Time Out Club, Clober
Day Care of Children

Clober Primary School
Kirk Street
Milngavie
Glasgow
G62 7PN

Telephone: 07900 313 207

Type of inspection:
Unannounced

Completed on:
16 July 2026

Service provided by:
Time-Out Club

Service provider number:
SP2003000769

Service no:
CS2008192641

About the service

Time Out Club, Clober is a daycare of children service located in the Milngavie area of East Dunbartonshire. The out of school care club operates from Clober Primary School. Children have the use of the dining and gym halls. There are also toilets and kitchen facilities. Children have access to the outdoor play areas within the school grounds.

The service is registered to provide care to a maximum of 50 school-aged children up to 14 years. The care service operates between 08:00 and 09:00 and from school finishing time to 18:00, Monday to Friday, during school term time only.

The four Time Out Clubs operate a peripatetic management arrangement. The two managers also manage the following Time Out Clubs: Craigdhu, Milngavie and Castlehill.

About the inspection

This was an unannounced inspection which took place on Thursday 18 June 2026 between 15:45 and 18:00, when 29 children were attending the service. And Friday 19 June 2026 between 15:00 and 18:10, when 20 children attended the service. There were 85 children on the roll. The inspection was carried out by one inspector from the Care Inspectorate. Final feedback was given to the manager on 16 July 2026.

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 and observed the children using the service
- spoke with eight parents and received one completed questionnaire
- spoke with staff and the manager and received two staff questionnaires
- observed practice and daily life
- assessed core assurances, including the physical environment
- 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 a service is operating legally. At the time of this inspection, no improvements were identified relating to core assurances.

Key messages

- Children had lots of fun and were happy and relaxed as they played with their friends and took part in a range of enjoyable activities and experiences.
- The service had a children's buddy system which provided effective support for new children, helping them develop friendships, build confidence and experience a strong sense of belonging.
- Staff worked well together as a team to provide nurturing care and support. Their kind and encouraging approach helped children feel safe, valued and included.
- Staff had built strong, positive relationships with children and their families and used ongoing feedback from families and children to shape the club and meet children's individual needs, wishes and choices.
- Staff recruitment procedures were robust and in line with current best practice.
- The manager and staff should continue to develop the toys and equipment to enhance the children's play and experiences.

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

Quality indicator: Leadership and management of staff and resources

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.

The service's aims, objectives, values and principles were shared with children and families in various ways. These clearly explained how the service operated and how children, parents, carers and staff could contribute to and influence the club's development. For example, the service aimed to provide compassionate care through warm, positive and trusting relationships with children, young people, parents and carers. It also aimed to create a safe, welcoming and stimulating environment where children could play, learn, relax, socialise, make choices and build confidence. Another aim was to encourage children, young people and families to share their views and take part in decisions about the Time Out Club.

We saw these values reflected in daily practice. Staff had built strong, positive relationships with children and their families and used ongoing feedback to shape the club and meet children's individual needs, wishes and choices. Staff listened to children's views and involved them in decisions about their play and experiences. They were confident in their roles and committed to supporting children and families.

A parent shared with us: "Staff are incredible. They listen to the children ... Get to know the kids really well ... Communication is spot on ... Big family setting."

The manager and staff had effective quality assurance systems in place. They used various methods to get feedback on how well the service was meeting the needs of children and families. The self-evaluation processes helped them review and assess the service, identifying successes and areas for improvement. We found that the feedback given underpinned the improvement plans.

Staff worked closely with children. They had created a caring, kind and open environment in which the children shared their ideas and suggestions. Children told us that staff listened to their views and encouraged them to take part in decisions about the service. The manager and staff used feedback to make improvements. As a result, the service effectively reflected children's needs and interests, leading to positive outcomes for children.

A child told us: "I love it [Time Out Club]. Do fun activities. Staff are nice to us."

We found that there were good staff recruitment processes in place. This supported the service to follow safer recruitment practices. The service had recorded all the required information. Staff were registered with the Scottish Social Services Council (SSSC) and, where relevant, were working towards relevant qualifications. This showed a clear and effective approach to safe recruitment.

The service had a good induction programme in place. Staff told us they had received good support from their manager, supervisor and peers. This gave staff a clear understanding of their roles and responsibilities. Core training was in place for staff. As a result, staff worked confidently as a team and provided positive experiences and outcomes for children and families.

Children play and learn 5 - Very Good

Quality indicator: Playing, learning and developing

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 actively involved in the life of the service and had meaningful and regular opportunities to share their ideas and express their views.

We observed that children demonstrated a strong sense of belonging and felt empowered to support each other within the service. For example, the service had a buddy system. We saw that the children warmly welcomed a new child visiting the service. They enjoyed taking them around the club, showing them the different activities, chatting with them and helping them feel included and settled. This helped children transition into the service. Build positive relationships and create a welcoming environment.

Children were involved in decisions about how the club operated. As a result, they felt valued, listened to and empowered to influence their experiences within the service. This supported their confidence, independence and sense of ownership of the setting.

