Kelty Out of School Club
Day Care of Children

Kelty Community Centre
Main Street
Kelty
KY4 0AQ

Telephone: 07850 950 498

Type of inspection:
Unannounced

Completed on:
16 April 2026

Service provided by:
Fife Council

Service provider number:
SP2004005267

Service no:
CS2003051990

About the service

Kelty out of school club is situated within village of Kelty, within the local community centre. It is close to local amenities including shops, woodlands, parks and schools. The service may be provided to a maximum of 24 children at any one time from an age to attend primary school to 14 years. During the times of operation the service may have access to areas of the premises as agreed with the Centre Manager.

The accommodation is provided from within a dedicated room in the community centre with direct access to its own outdoor space, separate toilets and quiet room. Children also have access to a dance studio, large games hall, library, I.T suit and other outdoor spaces. The setting is directly linked to the school next door supporting safe and easy movement of children between settings.

About the inspection

This was an unannounced inspection which took place on 15 April between 09:05 and 13:50. We returned on 16 April to complete the inspection and give feedback. One inspector carried out the inspection. 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.

To inform our evaluation we:
- spoke with 10 children using the service
- spoke with/gathered feedback from eight parents/carers
- spoke with management and five staff members
- assessed core assurances, including the physical environment
- observed practice and daily life
- reviewed relevant 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

- Reviewing and refining of of the service vision, values and aims in partnership with children and families along with meaningful self evaluation is in place. This is supporting consistent, child centred practice and improved experiences for children.
- Children's learning experiences were broadened and their learning deepened through drawing on community partnerships and connecting these with club activities.
-Meaningful participation through their children's committee, empowered children, enhancing their sense of democracy and building their early leadership skills.
- Children were relaxed, comfortable and enjoying themselves. Staff responses to children contributed positively to their sense of security and level of fun.

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	5 - Very 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 5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children/people, therefore we evaluated this quality indicator as very good.

Quality Indicator; Leadership and management of staff and resources.

Vision and values were in the process of being reviewed in consultation with families through the use of a mind map approach which asked them to give suggestions as to what they think is important in the setting. Plans were in place to then extend this consultation to children. We encouraged a creative approach with the children in developing the values, which the service was keen to take forward. Replacing rules with values would increase children's ownership. This would help everyone understand what the setting is working towards, reflect best practice, and support a consistent approach across the setting.

Quality assurance systems in place enabling a clear overview to support consistency and compliance. For example, a quality assurance calendar, regular monitoring of aspects of provision such as health and safety, up to date policies and procedures and the development of the vision, values and aims, through the use of appropriate audits. An improvement plan was in place which was used well to support ongoing monitoring of improvements, increasing its impact on children's outcomes. We made suggestions on how to develop a family friendly version to demonstrate ongoing progress.

Self evaluation was developed through regular use of frameworks to guide staff reflection. Clear links to different best practice was used to highlight children's experiences across floor books and displays. Regular opportunities were available weekly to discuss and reflect as a team alongside use of self evaluation tools to support discussions. We asked the service to consider making use of the challenge questions within the new 'Quality improvement Framework' to further enhance reflection and familiarisation with the document. This approach supported practice which invited and valued children's and families voices.

A planned and supportive process was in place both centrally and in house for staff induction based upon the national induction resource. Senior staff were proactive in supporting newer staff with additional information throughout inspection which improved children's safety and wellbeing through promotion of consistency in care routines.

Training opportunities had been identified and planned to support staff in taking lead roles in enhancing specific aspects of play and learning such as 'fire play'. This will allow staff to deepen their knowledge, develop new skills and build their leadership capacity.

Parents voices were valued and sought in different ways, including floor books, planning, questionnaires and mind maps. Feedback from parents demonstrated they highly valued the service and were involved. They told us, 'Parents days have been a treat!" and "We are regularly asked if we would like to see any other activities" and "We are regularly asked for feedback and feel able to put forward suggestions". The service had made a range of information readily available to parents including promoting the new quality improvement framework to highlight to parents the expected standards.

Children play and learn 5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children/people, therefore we evaluated this quality indicator as very good.

Quality Indicator; Playing, learning and developing.

Children were full participants in planning, both short and long terms. Planners were accessible to children supporting their involvement and enhancing their engagement and motivation. A high level of responsiveness to their needs and requests was evident which increased children's enjoyment.

Ongoing consultation and participation opportunities for children valued their input and empowered them, promoting their voice and agency. A parent told us "Children contribute to developing the activity and food plans in each session". A children's committee had been formed and were supported well in using their voice. This enabled children to understand about democracy and influence what happens in their day. Additionally, these opportunities built children's leadership skills as they took responsibility in developing aspects of provision such as with developing understanding of Simoa Joe (mascot for promoting children's safety and security whilst in the setting and out and about). They developed and initiated games to engage children in that promoted their understanding what activities were 'safe' and what were 'risky'. This enabled children to have fun whilst learning how to keep themselves safe.

