Schools Out in Troon
Day Care of Children

Scout Hall
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Type of inspection:
Unannounced

Completed on:
30 September 2026

Service provided by:
Schools Out in Troon

Service provider number:
SP2004006909

Service no:
CS2003039584

About the service

This service registered with the Care Inspectorate on 01 April 2011.

Schools Out in Troon is registered to provide a care service to a maximum of 40 children attending primary school and up to the age of 16 years only. Within these numbers a maximum of five children aged four years six months who will be starting primary school in August may attend during the summer holiday period.

Schools Out in Troon is provided by a voluntary management committee. A manager is responsible for the day-to-day running of the service and the quality of care. The service operates from a Scout hall in the town of Troon, South Ayrshire.

About the inspection

This was an unannounced inspection which took place between 23 and 24 September 2026, between 14.45 and 18:00. 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 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
Spoke with staff
Observed practice and daily life.
Reviewed documents.
Received feedback from nine 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 felt valued, respected and involved in the service.

- Children were confident and independently leading their own play.

- Stronger planning and evaluation would better evidence progress and outcomes for all children.

- Positive family partnerships supported children's wellbeing, with personal planning benefiting from more consistent targets and reviews.

- Warm, nurturing relationships helped children feel safe, valued and confident.

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's values of helping, kindness, fun, fairness, respect and sharing were evident in everyday practice. Children had recently been involved in reviewing and updating these values and were able to talk confidently about what they meant. This was reflected in the respectful and inclusive way they interacted with each other during play and throughout the day. This helped to create a positive environment where children felt listened to, valued and supported. The manager recognised that there was an opportunity to further develop the service's values by involving parents and carers. This would help make sure the vision, values and aims reflect the views of everyone who uses the service and support future improvements.

The service had begun to strengthen its approach to self-evaluation and improvement. The introduction of a floorbook demonstrated a commitment to reflective practice, with staff beginning to use the Care Inspectorate shared framework; 'A Quality Improvement Framework for the Early Learning and Childcare Sectors: School Age Childcare'. This approach supported them to consider what was working well, identify areas for development and record improvement actions. An improvement plan was in place and reflected the service's journey towards continuous improvement. There was evidence that some actions had started to positively influence outcomes for children and families, including improved communication opportunities through initiatives such as a WhatsApp group and 'Meet the Team' information. These approaches supported families to feel more informed and connected to the service.

A quality assurance calendar was in place and was beginning to support improvement. We discussed with the management team how continuing to strengthen monitoring and review processes would provide greater oversight and consistency across the service. For example, more regular auditing of areas such as personal plans, medication records, planning documentation, floorbooks and improvement priorities would help identify gaps earlier and ensure improvements remain focused on positive outcomes for children. An example we noted during sampling of documentation was, one child's personal plan included clear targets and strategies to support the child's individual needs. However this approach was not consistently reflected across all records. The manager agreed more effective monitoring would provide the manager with clearer evidence of the quality and impact of the care and support provided.

The service demonstrated a strong commitment to seeking and responding to children's views. Children were regularly consulted about aspects of the service, and evidence within the floorbook showed that their interests, ideas and preferences informed planned experiences and activities. This helped children feel valued, listened to and involved in decisions that affected them, supporting their sense of belonging. There was positive evidence that children's voices were influencing aspects of the service, and some examples of staff using reflective and next-step questioning showed an emerging focus on exploring children's views in greater depth. To build on this good practice, evaluation processes could be further developed to more consistently capture how children responded to experiences, what they learned or gained from them, and how their feedback influenced future planning. This could help staff better understand the impact of experiences on children and provide clearer evidence of how children's views are shaping planning, service improvement and positive outcomes.

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, settled and actively engaged throughout the session, confidently leading their own play and making choices about how they spent their time. Staff demonstrated a good understanding of when to observe, when to sensitively intervene and when to extend children's thinking, helping children remain fully involved in their experiences while maintaining ownership of their play. For example, when children collected leaves and wanted to create a "jumping zone", a staff member supported their thinking by suggesting they use some of the canes available to mark out the area. This helped children develop their own idea, solve problems and take the lead in their play. This approach supported children to problem-solve, think creatively and develop confidence in their own ideas. One parent told us: "There is a great range of activities for all ages and interests." As a result, children experienced play that was both child-led and well supported, promoting independence, curiosity and achievement.

