Leuchars Out of School Club
Day Care of Children

Leuchars Primary School
Pitlethie Road
Leuchars
St. Andrews
KY16 0EZ

Telephone: 07515 189 462

Type of inspection:
Unannounced

Completed on:
4 November 2026

Service provided by:
Fife Council

Service provider number:
SP2004005267

Service no:
CS2003041988

About the service

Leuchars Out of School Club is in Leuchars, Fife. They are registered to provide a daycare of children service to a maximum of 32 children at any one time of primary school age to 14 years.

Children have access to a large hall, stage area, garden and playground. The service operates from Leuchars Primary School, is close to green spaces, local amenities and can be reached by public transport links.

About the inspection

This was an unannounced inspection which took place on Tuesday 3 and Wednesday 4 November 2026 between 14:45 and 18:15. This 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 throughout the inspection year. At the time of inspection 31 children were registered.

To inform our evaluation we:

- spoke to and spent time with 23 children using the service and six families
- received two completed questionnaires
- spoke with staff and the management team
- assessed core assurances, including the physical environment
- observed practice and daily life
- reviewed documents.

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 safe, secure and included as they had developed trusting and nurturing relationships with staff.

• Children's rights, views and choices were respected, helping them feel valued as individuals and involved in decisions about their club.

• Children benefited from meaningful play opportunities that were influenced by their interests and ideas.

• Children enjoyed outdoor experiences that supported their physical wellbeing and connection with peers.

• Children and families influenced improvements as their views were gathered, valued and used to implement change.

• Children benefited from a relaxed and sociable mealtime that promoted healthy eating habits and developed skills for life.

• The service should strengthen quality assurance processes to ensure they are consistently carried out, reviewed and influence change.

• Management of medication needs improved to fully support children's health care needs.

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

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.

Quality indicator: Leadership and management of staff and resources

The service had clear objectives. These reflected their aspirations for children to experience high-quality care and support, be recognised as individuals and have their rights respected. Children's rights, views and choices were reflected in practice and interactions. Staff had developed positive and trusting relationships with children and families, helping children to feel safe, secure and included. The service planned to review their vision, values and aims to ensure these continue to reflect the views and aspirations of children, families and staff.

Children and families were involved in evaluating the service. Their views were gathered and feedback was used to influence improvement priorities. Families agreed they were involved in meaningful ways to develop the service. As a result, they had opportunities to contribute to change.

Systems were in place for quality assurance. However, these were not always used effectively to ensure aspects of the service and children's experiences were consistently monitored. For example, records did not contain relevant detail or demonstrate that identified areas for improvement had been followed up. Developing audits to clearly identify actions, responsibilities and following these up would strengthen quality assurance and support continued improvements (see area for improvement 1.)

Recruitment was managed by the local authority. Staff completed induction processes and spoke positively about the support they received from the senior member of staff in the club. This helped them understand their role and responsibilities in caring for children at Leuchars. Families valued the stability of the staff team and the positive relationships this enabled them to develop. Comments included "staff are caring, informative and approachable", "staff take the time to talk with families", "personable approach" and "staff go over and above to support, the staff team have been consistent which is good for children and families."

Areas for improvement

1. To ensure children consistently experience high-quality care, play and learning that meets their needs and supports positive outcomes, the provider should strengthen the effective use of quality assurance processes, including regular audits. These should identify strengths and areas for development and support continuous improvements.

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

Children play and learn 4 - Good

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.

Quality indicator: Playing, learning and developing

Children experienced a welcoming and relaxed environment where their right to play was respected and supported. They confidently led their play, made choices, accessed a range of resources and spaces.

Children had opportunities to play both indoors and outdoors. Staff recognised the importance of children accessing outdoor play and deployed themselves effectively across the available spaces. As a result, children benefited from fresh air and physical activity while developing friendships, social skills and confidence through play with their peers.

A range of experiences supported children's creativity, imagination and physical development. Children engaged in arts and crafts, ball games, technology and imaginative play. They had space to rest and relax that supported their wellbeing. Families commented "I feel there are lots of fun opportunities and experiences on offer. My [child] likes the space of the hall and getting to play on the stage to. " This enabled children to lead their interests and engaged them in their chosen activities for sustained periods.

