Heathfield Out of School Care
Day Care of Children

Heathfield Primary School
Heathfield Rd
Ayr
KA8 9DR

Telephone: 07752 262 449

Type of inspection:
Unannounced

Completed on:
30 September 2026

Service provided by:
Heathfield Out of School Care Committee

Service provider number:
SP2003003358

Service no:
CS2003014490

About the service

The service is provided by Heathfield Out of School Care Committee and operates from Heathfield Primary School in Ayr, South Ayrshire. The Committee delegates responsibility for the day-to-day running of the service to a suitably experienced manager. Children are cared for primarily in the dining room of the school and have access to school facilities such as the gym hall and playground.

The service is located close to public transport links and other local amenities.

The service is registered to provide a care service to a maximum of 48 primary school aged children at any one time.

Adult:child ratios will be a minimum of: three years and over

• 1:8 if the children attend more than four hours per day or
• 1:10 if the children attend for less than four hours per day If all children are over eight years old and over 1:10

During school term time the service will operate between 07:30 and 09:00 and 14:45 and 18:00, Monday to Friday.

During operating hours the service will have sole use of the school dining hall.

At the time of inspection 48 children were registered with the service and 28 children were attending.

About the inspection

This was an unannounced inspection which took place on 29 September 2026 between 15:00 and 18:00 and 30 September 2026 between 08:00 and 09:00 and 14:45 and 17:30. 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 and complaints 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
- received 12 completed questionnaires, eight from relatives and four from members of staff
- spoke with three staff and the manager
- 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 a service is operating legally. At the time of this inspection, no improvements were identified relating to core assurances.

Key messages

• Children, families and staff had opportunities to share their views, helping the service to make improvements.

• The service could strengthen how it evaluates improvements to ensure children benefit from positive changes.

• Children enjoyed their play, made choices and took part in experiences that reflected their interests and skills.

• Staff could further support children's learning by using more open-ended questions and evaluating children's play experiences.

• Children experienced warm and caring relationships with staff and received support that helped them feel safe, confident and included.

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	4 - Good
Children are supported to achieve	4 - Good

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

Leadership 4 - Good

Quality indicator: Leadership and management of staff 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.

The service had a vision, values and aims in place. In practice, there was evidence that values were being reflected. For example, children had meaningful opportunities to take responsibility and contribute to the service by leading group activities. As a result, children developed confidence, resilience and a sense of responsibility. We discussed the need to review the vision, values and aims through involving children and parents to reflect the current needs and aspirations of the service. The service would benefit from further strengthening children's involvement in decision-making and using the reviewed vision, values and aims as a tool for ongoing self-evaluation. This could support staff and children to regularly reflect on how these are experienced in practice.

There was a current improvement plan which was used to identify areas for development. This helped the service to make improvements. The manager used this as a working document and reviewed it regularly to ensure it remained up to date and reflected the needs of the service. This contributed to continuous improvement and reflective practice. There was scope for further reflection to consider the impact of this on children. This could help ensure improvement activities remain focused, measurable and lead to improved outcomes for children.

Children and families were provided with opportunities to share their views about the service, for example through questionnaires. A parent told us, "Feedback is frequently requested, from parents and children." The manager considered the feedback and provided a summary of the findings. Staff views were valued, for example through regular one-to-one meetings and appraisals. This demonstrated that the service listened and responded to the views of children, families and staff. As a result, the service was able to identify improvements and make changes that helped ensure children experienced care and support that met their needs.

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 having fun and were happy, settled and actively involved in their play. They chose what they did, where they played and who they played with. Children independently selected activities and confidently shared their ideas with staff, such as small world play with farm animals and arts and crafts. This showed that children had choice and control over their play and helped shape experiences and resources. As a result, children developed confidence and independence and experienced play that reflected their interests, rights and choices. There was an opportunity to strengthen this further by recording children's views and how these informed play experiences and resources.