Children benefited from regular access to outdoor play, with inviting environments and carefully considered play opportunities encouraging engagement from the beginning of the session. Resources were accessible, allowing children to make independent choices and follow their own interests. Staff valued children's participation and actively sought their views about activities and experiences. Children's ideas and preferences were recorded within the floorbook and used to influence the experiences on offer, demonstrating that their contributions were listened to and respected. This supported children's sense of belonging and helped ensure experiences reflected what was important to them.

While there were clear strengths in the quality of children's day-to-day experiences, planning and evaluation processes could be developed further. Staff knew children well and responded to their interests and needs, with some evidence of reflective practice and challenge questions to extend learning. However, it was not always clear how personal planning information and children's feedback were used to shape future experiences or support individual targets. Strengthening planning, evaluation and monitoring processes could provide clearer evidence of children's progress, achievements and next steps, while helping ensure experiences remain meaningful, responsive and focused on positive outcomes for children.

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.

Warm, caring relationships were evident throughout the service and contributed positively to children's wellbeing. Staff knew children well and responded to them with kindness and patience helping children feel safe, secure and valued. Interactions were respectful and nurturing, with staff routinely engaging at children's level, listening carefully and providing reassurance when needed. Positive relationships were also evident between staff, creating a welcoming atmosphere and modelling respectful communication for children. As a result, children appeared confident, relaxed and comfortable seeking support, cuddles or reassurance from familiar adults.

Personal plans were generally well developed and contained useful information about children's needs,

preferences, likes and dislikes. This helped staff provide care and support that reflected children's individual circumstances and interests. There was some evidence of consultation with parents, with one parent commenting: "We get sent relevant documentation about my child's personal plan and we can discuss any changes regularly". There were examples of stronger practice within some plans, particularly where clear targets and strategies had been identified to support a child's development and wellbeing. For example, one child's personal plan included meaningful targets and identified how these would be supported. This demonstrated the potential for personal planning to be used effectively to improve outcomes for children. However, this approach was not yet consistent across all plans. Personal planning could be strengthened by ensuring all plans included required information, such as children's start dates, and by developing meaningful targets in partnership with children and families. Targets should be clearly dated, regularly reviewed and linked to children's individual needs and aspirations. This would help ensure personal plans remain relevant, demonstrate progress over time and provide clearer evidence of the difference support is making for children.

Snack times were relaxed, social and child-centred. The free-flow approach worked well, allowing children to choose when they wished to eat and supporting individual preferences and routines. Children enjoyed sitting together with their peers and staff, creating a positive social experience that encouraged conversation and inclusion. Staff were attentive and encouraging during snack times, helping children feel comfortable and supported. Children were offered meaningful choices and were able to select their own snacks, promoting independence and involvement in decisions about their food. As a result, mealtimes supported children's wellbeing, social development and independence while providing a calm and enjoyable experience.

Positive relationships with families were evident. Parents and carers were welcomed warmly when arriving at the service, helping to create a friendly and inclusive atmosphere. Staff took time to share relevant information about children's experiences, ensuring parents were kept informed about their child's day and wellbeing. Information was shared through daily conversations as well as communication platforms such as WhatsApp and Facebook, helping families remain connected to the service. One parent told us: "The staff are brilliant. They know my child well and they take a genuine interest in their life. They know what they likes/dislike and they encourage my child to grow." This contributed to positive partnerships with parents and supported a shared understanding of children's experiences, achievements and wellbeing. As a result, families were better placed to support their children and felt informed and involved in the life of the service.

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 develop a quality assurance calendar that sets out clear timescales and responsibilities for monitoring all aspects of practice. This will help staff build expertise, ensure regular review of children's plans and learning experiences, and promote a culture of continuous improvement.

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

'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

This area for improvement was made on 9 December 2025.

Action taken since then

A quality assurance calendar was in place and was beginning to influence measurable change across some aspects of the service. The management team should continue with their plans to strengthen and embed processes further. This area for impriovement 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.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

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