Cadder Out Of School Service
Day Care of Children

Cadder Primary School
60 Herma Street
Glasgow
G23 5AR

Telephone: 01419 466 569

Type of inspection:
Unannounced

Completed on:
19 June 2026

Service provided by:
The Committee Cadder Out Of School Service

Service provider number:
SP2003001280

Service no:
CS2003005921

About the service

Cadder Out of School Service operates from Cadder Primary School in the north of Glasgow. The service is registered to provide a care service to a maximum of 50 children from primary school age to second year of secondary school. The service operates after school during term time and provides full days during school holidays. At the time of inspection eight children were present on both days.

The service has a separate, secure entrance from the school. Children had access to a dedicated playroom space, school gym hall, nurture space, library and large, secure playground. The service is close to local amenities such as, schools, shops, transport links and Cadder Woods.

About the inspection

This was an unannounced inspection which took place on 17 and 19 June 2026. 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 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
- spoke with staff and management
- reviewed electronic feedback from families
- observed practice and daily life
- reviewed documents
- assessed core assurances.

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

Key messages

- A new manager had been safely recruited and had started in the service.
- Staff were kind, warm and nurturing in their interactions with children.
- Staff knew children well and responded to their individual needs with kindness and respect.
- Children were confident, happy and having fun.
- Children could lead their own play and learning indoors and outdoors.
- Self-evaluation and quality assurance processes were contributing positively to service improvement.

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	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 4 - Good

Leadership of staff, management 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.

Leaders were welcoming, responsive, and engaged positively throughout the inspection. They demonstrated openness to feedback and commitment to continuous improvement to support positive outcomes for children and families. A new manager had joined the service in March, and existing leaders provided structured support as they settled into the role. This approach gave reassurance that leadership transitions were being well managed, promoting stability and continuity during this period of change.

The service mission statement highlighted its vision to provide freely chosen play opportunities within a safe, family friendly environment. It included aspects such as, children would be treated equally, with respect, and that their individual needs would be met. During the inspection, we found that staff practice reflected these commitments, resulting in positive, nurturing experiences for children.

As the service had recently appointed a new manager, established a new staff team, and were due to welcome new families, we suggested the vision, values and aims could be reviewed. This would provide the opportunity to develop a shared vision that reflected current practice and evolving needs of children and families.

The service used the Care Inspectorate's, 'A Quality Improvement Framework' for school aged childcare to evaluate performance. This had resulted in a clearer understanding of what was working well and what required further development. Self-evaluation activity clearly identified priority areas for improvement, and these were shared with staff to guide practice development. We suggested processes could be further strengthened through documenting evaluations and outcomes. This would highlight how improvement work was contributing to positive outcomes for children and families.

Children and families were encouraged to contribute to self-evaluation processes through a variety of methods. This included questionnaires, feedback sheets, a suggestion box and daily conversations. Information was in the process of being collated and plans were in place to share results with families through the service newsletter. We agreed this was important to help parents see how their voice affected change within the service.

Children's voice was promoted through the creation of a children's committee. This provided regular opportunities for children to come together and discuss their ideas and opinions for improving the service. Where safe to do so these were then actioned. This sent the message to children that their voice mattered. We discussed with leaders that documenting actions taken would provide children with a visual record to see how their voice had influenced changed.

Safer recruitment procedures were in place and being followed. In the past year a new manager and several staff members had been safely recruited. Staff within the service were suitably qualified and had opportunities to work towards qualifications relevant to their role. For example, the new manager had begun an additional leadership level qualification, demonstrating a commitment to strengthening their skills.

Team members spoke positively about their recruitment and induction experiences. Newer staff had been paired with mentors, which they found reassuring and highly supportive. Regular staff meetings, monthly catch ups, and appraisals supported staff in their day to day responsibilities as well as their longer term professional development. This approach enhanced staff motivation and strengthened their commitment to providing safe, nurturing care for children.

Children play and learn 5 - Very Good

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 were confident, happy, and highly engaged in their play, demonstrating a strong sense of belonging and enjoyment within the setting. They played purposefully and creatively, moving freely between activities and sustaining their interests for extended periods. Children formed warm, positive friendships, and their interactions showed kindness, cooperation, and a developing understanding of each other's needs.

Staff practice consistently enhanced the quality of children's play and learning experiences. Outdoors, staff joined in play with enthusiasm, helping to create fun, energetic, and meaningful learning opportunities. They were seen playing football, joining in games of tig, and children explained the rules of football to adults, enabling everyone to participate. This approach strengthened relationships, promoted inclusion, and modelled positive play behaviours, supporting children's social and physical development.

Children's interests were recognised, valued, and extended. Their enthusiasm for Scotland being in the World Cup was used as a rich learning opportunity. This lead to a celebration where children sang and danced to popular Scottish songs and enjoyed party food. This interest was further supported through imaginative play, including a 'world cuppy' football game, which encouraged teamwork, communication, problem solving, and physical skills.