Children developed a broad range of skills through a variety of play experiences. For example, board games, books, drawing, conversations and problem-solving activities. Digital technology was used to enhance play through interactive games. Resources reflected children's interests, with children accessing materials to draw cartoons and create storyboards. This showed that staff provided play experiences and resources that supported learning, creativity and skill development while responding to children's interests. As a result, children experienced meaningful and engaging play that reflected their interests and supported their creativity, confidence and skills.

Children had warm, respectful relationships with staff, who knew them well. A parent told us, "Heathfield Out of School Care treats the children as if they are their own". Staff regularly engaged children in conversation. As a result, children felt safe, valued and supported. Questioning was often focused on gathering information rather than encouraging children to think and solve problems. There was an opportunity to strengthen practice through professional learning in open-ended questioning.

Children's interests and ideas informed planning for play and learning experiences. Weekly planning helped staff organise experiences and identify their roles in supporting children. There was an opportunity to strengthen planning further through staff reflection, evaluating what worked well, what could be improved and what children gained from experiences. This could support ongoing improvements to planning and help staff further build on children's interests and skills.

Children's strengths and achievements were recognised and celebrated through opportunities to take part in activities and competitions, such as the Young Artists competition. Children's artwork had been published, providing them with a sense of pride and achievement. This showed that staff valued children's contributions and supported them to develop confidence and a positive sense of achievement. As a result, children felt recognised, valued and proud of their successes.

Children are supported to achieve 4 - Good

Quality indicator: Nurturing care and support

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, settled and confident within the service. They had developed warm, nurturing relationships with staff who knew them well. Staff responded to children's individual needs which helped them to feel supported. Children confidently sought reassurance from trusted adults and shared their thoughts, feelings and experiences. Staff recognised the importance of providing opportunities for children to relax and unwind before and after the school day. Familiar routines, transitions and age-appropriate responsibilities helped children develop confidence and independence. Spaces for socialising, relaxation and quiet time supported children's wellbeing and emotional regulation. As a result, children developed trusting relationships, felt safe, secure and valued, and built confidence, resilience and a sense of belonging.

Children had regular access to healthy snacks and drinks. For example, fruit and water was consistently available. Children independently poured their own drinks. A designated snack area supported routine and choice. As a result, children were supported to make healthy choices, build confidence and develop increasing independence. There was an opportunity to further develop children's independence and sense of responsibility by increasing their involvement in preparing and serving snacks, baking activities and tidying up afterwards.

Children's care and support needs were well understood through personal plans, positive relationships with children and good communication with families. A parent told us "We review and sign my child's plan on a regular basis. Staff have a positive relationship with my child and know them well". Children contributed to an "All About Me", helping staff understand their interests, preferences and individual needs. Staff used this information to provide care that was responsive to each child and supported consistency in meeting their needs. As a result, children benefited from individualised care and support that promoted their wellbeing and positive experiences. Some information in personal plans was not clearly dated. This meant that staff did not always have a clear overview of children's views and experiences over time. Children would benefit from this being further developed to support staff to identify changes in children's interests and needs.

Families had regular opportunities to discuss their child's care and wellbeing. Staff spoke with families at drop-off and collection times, completed care plan reviews and shared updates through daily conversations and digital communication, including WhatsApp. Families were welcomed into the life of the service through opportunities such as stay-and-play sessions promoted in the termly newsletter. A parent told us "There have been invitations to stay and play with my child. Staff always welcome a discussion as required and are responsive to any communication from us." This showed that staff worked in partnership with families and valued their involvement in the service. As a result, families were kept informed, involved in decisions about their child and were supported to contribute to their child's experiences.

The service had clear arrangements to welcome children and families when joining. Families visited the setting and attended settling-in visits based on their child's needs. Families also received a handbook with information about the service, helping them understand routines, the service's approach and what they could expect when their child attended. These approaches supported positive relationships, communication and consistent support for children. As a result, children and families felt welcomed, informed and confident when starting at the service.

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	4 - Good
Leadership and management of staff and resources	4 - Good

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

Children are supported to achieve	4 - Good
Nurturing care and support	4 - Good
Safeguarding and child protection	4 - Good

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