

The Dash Club

Day Care of Children

Ashton Secondary School
100 Avenue End Road
Glasgow
G33 3SW

Telephone: 07895 108 103

Type of inspection:
Unannounced

Completed on:
14 May 2026

Service provided by:
The Dash Club, an Incorporated
Association

Service provider number:
SP2010011248

Service no:
CS2010275127

About the service

The Dash Club is registered as a daycare of children service. It is registered to provide a care service to a maximum of 35 school aged children up to the age of 16. Until 31 March 2028, 12 children can be cared for up until their 18th birthday. All children attending are secondary school age.

The service is based within Ashton Secondary School and the Beatroute Art Centre. Both spaces provided a different range of activities. They have use of the gym, the swimming pool, dining hall and outdoor spaces at Ashton Secondary school and use of two main rooms and the garden at the Beatroute Art Centre. Children travelled to and from the service by minibus. Seven children were attending at the time of this inspection.

About the inspection

This was an unannounced inspection which took place on 29 and 30 April 2026. Feedback was given, at a later date at the service office base, on 14 May 2026, as requested by the service. 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
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- assessed core assurances, including the physical environment.

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 Leadership.

Key messages

- Children experienced a warm, inclusive environment where they felt safe, valued and supported to build relationships.
- Staff demonstrated a strong understanding of children's needs and delivered highly personalised care and support.
- Well-planned, inclusive activities enabled children to enjoy meaningful experiences and achieve positive outcomes.
- Strong partnerships with families enhanced children's wellbeing and highlighted the positive impact of the service.
- Further improvement was needed to strengthen staff compliance with the Scottish Social Services Council (SSSC) registration requirements and to ensure access to relevant training and professional development.

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	3 - Satisfactory / Adequate
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 3 - Satisfactory / Adequate

Quality indicator: Leadership and management of staff and resources

We evaluated this quality indicator as satisfactory/adequate where strengths just outweighed the weaknesses.

Leadership within the service demonstrated a clear commitment to supporting children and their families. The provider and management team had established a strong values base, with a clear focus on inclusion, wellbeing and creating meaningful experiences for children. The vision, values and aims of the service are well understood and are reflected in day-to-day practice. The management team had shown determination in sustaining the service, particularly given its voluntary nature and the ongoing challenges of securing funding, transport and appropriate resources. They were committed to ensuring children had a fun holiday programme along with regular afterschool sessions that were fun and met their needs.

Resources were generally organised in a way that meets the needs of the children attending. Staffing arrangements were a key strength, with one-to-one support in place to ensure that children's individual health, care and wellbeing needs were met. Staff demonstrated strong commitment and positive relationships with children. There were examples of effective deployment of staff with specific skills, such as supporting children with medical needs, mobility and emotional wellbeing. The inclusion of trained members of staff for rebound therapy, massage, health and wellbeing and drama further reflected thoughtful allocation of resources to enhance children's experiences.

There was a clear daily leadership structure, with a designated coordinator overseeing practice and supporting staff. Induction processes were in place, and staff reported feeling supported through ongoing communication. This has contributed to a consistent approach in meeting children's needs and promoting their rights. Management had engaged in self-evaluation processes and were beginning to use these to reflect on practice and identify areas for improvement.

However, there were areas where leadership and management of resources required further development to fully assure quality and compliance. While safer recruitment practices were in place, there had been a lack of awareness regarding the Scottish Social Services Council (SSSC) registration requirements. This indicated that governance and oversight of workforce regulation needed to be strengthened. Although progress had been made, with staff now applying for registration, systems should be embedded to ensure ongoing compliance and understanding of professional responsibilities. Additionally, while staff were skilled and dedicated, access to ongoing training and professional development opportunities required further improvement to ensure all staff meet expected standards and can continue to develop their practice. This is particularly important given the complex needs of the children attending the service (see requirement 1).

It was noted that the manager did make notifications to the Care Inspectorate with regards to changes. However, there was also a need to strengthen processes in relation to notifications regarding safeguarding or changes to the service, specifically in ensuring that the Care Inspectorate is appropriately notified of any concerns. While guidance had been shared, this highlighted an area where leadership oversight and understanding of regulatory requirements must improve.

Leadership demonstrated commitment, strong values and effective use of some resources to support children with complex needs. However, improvements are required in governance, workforce development and regulatory compliance to ensure consistent, high-quality practice.

Requirements

1. By 30 September 2026, the provider must ensure that suitably qualified and competent staff are deployed in sufficient numbers to meet the health, wellbeing and safety needs of children.

To do this, the provider must, at a minimum:

- a) ensure that all staff are registered with the Scottish Social Services Council (SSSC), where required.
- b) ensure that staff have access to appropriate induction, training and ongoing professional development to support them in their role.

This is in order to comply with Section 7(1)(a) of the Health and Care (Staffing) (Scotland) Act 2019.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes" (HSCS 3.14).

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.

Staff demonstrated a very strong understanding of children and their individual needs which resulted in highly responsive and nurturing experiences. Planning was consistently well-informed, with activities carefully tailored to support children's abilities, preferences and developmental outcomes. As a result, children were engaged, confident and able to participate at their own pace in a way that promoted their wellbeing and enjoyment.