Children were engaged in their play and confidently made choices about how they spent their time. They selected activities that interested and challenged them. For example, we saw them enthusiastically take part in games in the gym hall. They enjoyed various arts and crafts, including making rattles, reading books, playing computer games, constructing, solving puzzles, and playing with Lego and playdough. Imaginative play was popular. Children also enjoyed chilling and chatting with their friends. Children told us that they liked:

"Playing with Lego."
"Drawing."
"Bringing something in to talk about it [Show and Tell]."
"Skipping, dancing, playing outside, tig."
"Football."
"Playing games; hot seat and basketball, the gym."
"Puzzles, drawing and construction."
"Picture bingo."

We found that staff's interactions with children supported their wellbeing and sense of belonging. Children felt safe, secure and emotionally supported. They told us they really liked the staff and being at the club. We saw that the staff and children had formed lovely relationships. Staff listened to the children and responded positively to them. Interactions were gentle, kind and caring. There was fun and laughter. The atmosphere was quietly busy, with children engaged in a range of activities supported by staff.

Parents told us they valued the staff and felt they genuinely cared about their children. "[Staff] all friendly and very welcoming. Variety of activities and plenty [for the children] to do." The supervisor was organised and clearly demonstrated care and commitment towards children, parents and staff. As a result, children experienced warm, nurturing relationships that supported their confidence, wellbeing and sense of security.

We sampled a range of documents and saw that staff listened to children and used their suggestions to plan and evaluate activities and play experiences. Staff gathered children's views in various ways and recorded and reviewed their ideas throughout the planning process. This helped ensure that activities reflected children's interests, preferences and emerging ideas. We saw that some toys showed signs of wear and that the range of equipment available to extend children's play could be enhanced. We discussed this with the manager, who had already identified this as an area for improvement and included actions in the service improvement plan.

Overall, we found that children experienced meaningful play opportunities that reflected their interests and ideas. Children felt heard, respected and involved in decisions that affected them.

Children are supported to achieve — 5 - Very Good

Quality indicator: 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.

We found that children experienced very good care and support throughout the session. Staff welcomed children and families warmly into the service. Systems were in place to support children as they moved between the school and the club.

The service had developed a buddy system to help new children settle. Staff displayed photographs and information about the buddies. This approach helped children feel included, build friendships and develop a strong sense of belonging.

Staff encouraged children to make choices and take responsibility. This helped them develop confidence and independence. Staff were kind, caring and supportive in their interactions with children. They listened to them, responded to their needs and created a welcoming atmosphere where children felt valued and respected. Children knew the routines and were relaxed and happy. They moved confidently between activities and could choose to play with their friends or on their own.

The snack experience promoted healthy choices, independence and social interaction. A member of staff oversaw the snack experience and ensured children received support when needed. Children chose their snacks from a healthy range of options, including oranges, apples, salsa, breadsticks and rice cakes. Children told us they liked the snacks and were involved in developing the menu.

Children enjoyed spending time together at snack and engaged positively with each other. We discussed with the supervisor the possibility of having a member of staff sit alongside the children during snack time to further enrich the experience. The children enjoyed their helper roles and actively helped clear away after the snacks finished. We saw that the children contributed to the club's daily routines and took responsibility for tasks. This helped children develop life skills, confidence and independence.

The service had medication policies and procedures in place. Staff understood these procedures and followed them in line with current best practice. This approach helped support children's health, wellbeing and safety.

Staff held a range of information to support each child attending the service. This information formed part of a child's personal plan. Staff knew children well and listened to their views, interests and choices. They worked closely with families and, when needed, other professionals to identify and meet children's support needs.

A parent said: "Staff are fantastic with [my child]. Good communication. Fabulous."

Staff reviewed personal plans regularly with parents and children. This helped ensure the plans reflected children's current needs. Staff used the Getting it right for every child (GIRFEC) wellbeing indicators to assess, monitor and discuss children's progress and wellbeing. These indicators are Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included (SHANARRI).

Staff and families shared information appropriately and in good time. This helped provide consistency in children's care and learning. Staff used flexible approaches to help children feel safe, secure and confident when starting and attending the service. As a result, children received care and support that reflected their individual needs and interests.

Staff built strong, positive relationships with families and created a warm, welcoming and relaxed environment. This encouraged parents to come into the service and spend time with their children and watch them play. This helped parents get to know the staff. Parents felt valued, respected and involved. Families had regular opportunities to discuss their child's experiences, learning and development through informal conversations, planned discussions and written communication. As a result, strong partnerships between staff and families supported children's wellbeing and contributed to positive experiences and outcomes. Parents told us:

"It's great, [child] loves it. Get emails, chat to staff at drop off and pick-up. All friendly and very welcoming. There is a variety of activities and plenty to do ..."

"Really good. They [child] enjoy it. It's nice to see what they are doing [watching their children play.] Staff are great. Helpful, chatty, friendly and kind. Really helpful. 10/10. [Children] have freedom of choice. They like coming."

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

Staff should continue to develop and implement robust personal plans. They should ensure that, in consultation with parents, children's individual needs, wishes and choices are recorded, and that clear plans are in place to monitor how they plan for, record and report upon children's needs, progress and development.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "My future care and support needs are anticipated as part of my assessment" (HSCS 1.14) and "My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices" (HSCS 1.15).

This area for improvement was made on 19 June 2019.

Action taken since then

We found that personal plans were in place and these supported the children's ongoing needs.

This area for improvement 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.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

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.scot

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.gov.scot

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànain eile ma nithear iarrtas.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.