St. Aloysius Out of School Care
Day Care of Children

St. Aloysius College Campus
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Telephone: 0141 332 3190

Type of inspection:
Unannounced

Completed on:
2 June 2026

Service provided by:
St. Aloysius College (RC)

Service provider number:
SP2003003574

Service no:
CS2004083538

About the service

St. Aloysius Out of School Care operates within the school campus in Glasgow City Centre.

The service can accommodate a maximum of 30 children aged from three years up to the end of primary seven at any one time during term time only. Of those 30 no more than five are aged three years to not yet attending primary school. At the time of our inspection there were a total of 16 children present on both days.

The accommodation consists of a classroom and an atrium provides additional space for mealtimes and activities. The service has access to school facilities to include toilet facilities, gym hall and outdoor play areas. The service is close to schools, transport routes, shops and community services.

About the inspection

This was an unannounced which took place on 1 and 2 June 2026. 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 since the last inspection.

In making our evaluations of the service we:

- spoke with children using the service
- reviewed feedback from 2 parents and carers whose children attend the service
- reviewed feedback from four staff members employed in the service
- spoke with management and staff
- observed practice and staff interactions with children
- 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 improvements were identified relating to core assurances. We have reported where improvement is necessary within the 'Leadership' section of this report.

Key messages

- Caring relationships and effective partnership working supported continuity, inclusion and wellbeing.
- Children were confident, motivated and leading their own play and learning.
- More opportunities to access outdoor play throughout the session would further enhance children's health, wellbeing and choice.
- High quality interactions promoted respectful relationships and children's sense of belonging.
- Quality assurance processes to outdoor environments should be improved to fully support children's safety, protection and wellbeing.
- Effective leadership was driving improvements and enhancing outcomes for children.

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	5 - Very Good

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

Leadership 4 - Good

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 vision, values and aims had been developed in partnership with children. This collaborative approach promoted children's sense of ownership and supported the service to remain responsive to the needs and aspirations of children attending. Values were clearly embedded in daily practice, contributing to a positive and nurturing environment. Children were observed to be having fun, demonstrated respect for others through sharing, turn-taking and listened to each other during interactions.

Management and staff had systems in place to involve families in self-evaluation. The service had received a low response rate and were looking at new ways to support families to contribute their views and improve the service. One parent told us, "I feel that the staff are so passionate and natural in what they do that I wouldn't consider anything needing to be made better."

Staff confirmed that they had been supported and were engaged in self-evaluation exercises and their thoughts and opinions were listened to and valued. Self-evaluation was used to identify strengths and where improvements could be made. We could see identified areas for improvements were being taken forward to improve outcomes for children.

Children and staff were consulted and supported to engage in the settings improvement journey. The manager was leading with changes to the service, including developing planning processes for children's play and learning, children's mealtime experiences and changes to play environments. Staff told us the changes were positive and were contributing to improvements within the service. We observed the positive impact the developments were having to support improved outcomes for children.

We discussed concerns regarding the safety and security of an outdoor space, which provided direct access to a car park and beyond this, a public road. Although a gate was installed to restrict access to the road, it was observed to be open during the inspection. This created a potential risk of children leaving the service unaccompanied or unauthorised individuals entering the area while children were playing outdoors. As this poses a potential risk to the safety, security and protection of children, an area for improvement has been identified (see area for improvement 1).

Auditing of staff records were taking place to support all relevant checks being completed prior to staff's employment to promote the safeguarding of children. Auditing and monitoring could be extended to include medication. We identified that administration records would benefit from more information, including the dosage of medication administered. We also discussed the importance of regularly reviewing medication to ensure medication is still required and that the dose has not changed. This should be undertaken at least every three months, in line with Care Inspectorate guidance, to support children's health and wellbeing. Management agreed and we were confident this would be taken forward.

Staff were recruited safely in line with safe recruitment guidance. New staff were supported by a mentor who understood their role in guiding the inductee. An induction programme was in place to support new staff to develop a clear understanding of their roles, responsibilities and effective ways of working to meet children's needs.

Areas for improvement

1. To support the protection of children and their safety and well-being, the provider should ensure children are cared for in safe and secure outdoor environments. Robust and dynamic risk assessments should take place and action taken to mitigate risks to children.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'My environment is secure and safe' (HSCS 5.19).

Children play and learn 4 - Good

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 demonstrated confidence and independence by leading their own play and learning, supporting their overall development and well-being. We observed children were highly motivated and fully engaged by the planned and responsive experiences.