Children experienced rich, meaningful learning opportunities that were strongly influenced by their interests. A nature trail walk, although adult led, had been planned in response to children's suggestions. Staff provided high quality resources, including binoculars, magnifying glasses, bug catchers, and a recording sheet, which enhanced children's curiosity and supported deeper exploration.

Children were excited, highly engaged, and having fun throughout the activity. They confidently used the resources to investigate their surroundings and were eager to share their discoveries. Staff interactions were warm, encouraging, and skilfully timed, supporting children to extend their thinking. Children were observed drawing and writing additional items, discussing size and shape, and spelling out words, which promoted literacy, numeracy, and language development in a natural and meaningful way.

A moment of particular interest occurred when a child found a large blue beetle and proudly held it in their hands to show others. Children were captivated by this discovery and sustained their interest for a significant period. Staff used this opportunity to extend learning, encouraging observation, questioning, and respectful handling of living things.

Children experienced a balance of adult led and child led play, which supported them to follow their interests while also benefiting from well planned learning opportunities. Children's voices significantly influenced activities and experiences, and staff were highly responsive to their ideas. This ensured that learning was meaningful and relevant to what mattered to children.

Floor books were used to capture children's learning. Children had clear ownership of these, regularly adding their own drawings, comments, and ideas. This approach promoted children's voice, encouraged reflection, and helped children to revisit and extend their learning over time.

Learning was shared with parents through regular WhatsApp updates and daily conversations. Parents were able to access their children's care plans, activity observation sheets, and floor books at any time. This helped families stay closely connected to their children's experiences.

Children are supported to achieve — 5 - Very Good

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.

Staff were consistently warm, kind, and respectful, creating an environment where children felt relaxed, comfortable, and confident in their care. Children frequently initiated affection, seeking cuddles and sharing jokes and laughter with staff, which demonstrated the strong, trusting relationships they had formed. Parents valued the relationships their children had with staff. Some of their comments included:

"All staff are lovely. They are very approachable and kind to my child"

"Staff create a happy and safe environment for the children"

"The staff are amazing, really professional and friendly. They are always making the kids feel at ease."

Staff knew children extremely well and responded sensitively to their individual needs, supporting their emotional wellbeing and sense of security. There was frequent, meaningful conversation, with staff showing genuine interest in children's lives and families, reinforcing that children were valued and understood. As a result, children experienced nurturing, attuned care that promoted their confidence, happiness, and overall wellbeing.

Children were developing their awareness of their rights. Staff had supported them to work in groups to write down rights that mattered to them and create a display tree that celebrated these. Children confidently used the language of rights in their play and conversations, for example saying, "I have the right to play." This showed their growing understanding and ownership. Staff consistently respected children's autonomy, decision making, and voice. As a result, children felt empowered, listened to, and valued.

Each child had a personal plan that was created in partnership with parents and carers. Plans were linked to wellbeing indicators and contained key information such as, language spoken, medical needs and favourite things. This meant staff knew children's individual needs and provided care and support that was right for them. The addition of a child's 'all about me' section provided opportunities for children's contribution and involvement in their plan. Children's plans and observations clearly showed progression in

their learning. We suggested these could be further enhanced by including more detail about the specific strategies being used to support children's wellbeing. This would reflect a fuller picture of the support in place and its impact on children's development.

Children enjoyed a well organised, unhurried and sociable snack time. A healthy selection of snacks were provided on arrival and were set up to support children's independence skills through self-serving. Staff sat alongside children and together they engaged in relaxed, social conversations, jokes and shared laughter. This made it an enjoyable and social experience for children.

Children's transition from school was well managed. Staff used information from families and school staff to support children's individual needs. As a result, children experienced transitions that were calm, predictable and supported their emotional wellbeing. This contributed to children feeling safe, relaxed, and confident within the setting.

Children and families were at the heart of the service. Staff engaged in daily conversations, shared newsletters, and used WhatsApp to keep parents well informed and involved in their children's experiences. Parents and families were warmly greeted, and staff took time to chat, exchange information, and build trusting relationships. This approach ensured families felt valued, respected, and fully included in their child's care.

What the service has done to meet any requirements we made at or since the last inspection

Requirements

Requirement 1

1. By 30 November 2025, the provider must ensure improved outcomes for children by recruiting a suitably qualified manager to lead the service. To do this, the provider must, at a minimum:

a) safely recruit a qualified manager for the service

b) notify the Care Inspectorate of a change of manager.

This is to comply with Regulation 7 (2) (d) and 17 (1) (c) of the Social Care and Social work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210) and section 7 (1) (b) of the Health and Care (staffing) (Scotland) Act 2019.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:
"I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow professional and organisational codes. (HSCS 3.14)

This requirement was made on 12 August 2025.

Action taken on previous requirement

A suitably qualified manager has been safely recruited in accordance with safer recruitment guidance. The provider notified the Care Inspectorate of the change of manager within the required timescales.

The new manager is working closely with the business manager, providing effective leadership and oversight of the service. They have begun to implement clearer systems for quality assurance, staff support, and monitoring of children's experiences. Early improvements are evident in the consistency of practice and the overall direction of the service. Contributing positively to children's care and wellbeing.

Met - within timescales

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	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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