OLA Out Of School Care
Day Care of Children

OLA Primary School
80 Friarton Road
Glasgow
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Type of inspection:
Unannounced

Completed on:
12 September 2025

Service provided by:
OLA Out Of School Care

Service provider number:
SP2003001332

Service no:
CS2003006054

About the service

OLA Out Of School Care is provide by the management committee of OLA Out Of School Care. The service is based within Our Lady of the Annunciation Primary School in the south side of Glasgow. It is registered to provide an out of school and holiday care service to a maximum of 46 children primary school age children. Within the school, the service makes use of the dining hall with kitchen facilities, an adjacent corridor area, toilets, and an extensive secure outdoor playground space. The service is close to shops, local amenities and bus routes.

About the inspection

This was an unannounced inspection which took place on 11 and 12 September 2025. 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 throughout the inspection year.

In making our evaluations of the service we:

- Spoke with seven children using the service
- Reviewed survey responses from nine parents whose children attend the service
- Spoke with the manager and five staff
- Observed practice and staff interactions with children
- Reviewed documents.

Key messages

- Children experienced warm and supportive caregiving and engaged in fun play experiences that were responsive to their changeable interests and demands.
- We found that staff promoted a culture within the service that focussed on promoting the children's rights to play.
- Children benefited from plenty of space, natural light and fresh air, which supported their emotional and physical health and wellbeing. This included direct access to a well equipped outdoor space.
- Opportunities for engaging children in personal planning could be extended and provide children with a greater sense of ownership of their next steps for play and development.

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

How good is our care, play and learning?	5 - Very Good
How good is our setting?	5 - Very Good
How good is our leadership?	4 - Good
How good is our staff team?	5 - Very Good

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

How good is our care, play and learning? 5 - Very Good

We made an evaluation of very good for this key question as we found performance that demonstrated major strengths in supporting positive outcomes for children. There were very few areas for improvement.

Quality indicator 1.1: Nurturing care and support

We looked at how the service's planning approaches for children's care, learning and development ensured they experienced positive outcomes. Throughout the various play sessions we observed it was clear that children experienced warm and supportive caregiving. We observed staff adapting daily planned activities and being responsive to children's changeable interests and demands. Children were spoken with and listened to in ways that promoted self esteem, encouraged them to feel valued as well as responsible for their play choices. One parent told us: "I have an excellent relationship with staff. I can contact them at any time and get a prompt reply. The staff know my children well and are caring and respectful to the them. They encourage children to be respectful to each other. Staff are always engaged with the children when I come to pick up." Another parent commented: "The staff all have a very good understanding of my child's needs and these are well addressed within the after school club as well as the school." The communication systems in place for children and families contributed to nurturing environment that actively supported their children's emotional wellbeing, personal development, and sense of belonging.

The manager told us how they worked with parents to ensure personal plans included the key information needed to provide appropriate care, meet any medical needs and take forward children's play interests. Children told us that when they had an accident or a fall, staff were warm, caring and nurturing. We found these actions supported an overall approach where children's sense of security and confidence was being actively fostered. We discussed with the manager how medication storage procedures could be adapted, reviewed and updated to the better align the service's approach with current Care Inspectorate national guidance 'Management of Medication in Daycare of Children and Childminding Services'. The changes we highlighted were taken forward during the course of our inspection. These improvements strengthened the service's ability to provide safe, responsive care that meets individual children's needs and supports their wellbeing.

We identified a need to ensure that children's personal plans were closely monitored to ensure they were reviewed by parents at least every six months or when important changes occurred. We discussed with staff approaches that had the potential to make a gathering of personal planning information more collaborative and provide children with a greater sense of ownership of their next steps for play and development. We discussed with staff how personal plans had potential to include a forward-looking element that highlighted the children's own play goals. Staff agreed that this would provide time and space for children to regularly review, evaluate and adapt their plans. It can enhance the existing approach to personal plans by ensuring they become a meaningful forward-looking planning tool that supports children's ownership of developmentally challenging play opportunities.