Children's views and opinions were respected, and staff took a guiding approach as opposed to directing, for example, when addressing potential bullying. Children were encouraged to share their skills and were celebrated and recognised for all their achievements. For example, the kindness bank, star of the week and artist of the week) These approaches helped to build children's respect for, and understanding of, each other.

Children were busy and engaged at all times, with staff who were involved in their play and actively extended their interests. Meaningful conversations were heard which demonstrated staff taking an interest in children's personal life, and feelings. Effective questioning and providing children appropriate time and space to problem solve further promoted their learning. Staff demonstrated knowledge and understanding of child-led play and used this to provide positive play experiences and to consider how they could further enhance provision.

Links with the community were in place and staff spoke about plans to further develop this linked to other work in the setting. For example, doing random acts of kindness in the community as a follow on from their 'kindness banks' in the setting where they celebrated each others kindness. Community resources were brought into the centre. For example, a local women visited with her chickens and ducks. Also, links were being made to work alongside the local youth project on shared projects to enhance the community through building planters. These enriched children's experiences by providing wider learning opportunities and promoted their sense of belonging and local identity.

Children were thriving as play experiences challenged them, supporting their language, literacy and numeracy. A parent told us "The range of planned and purposeful activities are incredible and again often led by the children's interests and requests. There is always something fun and exciting going on". Access to the community I.T suite enabled them to have some controlled time with digital technology. Free flow access to the outdoor area along with a variety of other spaces in and around the centre such as the dance studio and library, provided children with wider play and learning experiences. Challenge was offered naturally through play and activities, such as encouraging teamwork for example, through building the paper chain caterpillar, team games and leadership in group games. This helped build children's confidence, independence and resilience.

Children are supported to achieve 5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children/people, therefore we evaluated this quality indicator as very good.

Quality Indicator; Nurturing care and support.

Sociable and healthy eating experiences were in place, supporting children to have a positive relationship with food. This was managed well with staff listening to children about their preferences and considering how to revise food choices whilst continuing to promote healthy eating. Children fully participated in the snack experience by taking on their snack helper roles which further developed skills for life.

Personal care was was carried out with discretion and was mindful of children's preferences and stage of development offering them the right amount of support where needed. We highlighted that spare nappies should also be stored in a sealed container/bag. Children benefitted from the addition of a quiet room with a sofa in which allowed them opportunities to rest and relax. Staff were aware that children liked to use this room fluidly and were responsive to this. There was now scope to develop this and make it more homely and relaxing space for children.

Children who were tired and upset were seen to be quickly comforted or supported as a result of staff who were attuned to changes in children's emotional state. This contributed to children feeling safe and secure. Children easily approached all adults and had developed positive relationships despite some staff being less familiar to them due to the holiday provision. One parent told us "The staff are amazing. They really know the children and their families".

Transitions were flexible to provide additional support through visits with their families if needed and ensuring staff from other settings attended with them. This enabled children to feel safe and secure during movement between settings over holiday periods. We shared suggestions of ways to further enhance this transition by providing children with more information about the other setting.

Regular communication with children and families through newsletters with children's input, information boards and QR codes built trust. Parents were welcomed into the room and friendly communication supported information sharing for children's consistency of care. A focus on family engagement was further supporting parents to feel included in their child's time in the service and to understand what their child experiences.

Personal plans were held for all children, which supported their continuity of care. These were reviewed by families on a six-monthly basis. Now and next sheets were completed and linked to activities at the centre; some were more detailed than others. Staff should now support children through conversation to narrow down some of these next steps which would better support planning to meet their needs and interests. Some 'all about me' sheets were out of date, regular review of these would new staff had appropriate information to get to know and support children. The manager explained that this was currently under review and a new cyclical approach to 'all about me' and 'now and next' sheets was about to begin. This should help to ensure all information is more current and relevant.

Children with additional support needs were identified and supported well. Staff had strategies in place and kept these under regular review supporting children's progress and achievements. Linking with the school and other multi agency meetings further enhanced continuity of care. Some information on strategies for support known to staff were not fully recorded and should be added to ensure consistency in approach.

Accident and medication systems were in place including safe storage whilst remaining quickly accessible. We asked the setting to make a slight adjustment to medication recording to ensure that the dosage recorded is the same as the dosage prescribed and detailed on the chemist label for one child. A personal health plan still needed to be developed to support one child's medical needs.

Robust safeguarding measures were in place as staff were confident inf their knowledge and actions to take to protect children. All staff completed regular training and were able to consider wider safeguarding issues.

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	5 - Very Good
Leadership and management of staff and resources	5 - Very 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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