Indoors children were joining in activities of playdough, making bracelets and using construction resources to create models. These experiences supported children to build confidence and develop their social, creativity and critical thinking skills. Children told us, "I like playing with the playdough," "Drawing, seeing a friend in the year above," "I like running in the playground with my friends - we run and laugh," "I like all the things." One parent told us, "My child looks forward to the activities and sometimes they are the thing they look forward to most in a day."

High-quality interactions were evident, with children confidently approaching staff and engaging in meaningful conversations. Staff showed genuine interest in what the children had to say, actively listened and responded in ways that affirmed the children's thoughts and feelings. This contributed to the development of respectful relationships and supported children to feel valued and respected. Staff demonstrated skill in knowing when to step back and when to join in. This supported balancing children's freedom with appropriate support. This enabled staff to respond meaningfully to children's needs and wishes, promoting their wellbeing and sense of belonging.

Children accessed outdoor play and participated in physical activities such as football, games using outdoor apparatus and challenging play. These supported their physical development and movement. Opportunities for fresh air supported their health and well-being. To further enhance outcomes, the routine could be reviewed to provide more consistent opportunities for children to access outdoor play throughout the session, in line with their interests and preferences.

Children were supported to make informed choices about their play experiences, with time, space and encouragement to express their views and plan what they wished to engage with over the month ahead. In addition, staff responded positively to children's emerging interests, for example, introducing caterpillars to extend learning following children's creation of a bug hotel. Developments could be made to strengthen how children's experiences are evaluated. This would enhance the responsive planning and outcomes for children's play and learning.

Some children had created personal goals. Management and staff had plans in place to extend this approach to all children as part of ongoing service improvements. This has the potential to reinforce that children's

views are valued and to support their rights. We discussed how these goals could be more consistently incorporated into children's personal plans, with progress and achievements recognised and celebrated. This would further support the development of children's self-esteem and wellbeing. See further information in 'Children are supported to achieve' section.

Children are supported to achieve — 5 - Very Good

Nurturing, care and support
We found major strengths in this aspect of the setting's work and identified very few areas for improvement, therefore we evaluated this quality indicator as very good.

Children were happy, settled and confident in their environments and had developed friendships which enhanced their wellbeing. Staff were nurturing and caring in their interactions, responding to children with warmth and attentiveness. These positive relationships supported children's emotional wellbeing and contributed to the strong, trusting bonds they had with staff.

Staff knew the children and their families well and confidently described children's individual needs and how they were supported. Most staff worked across the kindergarten and after school care service. This supported smooth transitions and promoted continuity of care and relationships for children and their families. Parents agreed and one parent told us, "Staff know my child extremely well - they are knowledgeable on both services (Kindergarten-Out of school Care) for this I'm grateful as I think the same staff working at both services is beneficial for my child settling so well."

Mealtimes were relaxed and unhurried, supporting a positive experience for children. Children were encouraged to develop independence by making choices and self-serving. Staff actively participated in making mealtimes a sociable experience by sitting with the children and engaging in meaningful conversations. Staff demonstrated a clear understanding of children's individual dietary requirements, ensuring meals were appropriate and safe. This supported children's health and wellbeing. Drinking water was available for children throughout the session, promoting hydration and further supporting children's health and wellbeing.

Many infection control practices promoted a safe environment for children. For example, environments were clean and children were encouraged to wash their hands when returning from outdoors and prior to mealtimes. Handwashing could be improved with children washing their hands after meals to prevent the potential spread of infection.

Children's medication was clearly labelled and stored safely. Individual health care plans were in place to support children's health and wellbeing. Staff were further supported by the school nurse to support children's needs being consistently and appropriately met. We made suggestions to improve administration records and the auditing of children's medication. See further information in 'Leadership' section.

Personal plans were in place for children. They were created in partnership with parents and carers and regularly reviewed. Children with additional support needs had clear strategies in place to support their individual needs. School staff worked collaboratively, sharing information to assess and plan for children's overall wellbeing and development. Personal plans could be further strengthened by providing opportunities for children to contribute to their plans. This would support them to have a voice in shaping their care and reinforcing that their thoughts and opinions were valued.

Staff had created a warm and welcoming atmosphere supporting children and their families to feel valued.

The service had systems in place to support communication both verbally and electronically. This contributed to fostering positive relationships, involvement and a sense of belonging. Management and staff shared with us they were encouraging families into the service at collection time to strengthen relationships and enhance feelings of belonging and involvement.

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	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	5 - Very Good
Nurturing care and support	5 - Very Good

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