Quality Indicator 1.3: Play and learning.

The setting had a happy atmosphere where children of all ages were engaged in play activities of their choice, both indoors and outside. Children's comments about their play opportunities included, "I like getting to play with my friends and choose what to do. I like the leaders, they are very nice to us.

Other comments included: I like making crafts. We get to make Christmas crafts. There are iPads, an x box and a PS6. Sometimes we get to go outside and sometimes inside. We like both. When we are outside, we get to play on the equipment. I play football inside too."

Parents also appreciated the range of play activities offered. They all agreed that their child always or very often had opportunities to be involved in meaningful, interesting and fun play experiences. One parent commented, " The children always have a range of activities on offer to suit all their ages and likes." Another told us they regularly observed "lots of outdoor free play, free choice, well supervised. Use of trikes, lots of sports equipment, playground games marked on playground, obstacle courses, tyres and other bits to encourage imaginative active play".

This rich variety of play experiences supports children's creativity, physical development, and social confidence, contributing to their overall wellbeing and enjoyment while attending the service.

We observed staff interacting effectively with children and scaffolding their play. We saw some examples of effect of use of questioning which supported children to extend their thinking. We discussed with staff observation approaches that had the potential to help further recognise children's achievements in play. We highlighted how such observations could be linked to their personal planning approaches. We highlighted strategies that would help staff to document children's ongoing play self-chosen collaborative projects. The staff we spoke to agreed that the approaches would help them to recognise and celebrate children's achievements, enriching their personal plans and had the potential to support more meaningful learning through play.

All of the qualified staff we spoke to during our visit had a good understanding of the playwork principles and used this to support children's play experiences. We found that the staff team regularly reflected on children's play experiences to support planning approaches that focused on capturing and responding to the particular interests of a child or group of children. Staff told us that this responsive approach helped them to build on existing approaches for recognising children's play interests as well as extend opportunities for child initiated play. It supported children's progress by positively impacting on the quality of planned play experiences.

How good is our setting? 5 - Very Good

We made an evaluation of very good for this key question as we found performance that demonstrated major strengths in supporting positive outcomes for children. There were very few areas for improvement.

Quality indicator 2.2: Children experience high quality facilities

We found the accommodation to be bright and airy, with considered organisation and layouts of play spaces that reflected children's interests. The setting mainly comprised a main dining hall, an adjacent corridor area and an extensive secure outdoor playground space. The building was modern, clean and there was ample space to meet children's play needs. We found the environment and resources within it were effectively managed to support positive outcomes for children. We found that appropriate maintenance records were in place to ensure the safety of equipment and premises. Staff told us they adapted play spaces to meet different needs of children at different ages and stages. We were able to see systems were in place for maintaining and monitoring children's accidents. Staff told us that accident records were shared with the child's parents to provide reassurance that their child had been cared for by staff and to make sure there was continuity in their child's care. The well-organised and enabling environment ensured children experienced safe, engaging, and age-appropriate care that supported their wellbeing and development.

The indoor environment was clean and well maintained by school janitorial staff. Children were kept safe and healthy through the good infection prevention and control measures implemented by staff. Staff worked well together to identify and remove hazards in the way of children's safety. Risk assessments were completed for inside and outside the setting. One parent commented: "Secure environment. Lots of space for children to play and respectful values are encouraged. Children are well looked after by first aiders if they have a fall and this is reported to me. Toys are equipment are in good condition and well maintained. Calm environment to play in." Children's access to the school playground was considered a strength by parents. The playground provided plenty of space for children to engage in group games, run and develop gross motor skills. Children could play a variety of ball games and experiment with the loose parts materials which stimulated their team building, imagination and problem-solving skills. Children understood the boundaries and how to use different spaces and equipment. Overall children benefit from a safe and stimulating indoor and outdoor environment that promoted physical health, imaginative play, and social interaction,

We could see that robust systems were in place for ensuring the safety of children's personal information. This secure handling of personal information helped maintain trust with families and supported the delivery of safe, and effective care for children.

