will enhance consistency and help ensure children are kept safe at all times.

Children play and learn 4 - Good

Quality Indicator: Playing, 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 happy, relaxed and engaged in their play. They enjoyed spending time with their friends and demonstrated positive relationships across the group, including with peers who attended different schools. This supported a strong sense of belonging and inclusion. As a result, children appeared confident, connected and able to build and maintain friendships beyond their immediate school environment.

Staff interactions were consistently kind, caring and nurturing. It was evident that staff knew the children well and understood their individual needs and preferences. They used this knowledge to judge when to step in and offer support, and when to observe and allow children to lead their own play. For example, at the jigsaw table, staff provided timely support that helped children to succeed while still maintaining their independence. This sensitive approach supported children to feel safe, respected and capable, contributing positively to their confidence, resilience and engagement. One parent told us: "[staff] are super. So friendly and great with the kids."

Staff used child-centred, responsive planning approaches including mind maps. These were used to track and record children's ideas and interests, showing that children's voices were informing planning. Some staff were skilled in supporting children to extend their play. For example, a recent planting activity prompted the children's curiosity and led to further experiences to deepen children's understanding of planting and caring for a range of plants and flowers. This demonstrated a commitment to following children's lead.

One parent told us: "There is a wide variety of experiences and toys/activities for the children to enjoy not just at the after school club but during holiday club. Photos are often shared of different learning opportunities such as building a bug hotel or going on the train to a park etc. At certain times of the year there are activities related to that events." Staff had begun to reflect and evaluate some of the play experiences, identifying what worked well and how this could progress. We discussed with the management team how evaluations did not always clearly identify the impact on children's play, skills developed or next steps. Strengthening evaluations and involving children in identifying next steps would better support meaningful engagement and progression.

Children's views were reflected in the life of the service, with opportunities such as the pupil council and book club supporting their involvement in decision-making. This helped children feel valued, respected and included, and they showed growing confidence in sharing their ideas and influencing their experiences. To build on this positive practice, staff could further strengthen how children's views are consistently gathered, recorded and revisited, ensuring their contributions lead to clear and meaningful improvements.

Children are supported to achieve | 3 - Satisfactory / Adequate

Quality indicator: Nurturing care and support

We evaluated this quality indicator as satisfactory/adequate where strengths just outweighed the weaknesses.

Children experienced warm, caring and nurturing relationships with staff, who knew them well and responded to their individual needs and interests. For example, staff spoke confidently about children's preferences and used this knowledge to support engagement, such as playing a child's favourite song and joining in their play. One parent told us: "My child looks forward to going to after school club. Everyone is so nurturing and positive. The manager always responds to any questions promptly and I can't praise them enough!" This helped children feel valued, secure and confident. Interactions were respectful and positive, contributing to a calm and inclusive atmosphere where children enjoyed staff involvement.

Personal care routines were in place, although there was an opportunity to further promote independence, for example supporting children to self-administer medication where appropriate. Comfortable spaces for rest were available and actively used, helping children to regulate and relax. Mealtime practices reflected good awareness of allergies and healthy eating; however, routines could be strengthened to promote a more settled and safe experience, as some children continued to move around while eating. Drinking water was readily accessible, supporting hydration throughout the session.

Personal planning systems were in place for children. These provided some details of children's overall health and wellbeing needs, supporting staff to understand individual needs and goals. However, the quality and consistency of information varied, and not all plans had been reviewed within required timescales. While there were opportunities for family input, this was not always used, limiting the extent to which plans reflected a shared understanding. Ensuring timely reviews and increasing family and child involvement would improve how effectively personal planning supports positive outcomes for each child. We made an area for improvement about this inspection in November 2023. This area for improvement has not been met and remains in place (see 'What the service has done to meet any areas for improvement we made at or since the last inspection' Area for improvement 1).

Staff had accessed relevant training to support individual needs, including relevant additional support needs, and worked with external agencies where required. This contributed to more inclusive and responsive care.

One member of staff told us: "I have completed both ADHD and autism training which has deepened my knowledge on how to support behaviours related to neurodiversity and different strategies to use when a child feels overstimulated. The training courses have also encouraged me to consider the environment and ensure it's suitable for all children's needs and not too overstimulating." Medication procedures were mostly effective, though policies required minor updates, for example, clarifying first-dose guidance. This will ensure procedures continue to fully reflect best practice guidance.

Connections with families were positive. Families were welcomed into the service and a range of communication methods, including digital apps, newsletters and stay-and-play sessions, supported ongoing engagement. One parent told us: "I feel communication is very good between staff and myself. Staff are very accommodating when I am last minute putting in childcare requests. Staff are approachable." This helped build trust and partnership working, benefiting children's overall experience.

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 individual health and wellbeing needs are met, the provider should further develop children's personal plans. This should include, but not be limited to, using recorded information that identifies how they will meet a child's needs and ensuring personal plans are reviewed at least once in every six month period.

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

'My personal 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).

This area for improvement was made on 14 November 2023.

Action taken since then
All children had a personal plan in place, however these were not consistently updated and reviewed within the required timescale.

This area for improvement has not been met.

Previous area for improvement 2

To support children's health and wellbeing, the provider should improve snack and mealtime experiences. This should include but not be limited to:

a) ensuring adequate supervision while children are eating;

b) ensuring mealtimes are relaxed, unhurried and sociable; and

c) providing children with opportunities to develop their independence, for example by serving their own snacks and pouring their own drinks.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My care and support meets my needs and is right for me' (HSCS 1.19).

