Mayfield Out of School Care
Day Care of Children

Mayfield Primary School
Kennilworth Drive
Saltcoats
KA21 6LH

Telephone: 07766 133 816

Type of inspection:
Unannounced

Completed on:
8 July 2026

Service provided by:
Mayfield Out of School Care Limited

Service provider number:
SP2011011758

Service no:
CS2011305948

About the service

Mayfield Out of School Care operates from Mayfield Primary School in Saltcoats, North Ayrshire. The service is provided by Mayfield Out of School Care Limited which has two directors, one of whom is registered as the manager of the service. The service operates from a spacious school gym hall/dinning area which has direct access to outdoor play spaces.

The service is registered to provide care to a maximum of 48 children of primary and secondary school age and will operate Monday to Friday between the times of 15:00 and 18:00 (term time) and school holidays Monday to Friday 07:45 - 18:00. At the time of our inspection, 56 children were registered with the service.

About the inspection

This was an unannounced inspection which took place on 8 July 2026 between 09:30 and 14:30. 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 since the last inspection.

In making our evaluations of the service we:

- spent time with seven children attending the service
- spoke with the directors
- 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 and that a service is operating legally. At the time of this inspection, improvements were identified relating to core assurances. We have reported where improvements are needed within headings Leadership and Children are supported to achieve.

Key messages

• Children benefitted from kind and caring relationships with staff.

• Children's wellbeing was supported by regular access to outdoor play opportunities.

• Regular access to community events and places of interest supported children's sense of belonging.

• Personal planning should to be developed to include individual support strategies for children.

• The planning for play and learning experiences should be further developed to demonstrate how children's ideas and interests informed planned experiences.

• Quality assurance processes should be further developed and imbedded to ensure service strengths and areas for development are identified and actioned when needed.

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	4 - Good
Children are supported to achieve	4 - 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 weaknesses.

The service had displayed its vision, values and aims within the hallway to share these with children and families. The providers had taken initial steps towards reviewing these and had identified plans to involve children and families in determining what was important to them and what best reflected their aspirations for the service. This approach had the potential to strengthen family involvement and would help ensure that the service's vision, values and aims accurately reflected the views, experiences and aspirations of those using the service.

Children and families had opportunities to share their views through informal discussions and questionnaires. However, there was limited evidence of how these views had influenced change. Developing clear feedback systems, sharing when improvements had been made following suggestions from others would help children and families feel their contributions were valued.

Although an improvement plan was in place, it had not been used effectively to drive continuous improvement. Many actions had remained from the previous year, with no recorded evidence of progress. Targets were often broad and lacked measurable outcomes, while timescales were predominantly recorded as 'ongoing', making it difficult to monitor progress or evaluate the effectiveness of improvement activity. Developing a more focused improvement plan, with specific actions, realistic timescales and clearly identified responsibilities, should have strengthened accountability and supported meaningful, sustained improvement.

At the time of inspection, there were no formal quality assurance or self-evaluation processes in place to support improvement planning. Establishing systematic approaches to monitoring key areas of service delivery and using a framework such as Care Inspectorate and Education Scotland's (2025) 'A Quality Improvement Framework for the Early Learning and Childcare Sectors: School Age Childcare' to evaluate the quality of the service provided would have strengthened the service's capacity for continuous improvement. Involving staff, children and families in these processes would ensure improvements are informed by the aspirations of those involved with the service and support positive outcomes for children. Improving quality assurance processes was identified as an area for improvement in 2024 and remained unmet (see 'What the service has done to meet any areas for improvement made at or since the last inspection?' Area for Improvement 1).

Policies and procedures were in place to support service delivery. We found that some updates were needed to reflect current guidance. This included the updating the response time and contact details within the complaints and child protection policies. Updating these would ensure families and staff understand what to expect from the service.

Children play and learn 4 - Good

Quality indicator: 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 benefited from regular access to community spaces, such as parks and places of interest. During our inspection children visited the Riverside transport museum and Glebe park as part of the holiday club. Children valued these experiences which supported their sense of wonder and excitement about their wider communities.

Children had access to developmentally appropriate indoor and outdoor spaces. Although the variety of play resources was limited, those available had been selected in response to children's interests and preferences. Children were observed actively participating in football, basketball and play involving large yoga balls. Indoors, children explored science concepts by hardening glue to make "squishies", designing faces and packaging for their creations, which demonstrated their creativity and imagination. As a result, children were happy, engaged and sustained their interest in play experiences. Expanding the range of loose parts and natural materials would further enrich opportunities for creativity, exploration and child-led learning.

Children were observed bringing and using digital technologies from home within the setting. While this reflected their interest in technology, there was limited evidence of these being used to support children's learning and exploration. Increasing access to digital learning resources and a wider range of factual books would support children to follow their own interests, deepen their understanding and develop skills for lifelong learning.

