TASC - St Clare's
Day Care of Children

St. Clare's Primary Shool
15 Kilcloy Avenue
Glasgow
G15 8RP

Telephone: 01419 441 758

Type of inspection:
Unannounced

Completed on:
18 September 2025

Service provided by:
Temple / St Ninians After School care

Service provider number:
SP2007008818

Service no:
CS2007142162

About the service

TASC - St Clare's provides an after school care service in the Drumchapel area of Glasgow. This service is registered to provide care to a maximum of 50 children aged five to 12 years. The service operates after school during term time. At the time of the inspection 10 children were in attendance on the first day and nine on the second.

The service operates from St Clare's Primary School. It is close to local parks, shops, public transport links and other amenities. The service has one main playroom located in the school dining hall, and children have access to a gym hall, computer suite and spacious school playgrounds.

About the inspection

This was an unannounced inspection which took place on Tuesday 16 and Thursday 18 September 2025. 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 information, information submitted by the service and intelligence gathered throughout the inspection year.

In making our evaluations of the service we:

- Spoke with children using the service
- Observed practice, staff interactions and daily life
- Reviewed feedback from seven families and staff
- Reviewed documents
- Spoke with staff and management.

As part of this inspection, we undertook a focus area. We have gathered specific information to help us understand more about how services support children's safety, wellbeing and engagement in their play and learning.

This included the following aspects:

- Staff deployment
- Safety of physical environment, indoors and outdoors
- The quality of personal plans and how well children are being met
- Children's engagement with the experiences provided in their setting.

This information will be anonymised and analysed to help inform our future work with services.

Key messages

- Children were confident, settled and having fun in the service.
- Children were able to lead their own play.
- Children's wellbeing was promoted through daily opportunities for outdoor play.
- Staff knew children well and supported and cared for them in a nurturing and kind way.
- Quality assurance processes should be further developed to improve positive outcomes for children.
- A better variety of toys and materials were needed to support children's play.

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

How good is our care, play and learning?	4 - Good
How good is our setting?	4 - Good
How good is our leadership?	4 - Good
How good is our staff team?	4 - Good

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

How good is our care, play and learning? 4 - Good

We found a mix of evaluations within this key question, with some areas rated as very good and others as good, resulting in an overall grade of good. Several strengths had a clear and positive impact on outcomes for children and outweighed the areas identified for improvement.

1.1 Nurturing care and support

Staff consistently demonstrated kindness and warmth in their interactions with children. Children were happy and engaged, and positive relationships between staff and children were clear. Staff responded with affection and care, using smiles, positive body language, and physical comfort such as cuddles. For example, when one child withdrew from play when their friend left to go home, staff kindly intervened and supported the child's emotional needs. Staff knew children very well and were attentive to their individual needs. This contributed positively to children's emotional development and helped them feel safe, secure, and valued.

Children were kind to one another and were supported to build positive friendships. For example, older children initiated play with younger peers, and it was clear they had formed a meaningful connection. These interactions promoted children's social development and helped them feel included and valued within the group. One parent agreed and shared, "my child always talks about their friends in after school care and how the older ones look out for them."

We reviewed the procedures in place to support children's health, wellbeing, and safety. Medication was stored securely and administered safely, in line with best practice. These measures helped ensure children's individual health needs were met and contributed to a safe and well-managed environment.

Snack time was a sociable, relaxed, and unhurried experience for children, with plenty of conversation taking place. Staff sat with the children throughout, engaging them in discussions about their day and their plans for their time in the service. The snack menu had been created in consultation with the children, reflecting their preferences and encouraging their involvement. Children were given opportunities to develop life skills and independence by self-serving their own snacks. This supported their confidence, decision-making and independence in a nurturing environment.