How good is our leadership? 4 - Good

We made an evaluation of good for this quality indicator as we found performance where identified strengths had a significant positive impact on children's experiences and outcomes.

Quality indicator 3.1: Quality assurance and improvement are led well

We found that the manager had a clear vision of how they wanted to take forward quality improvements within the service. They had a sound understanding of the importance listening to children and parents to inform the planning and development of the service. All of the parents who completed our survey agreed or strongly agreed with the statement: "My child and I are involved in a meaningful way to help develop the service." One parent commented: "Opinions of parents and children are asked for regularly." Another parent told us: "The staff are open and honest, they are easy to approach and deal with anything that arises very well." The manager told us how they dedicated time to analysing children's, staff and parent's contributions to any consultations and extracting the key messages, themes or ideas put forward. This helped to ensure that the improvement planning approach closely reflected the aspirations of children.

We found a range of self evaluation processes were embedded within team practices. Children were consulted using variety of approaches including: children's meetings, staff talking and listening to the children, and staff analysis of observations. Staff told us that they took time to reflect together on their work and use this to support future planning. Staff told us of the steps they had taken to listen to parents adapt their approaches to the particular needs of individual children. This reflective practice strengthens the team's ability to tailor care and play experiences to individual children.

Staff told us the leadership approach within the service had helped build their confidence and capacity to support children and families to reach their potential. Staff told us they feel empowered to take forward ideas and activities. The whole staff team was committed to delivering high-quality play experiences at the heart of the improvement planning process.

We highlighted practical consultation strategies for widening parental engagement in the improvement planning process.

We identified a need for wider children's engagement in the improvement planning process. We discussed approaches linked to personal planning for play that had potential provide more opportunities for capturing children's voice in shaping change. The staff agreed these would help strengthen the capacity of the service to deliver high quality care and support tailored towards children and their family's particular needs and choices. Implementing these strategies build the staff team's sense of collective ownership of leadership and accountability for continuous improvement.

How good is our staff team? 5 - Very Good

We made an evaluation of very good for this key question as we found performance that demonstrated major strengths in supporting positive outcomes for children

Quality indicator 4.3: Staff deployment

Throughout our inspection we found there were always sufficient staffing arrangements to support the play needs of children. There were 32 children on the day of the visit and six staff. The manager told us how they took steps to ensure that the service was appropriately staffed and recognised this as being essential to the health and safety of the children using the service. All of the parents that responded to our survey agreed that the setting always had enough staff to meet their child's needs. One parent commented: "There are a large number of staff at all times." Another parent told us: "There seems to be a high adult to child ratio. My children are often playing in a small group with an adult when I pick up. "We found the staffing arrangements in place fostered children with a sense of confidence about their safety and supported their wellbeing.

We observed staff communicating well together to ensure that children experienced effective supervision across different play areas and activities. Staff had lots of time for quality engagement with children across the session. Staff told us they had sufficient support from within the team to allow for extended conversations and sharing of information with parents at pick up time. A keyworker system was in place that helped to ensure that every child felt confident and supported during their time at the service. Parents were provided with the opportunity to discuss their child's wellbeing with a staff member who knew their child well. Overall, we found that the staff deployment arrangements within the service promoted children's sense of security and helped foster positive relationships with parents and carers.

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

The service should consult with all stakeholders to develop a service improvement plan.

NCS 14 Early Education and Childcare up to the age of 16 - Well-Managed Service

This area for improvement was made on 23 October 2017.

Action taken since then
The service had worked with parents and children to develop plans for improving the service.

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

How good is our care, play and learning?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very Good

How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good

How good is our leadership?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good

How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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