Children benefited from play experiences that were responsive to their interests and preferences. Staff adapted activities in response to children's requests, facilitating a variety of physical games and creative experiences that promoted enjoyment. While termly meetings enabled children to contribute some ideas, approaches to planning were not sufficiently embedded and did not consistently demonstrate how children's interests and curiosities informed future experiences. Greater use of observations and evaluations would have supported more purposeful planning and ensured play experiences remained relevant, meaningful and responsive to children's emerging interests. The providers had plans to reintroduce mind maps and floor books to strengthen consultation and support children to influence the direction of the service, and we encouraged this.

Children are supported to achieve 4 - Good

Quality Indicator: Nurturing Care and support

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.

Staff created a nurturing and respectful environment where children felt secure, valued and included. Interactions were consistently warm and responsive, supporting children's emotional wellbeing and sense of belonging. Staff sensitively supported children's settling-in process by taking time to chat with them as

they arrived and joining in their play. This helped children feel safe and reassured, enabling them to settle quickly into the service and engage confidently in their chosen play experiences.

Staff had created a welcoming cosy area that promoted children's wellbeing and supported self-regulation. As a result, children had access to a quiet space where they could relax and manage their emotions in a way that met their individual needs.

Children's mealtimes were relaxed and sociable, with opportunities to sit with friends and access snacks flexibly in response to their individual preferences. Some aspects of mealtime practice could have been improved further. These included ensuring children remained seated while eating, cleaning table surfaces before meals, and providing appropriate cutlery and crockery. This would have helped ensure children's safety was prioritised and that they experienced mealtimes that promoted their comfort and independence.

Personal plans were in place for all children whose records we sampled, and a new format had been introduced. Plans reflected children's current needs and personal routines. However, they did not consistently include individual outcomes, targets or strategies to support children's progress and wellbeing. Opportunities for children to contribute to and influence their plans could have been strengthened, and reviews with parents should now take place at least every six months. These improvements should help ensure children receive the right support at the right time and that plans remain responsive to their changing needs and circumstances. Improving personal planning processes was identified as an area for improvement in 2024 and remained unmet (see 'What the service has done to meet any areas for improvement made at or since the last inspection?' Area for Improvement 2).

Although both service providers were confident in the procedures for safeguarding children and understood how to report and escalate concerns appropriately, it was noted that their most recent child protection training was completed in 2024. To ensure their knowledge remains current and aligned with best practice, refresher child protection training should be prioritised at the earliest opportunity.

The service had taken some steps to improve communication with families through the introduction of newsletters, although these had not yet been shared on a consistent basis. Families were welcomed into the entrance hallway; however, opportunities for them to access children's play spaces were limited. The providers had recognised this and planned to establish stay-and-play sessions to support parents to spend time within the play environment and become more involved in the life of the service. These developments had the potential to strengthen relationships with families and promote meaningful parental involvement.

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

To support positive outcomes for children and families, the provider and staff should strengthen how they reflect on the quality of their service. This should include regularly asking children and families for feedback, keeping a record of what is working well and what could be improved, and using this to inform and make positive changes.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state: "I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes" (HSCS 4.19).

This area for improvement was made on 6 August 2025.

Action taken since then

While some child and parent questionnaires had been completed, they were not dated and it was not possible to determine whether they related to current service users. The use of closed questions which require yes/no answers limited the quality of feedback obtained. As a result, this information had not been used effectively to inform improvement planning. Many of the priorities identified within the improvement plan had been carried forward from the previous year, indicating that the plan had either not been reviewed and updated or that limited progress had been made in achieving the intended improvements. In addition, there was no evidence of formal self-evaluation, monitoring, or auditing processes being in place to support service development and continuous improvement.

This area for improvement was not met.

Previous area for improvement 2

To support children's wellbeing, learning and development, the providers should improve how personal plans are used to to support each child's individual needs, interests and aspirations. This should include, but is not limited to, identifying individual strategies for support and ensuring that children and families are meaningfully involved in developing and reviewing plans every six months or sooner to reflect children's changing needs and progress.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state: "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) and "I am fully involved in assessing my needs, planning my care and support, and reviewing my care and support (HSCS 1.12).

This area for improvement was made on 6 August 2025.

Action taken since then

The service had made some progress towards meeting this area for improvement. Evidence of child and parental participation was evident in some personal plans; however, practice remained variable, with some plans not containing the second page used to evidence involvement. Not all children had an 'All About Me' profile in place. Further moderation was required to ensure a consistent approach to personal planning and recording across all children's plans.

This area for improvement was not met.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.scot.

Detailed evaluations

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

Children play and learn	4 - Good
Playing, learning and developing	4 - Good

Children are supported to achieve	4 - Good
Nurturing care and support	4 - Good

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