Children experienced a wide range of high-quality, inclusive opportunities that supported both play and development. For example, swimming sessions were delivered on a one-to-one basis, ensuring that children received personalised support in a safe and calm environment. These sessions provided both therapeutic benefit and enjoyment, allowing children to relax, build confidence in the water and access experiences that may otherwise be unavailable to them. Staff regularly reviewed these sessions to ensure that they continued to meet children's needs and maximised positive outcomes.

At the Beatroute Arts Centre, children participated in a drama and games sessions which effectively promoted creativity, inclusion and social interaction. Children had taken ownership of their learning by creating and performing a circus-themed story using props and sensory resources. Staff had skilfully adapted activities to ensure all children could participate fully. For example, balancing activities were thoughtfully modified so that wheelchair users could experience similar sensory stimulation and enjoyment. Children were observed to be happy, engaged and motivated, and staff spoke with genuine pride about the progress and achievements children had made.

Within the school environment, children benefited from a balance of structured and free play opportunities. They were supported to make choices and direct their own play, whether engaging independently or alongside others. Some children chose quieter spaces where they could explore new resources and develop skills, while others engaged in wellbeing activities such as rebound therapy and massage, supported by established routines that promoted comfort and security. Access to a safe and secure outdoor environment further enhanced children's experiences, providing opportunities for physical activity, exploration and the use of a range of play equipment.

Staff consistently used their detailed knowledge of children, alongside information shared by families, to plan and adapt experiences. Individual risk assessments were effectively considered, ensuring that children could participate safely while still experiencing appropriate levels of challenge. Regular team discussions supported a shared understanding of children's needs and promoted a consistent, high-quality approach to care and support.

Overall, children experienced warm, responsive and inclusive care that placed their wellbeing, rights and enjoyment at the centre of practice. The strong relationships between staff and children, combined with thoughtful planning and effective adaptation of activities, resulted in very positive outcomes for young people. Parents commented that their children were "happy", "felt safe" and were "having fun".

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.

The service provided a very good standard of care and support to young people with additional needs. Staff consistently demonstrated a nurturing, inclusive and child-centred approach, ensuring that children felt safe, respected and valued. Strong, positive relationships were evident between staff and children, with interactions characterised by warmth, kindness and genuine care. Children were happy, relaxed and confident within the environment, reflecting the trusting relationships they had developed with staff.

Staff had a very good understanding of children's individual needs, preferences and abilities. This knowledge was used well to plan and deliver meaningful experiences that supported children's wellbeing, development and enjoyment. Activities were well considered and tailored, allowing children to engage at their own pace and in ways that suited them. Children were supported to experience a wide range of opportunities including sensory play, creative arts, physical activities and therapeutic experiences such as swimming and rebound therapy. These experiences were inclusive and thoughtfully adapted to ensure that all children could participate fully and benefit from them.

Communication approaches were highly effective. Staff used a variety of strategies, including visual supports, sign language and clear verbal communication, to meet the diverse needs of children. They demonstrated skill in interpreting non-verbal cues and responding sensitively, ensuring that children felt understood and supported to express themselves. This contributed to a calm and positive environment where children could engage with confidence.

Personal planning was of a very high quality. Plans were detailed, up to date and reflective of each child's holistic needs. They were developed in partnership with families and were used consistently by staff to guide practice. The availability of clear, accessible digital information ensured that staff had the necessary knowledge to provide safe, consistent and individualised care. Children were also well supported with eating and drinking, with approaches tailored to their specific needs and preferences, promoting dignity and comfort.

The staff team worked very effectively together and provided a consistent level of care. There was a strong team ethos, with staff supporting each other to create a positive, inclusive and well-organised environment. Leadership within the service was effective in promoting a shared vision and ensuring that children remained at the centre of practice.

Partnership working with families was a key strength. Parents and carers provided very positive feedback about the service, highlighting the difference it made to their children and family life. Communication was regular and meaningful, with staff providing detailed updates and handovers. This helped to build trust and ensured continuity of care between home and the service.

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

The provider should ensure that staff deploy themselves so that children and young people are properly supported.

National Care Standard 5 Early Education and Childcare up to the age of 16 - Quality of Experience.

This area for improvement was made on 21 March 2018.

Action taken since then

Through discussions with the management team. They only ran the service with enough staff due to the complexities of meeting the needs of children. If staffing was an issue the service would not provide a care service until staffing levels were correct. We saw enough staff on each session to meet the needs of children.

This area for improvement has been met.

Previous area for improvement 2

The provider should ensure that information gathered about children and young people is consistent, linked to their support needs and involves parents and young people as appropriate.

National Care Standard 5 Early Education and Childcare up to the age of 16 - Quality of Experience.

This area for improvement was made on 21 March 2018.

Action taken since then

Personal plans were high quality as indicated within the report. These were inclusive, showed children's voice and family information. They were well used by staff to provide responsive care to children.

This area for improvement has been met.

Previous area for improvement 3

The provider should develop a monitoring system to assess and make improvements to the service. This could include but not be limited to:

- staff practice
- children and young people's experiences
- how the environment was used
- parental involvement.

National Care Standard 13 Early Education and Childcare up to the age of 16 - Well managed service.

This area for improvement was made on 21 March 2018.

Action taken since then

The management team had good oversight of the service. There were monitoring systems in place that were effective and improved practice. Recently, the management team had attended training on self-evaluation. This had impacted positively on their understanding of systems and processes and they were working with staff and stakeholders to develop and improve the service.

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	3 - Satisfactory / Adequate
Leadership and management of staff and resources	3 - Satisfactory / Adequate
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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