This area for improvement was made on 14 November 2023.

Action taken since then
Children enjoyed a calm and positive snack experience. Staff sat with children and encouraged positive eating habits.

This area for improvement has been met.

Previous area for improvement 3

The provider must ensure children are safeguarded; the provider must ensure the manager and staff have the skills, knowledge and experience appropriate for the role in which they are employed to protect children from harm.

To achieve this at a minimum:

a) ensure the manager and staff are competent in and knowledgeable about national, local, and the service's own child protection procedures, and Getting it right for every child (GIRFEC);

b) ensure the manager and staff are competent that any concerns identified will be report it to the correct person and the relevant authorities timeously;

c) ensure effective systems are in place to document child protection records, and appropriate actions have been taken; and

d) complete a child protection audit for all children attending the service.

This is to comply with Regulation 4(1)(a) (Welfare of users) of The Social Care and Social Work and Improvement Scotland (Requirements for Care Services) Regulation 2011 (SSI 2011/2010).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understating of their responsibilities' (HSCS 3.20).

This area for improvement was made on 14 November 2023.

Action taken since then
Staff had, had relevant training and were confident in Child Protection procedures including reporting processes.

This area for improvement has been met.

Previous area for improvement 4

To ensure positive outcomes for children the provider, manager and staff should ensure effective quality assurance systems are developed and implemented. To do this, they should at a minimum:

a) implement a monitoring calendar to outline when specific tasks will be undertaken and any impact on practice. Monitoring should include observations of staff practice and documentation, including but not limited to; children's personal plans, infection prevents control procedures, medication records, accidents and incidents;

b) monitoring of staff practice should routinely carried out and embedded to identify strengths and any areas for further improvement;

c) the manager should organise regular, formal staff meetings to facilitate review of quality in the service with staff; and

d) the manager should give staff time to plan and develop areas and skills and knowledge.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19); and 'My environment is secure and safe' (HSCS 5.17).

This area for improvement was made on 14 November 2023.

Action taken since then

Whilst some progress had been made, including some monitoring of staff practice, this lacked detail and was not yet fully embedded. Further developing this process would support a more robust approach and lead to improved outcomes for children.

This area for improvement has not been met.

Previous area for improvement 5

To ensure children have opportunities for high-quality interactions with staff, the provider should ensure staff are deployed effectively to engage more meaningfully with children.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'People have time to support and care for me and to speak with me' (HSCS 3.16).

This area for improvement was made on 14 November 2023.

Action taken since then

Staff knew children well and supported children during play. They engaged in conversations with children and there was some evidence of staff extending children's play. Deployment of staff was good and ensured children were supervised appropriately.

This area for improvement has been met.

Previous area for improvement 6

To support children's wellbeing and keep them safe the service should review their administration of medication policy and procedures to ensure they are following best practice guidance. This should include,

but not limited to, written consent from parent permission to administer medication, ensuring medication is easily accessible for all staff and ensuring forms accurately reflect the medication prescription label.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'Any treatment or intervention that I experience is safe and effective' (HSCS 1.24).

This area for improvement was made on 8 November 2024.

Action taken since then

Medication procedures had been updated in line with best practice guidance. Forms had been reviewed and contained the correct information to keep children safe.

This area for improvement has been met.

Previous area for improvement 7

To keep children safe the service should ensure they reflect current risks and update risk assessments to reflect these involving children in the process.

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

'My environment is secure and safe' (HSCS 5.17).

This area for improvement was made on 8 November 2024.

Action taken since then

Risk assessments had not been fully updated, therefore did not fully reflect the current environment or resources available for children. Some identified hazards could have been better managed to support children's overall safety and experience.

This area for improvement has not been met.

Previous area for improvement 8

To ensure positive outcomes for children the service should ensure all policies are up to date, have clear procedures and are reviewed regularly to reflect current best practice and guidance.

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

'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11).

This area for improvement was made on 8 November 2024.

Action taken since then

Policies were in the process of being updated and we saw evidence of how newly updated policies were well written and in line with current best practice guidance.

This area for improvement has been met.

Previous area for improvement 9

To promote positive outcomes for children the service should ensure staff have designated roles and responsibilities to support them to take ownership and make improvements.

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

'My care and support is consistent and stable because people work together well' (HSCS 3.19).

This area for improvement was made on 8 November 2024.

Action taken since then

Staff were clear on their responsibilities and some had further leadership roles within the service for example, Eco champion. The manager had plans to continue to develop this throughout the service.

This area for improvement has been met.

Previous area for improvement 10

To support children's wellbeing, care, play and learning, the provider should ensure staff are skilled and competent to support meeting the needs of the children. This should include, but not be limited to ensuring staff receive relevant training to support them in their role.

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

'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes' (HSCS 3.14).

This area for improvement was made on 8 November 2024.

Action taken since then

Staff have had regular opportunities to engage in professional development. This was beginning to impact positively on their practice and outcomes for children.

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	3 - Satisfactory / Adequate
Leadership and management of staff and resources	3 - Satisfactory / Adequate
Staff skills, knowledge, values and deployment	4 - Good

Children thrive and develop in quality spaces	3 - Satisfactory / Adequate
Children experience high quality spaces	3 - Satisfactory / Adequate

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

Children are supported to achieve	3 - Satisfactory / Adequate
Nurturing care and support	3 - Satisfactory / Adequate

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