Interactions between staff and children were warm, respectful, nurturing and fun. Staff knew children well and responded sensitively to their individual preferences. They understood when to interact and enabled children to direct their play. The pace of the session reflected children's choices and were influenced by their suggestions. Children said the most positive aspects of their experiences are "Feeling included with friends", "Having a fun space to play in before school", "Getting a healthy breakfast" and "feeling safe as staff protect them". This promoted children's sense of inclusion, safety and independence.

Children were involved in planning activities and told us that staff asked for their ideas. Floor books provided evidence of experiences and learning. For example, there were children's creations, written information and children's voices recorded. This demonstrated they had ownership of the floor books and their suggestions influenced planning. Staff used observations to consider children's next steps and identify experiences which could support their development. There was scope to strengthen how this was demonstrated in planning. For example, it was not clear where children's interests had started and how they had been extended over time. We encouraged staff to make clearer links between children's individual next steps identified through 'All About Me' information, and the experiences available to them.

Children are supported to achieve 4 - Good

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.

Quality indicator: Nurturing care and support

Children benefited from warm, nurturing and responsive relationships with staff. Positive connections were evident across the service, helping children feel safe, secure and valued. Children told us they felt safe, happy and included in the service. Families spoke positively about the relationships their children had developed with staff and they valued the individual support offered to families during periods of change. Comments included "I also want to say how welcome and included they make my [child] feel" and "The team are so friendly and caring. I feel like they are so tuned in to the children." This meant families had confidence in the team to meet children's needs, promoting continuity of care and emotional security.

Transitions into the service were smooth and well established. Staff warmly greeted children and showed a genuine interest in how they were. Children were able to settle quickly and begin playing when they arrived. Staff communicated effectively with the use of walkie talkies when children moved between areas. This supported children's freedom to use spaces while staff ensured they were safe.

Mealtimes were relaxed, sociable and unhurried. Children chose when to eat, were involved in menu planning and preparing foods. Their interest in trying new foods was recognised and influenced food choices. Children told us they were asked for their ideas and were involved in the mealtime routines. Families recognised that children enjoyed this routine and commented "My [child] is happy and excited to attend. Breakfast is included which is really helpful on busy mornings. My [child] talks about the variety of fruit offered, so it is great that [they] get to choose from healthy options." This meant children were developing healthy food habits and important life skills.

Management of medication needs improved. Information recorded on documents was not consistent and an appropriate healthcare plan was not in place. Accurate medication records and up-to-date healthcare plans would strengthen arrangements to support children's health, wellbeing and safety (see area for improvement 1.)

Personal plans were reviewed regularly in line with guidance and contained relevant information about children. Where required, additional support plans were in place. The language used within these plans were inconsistent. For example, what mattered to the child did not reflect a strength-based or trauma-informed approach. We encouraged the service to ensure all plans were outcome focussed, demonstrating how children's needs would be met with clear strategies. This would ensure staff have a shared understanding of each child's strengths, needs and the approach that best supports them.

Relationships with families were an important strength. Staff created a warm and welcoming environment where families felt comfortable spending time in the service. Families strongly agreed that they had good relationships with staff and valued opportunities to discuss their child's experiences. Comments included: "I would like to thank all dedicated staff members at Leuchars who are truly professionals in pedagogics who work beyond their efforts to treat children individually which brings incredible value to those attending at their early ages." Staff "Treat children as individuals and are very responsive" and "Children have good relationships with staff and enjoy attending." As a result, positive relationships supported positive partnership working to ensure children experienced consistent, individualised care and support.

Information was shared through emails and informal discussions at drop off and pick up times. Families told us communication was good. The service used their newsletter to share information with families. This had not been updated for some time. We suggested they could build on children's participation by enabling children to create the service newsletter. Staff were keen to develop this idea.

Areas for improvement

1. To support children's health, wellbeing and safety, the provider should ensure medication is managed and recorded accurately, and that appropriate healthcare plans are in place and kept up to date. This will help ensure children's individual healthcare needs are understood and consistently met.

This is to ensure that care and support is consistent with the Health and Social Care Standards(HSCS) which state: 'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11).

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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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

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