Personal plans were in place for all children and contained the necessary information to support staff in meeting their care needs. These plans were developed in partnership with parents and children, helping to ensure individual needs were understood and met. Plans were reviewed regularly, which supported continuity of care. During the visit, we discussed with the manager the potential benefit of updating plans more often, particularly following significant events to better reflect children's current needs. This would help staff remain aware of any changes and apply appropriate strategies to continue to support children effectively.

1.3 Play and learning

Children were observed having fun and were given opportunities to lead their own play. For example, some chose to play football while others engaged with bubbles and skipping ropes. Children told us they could choose which activities they wanted to take part in and were able to access resources independently. Staff supported children's choices and helped retrieve resources that were less accessible, such as scooters and helmets.

This child-led approach promoted independence, decision-making, and enjoyment, helping children feel confident and respected in their choices. Some children shared their views on the service and commented, "I love going outside", "I have fun" and "I love seeing my friend and staff."

Children had regular access to outdoor play, with opportunities for physical activity including football, the climbing frame, and a permanent wooden obstacle course. They also accessed resources that supported social development, imaginative play, and problem-solving, such as puzzles, games, dolls, and accessories. While these experiences were beneficial, the range of resources was limited, and some appeared slightly dated. To better support children's developmental needs, resources should be developmentally appropriate, to support the range of ages attending the service. We signposted the service to supporting documents such as the Loose Parts Play Toolkit, which could help enhance children's play and learning by encouraging creativity, exploration, and critical thinking.

There was a balanced approach to planned and child-led play. Staff consulted with children to create a weekly activity plan that included experiences such as show and tell, arts and crafts, and gymnastics. The plan was based on the children's own ideas and choices. This supported children to feel listened to and involved in shaping their experiences. One parent told us, "My child loves taking in the things and doing show and tell, this has given my child the confidence to stand up and talk in front of others." Staff should continue to plan with children to help them experience challenge and curiosity in their play. We discussed exploring alternative formats for planning, such as using child-created mind maps, which could further encourage ownership, creativity, and engagement in the planning process.

Play was shared with parents through informal conversations at collection times. Management had begun introducing journals, which would be completed by children and shared with families. This approach had the potential to strengthen home-setting links and give children ownership of their play.

How good is our setting? 4 - Good

We evaluated this key question as good, as several important strengths, taken together, clearly outweighed areas for improvement.

2.2: Children experience high quality facilities

Children were cared for in a clean, warm, and well-maintained environment. Daily checks were carried out to monitor toilet cleanliness, access to drinking water, clean dishes, safe flooring, and suitable temperature. These routines supported children's health, safety, and overall wellbeing. Indoor and outdoor spaces, along with equipment, were well maintained. Maintenance issues were logged and reported to the school janitor. This ensured children could explore freely in a safe, secure, and well-maintained environment.

Positive relationships between the service and the school meant children's experience was enhanced through the use of school facilities. These included, a large hall, gym hall, computer suite, and a spacious, secure outdoor area. Safety was prioritised through a secure buzzer entry system and perimeter fencing with locked gates, helping to ensure children could play and explore safely.

Children had daily access to outdoor play, which allowed them to engage in positive risk taking and challenging activities such as climbing, running, and using wheeled equipment. Parents commented positively on this, noting that "the children are always playing outdoors if it isn't raining" and "there is always a wide range of outdoor activities from water play to playing on the outdoor equipment in the playground." These opportunities supported children's physical development, confidence, and enjoyment.

Staff and children washed their hands when they entered the service, before snack, and again afterwards. Snack tables were sprayed and wiped down after use. These routines supported good hygiene practices and contributed positively to children's health and wellbeing.

Indoors, children had access to cushions and mats, providing space to rest and relax. However, the outdoor area would benefit from the addition of more cosy spaces to support children who may not wish to take part in physical activities. Staff should consider setting up quiet, comfortable areas outdoors. This would help ensure all children's needs are met and they feel supported in making their own choices.

A variety of risk assessments were in place and used as working documents, regularly updated in response to identified risks. This helped maintain a safe and responsive environment, supporting children's health, wellbeing, and safety. Management should continue to review and update these assessments to reflect specific measures in place, such as supporting children to access the toilets and reducing the risk of children being outside the main hall unsupervised. This would strengthen staff awareness and ensure children's safety is consistently prioritised.

How good is our leadership? 4 - Good

We evaluated this quality key question as good, as several important strengths, taken together, clearly outweighed areas for improvement.

3.1 Quality assurance and improvement are led well

The manager was friendly, approachable, and engaged well with the inspection process. They were receptive to feedback and showed a strong commitment to making improvements to ensure good outcomes for children and families.

Staff respected children's right to be heard and their views were included in everyday decisions. Children were regularly asked for their views on things like snack choices and play experiences they wanted to be part of, which helped them feel valued and more independent.

Families were asked how they preferred to communicate through questionnaires and informal chats. They were also given chances to share their views on their child's care, helping staff better meet children's needs. One parent told us, "The staff have great communication with me." We suggested the manager continue involving children and families in decisions and improvements, as this helps strengthen their voice in the service and support better outcomes for children.

A self-evaluation and development plan was in place, which had identified strengths and areas for improvement within the service. The service used the Care Inspectorate's Quality Improvement Framework (QIF) to support this process. We saw how this worked in practice, with small changes made following observations. For example, improvements to snack routines to support relationships with children from different schools. We discussed with management that creating a more specific improvement plan would help them focus on key areas for development in partnership with staff, children and families. This has the potential to support ongoing improvements and lead to better outcomes for children.

Accidents and incidents were monitored regularly, and basic chronologies were in place. We discussed with the manager the importance of developing more detailed chronologies that include the outcomes of actions taken. This would help ensure children's health, safety, and wellbeing are fully supported.

We also highlighted the need to report significant events not only to the lead agencies but also to the Care Inspectorate, in line with notification guidance.

How good is our staff team? 4 - Good

This key question was evaluated as good, with several strengths having a clear and positive impact on outcomes for children, outweighing the identified areas for improvement.

4.3 Staff deployment

Staff showed genuine warmth, kindness, and interest in the children they cared for. Parents spoke positively about the staff, with one saying, "The staff are excellent and very welcoming. My child loves going and is always happy coming home." This helped create a nurturing and supportive environment where children felt safe and happy.

Staff had completed child protection training online and were aware of their roles and responsibilities to safeguard children. We discussed with the manager the importance of ensuring these are updated regularly to develop a deeper awareness and changes to legislation. The manager actioned this and training was complete and records were updated for the second day of the inspection.

Staff communicated effectively throughout the service, whether they were moving between areas, handing children over to parents, or carrying out tasks. This showed teamwork and helped maintain a calm environment. During the inspection, staff worked well together to ensure children were supervised at all times. For example, placing themselves around the large playground and sitting with children throughout snack. We encouraged the manager to review staff deployment, especially when children leave the main hall to access the toilets. This would help ensure continued supervision and support children's safety.

The team had a good mix of skills and experience, which helped staff deliver positive outcomes for children. Staff were encouraged to take part in professional learning, and had completed online training in core areas such as food hygiene, child protection, and first aid. Additional training around mental health and suicide awareness had also completed by some staff, which supported children's wellbeing. Staff development was ongoing and helped sustain good practice. We suggested considering further training in areas like play and child development to continue improving outcomes for children.

Staff understood the importance of building positive relationships with children and families, and this was clear during the inspection. However, families did not consistently access the play space, which meant they missed opportunities to see their children interact and play in the environment. This could affect how relationships with families are built and maintained. We suggested the service review this approach to better support family engagement and improve staff deployment during pick-up times.

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

How good is our care, play and learning?	4 - Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	4 - Good

How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good

How good is our leadership?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good

How good is our staff team?	4 - Good
4.3 Staff deployment	4 - Good

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