Glencoats Out of School Care
Day Care of Children

Gallowhill Community Centre
Netherhill Road
Paisley
PA3 4SF

Telephone: 01418 481 904

Type of inspection:
Unannounced

Completed on:
14 August 2025

Service provided by:
Lorraine McGrath trading as Glencoats Out of School Care

Service provider number:
SP2013984867

Service no:
CS2013317140

About the service

Glencoats Out of School Care is a daycare of children service registered to provide care to a maximum of 40 children who are over 4 years of age and who will be attending school after the summer holidays up to primary school aged children.

The service operates term time and during school holidays.

The provider is Lorraine McGrath trading as Glencoats Out of School Care.

Glencoats Out of School Care is located in the Paisley area of Renfrewshire and is within close proximity to transport links and local amenities. The service operates from Gallowhill Community Centre. And has the use of a large hall, kitchen and toilet facilities and an enclosed outdoor area.

About the inspection

This was an announced inspection which took place on Thursday 7 August 2025 between 09:30 and 12:30 when there were 16 children attending the service and Thursday 14 August 2025 between 11:15 and 18:15 when 18 children attended the service. There was a total of 33 children on the roll, when we visited. 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 to and spent time with children using the service
- spoke with three parents
- received feedback from 13 parents and four staff who completed our questionnaires
- spoke with childcare staff and the manager
- observed practice and daily life
- reviewed documents.

Throughout this report, any reference to parents also includes carers and guardians.

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 reviewing the following aspects:

- Staff deployment
- Safety of the physical environment, indoors and outdoors
- The quality of personal plans and how well children's needs 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

- The children had lots of fun when at the service. They really enjoyed the opportunity to go on trips and the freedom and excitement of playing outdoors.
- The children and staff really liked each other and had built kind, loving and nurturing relationships.
- Staff worked very well together. They put the children at the heart of what they do.
- Staff and parents had built very good relationships with each other. Parents spoke highly of the service and the staff.
- The management and staff should continue to review and update the children's personal plans.
- New equipment and resources should be purchased to enhance the children's play experiences.
- The provider should contact the management of the community centre to discuss improvements to the electric water heaters within the children's toilets.
- The management and staff should continue to develop their quality assurance processes.

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 evaluated this key question as good, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a positive impact on children's experiences.

Quality indicator 1.1: Nurturing care and support

We found that staff had good procedures in place which helped them get to know the children and their families. This approach helped the children settle well into the service and build positive relationships with staff and the other children. Staff were warm, kind, caring and nurturing towards the children. They understood them and were able to meet the children's individual needs by putting in place appropriate care and play routines. These were flexible and supported the children's wellbeing, wishes and choices. Parents told us.

"Caring approachable staff in a safe engaging environment for kids. I feel happy going to work knowing my child is well cared for and having fun."

"The staff keep me up-to-date with the kids' work and achievements regularly."

We saw that the children were very happy and had lots of fun. They told us they enjoyed being at the out of school service, being with their friends and taking part in the interesting and challenging activities. Children really liked the staff and told us that the staff were nice and kind to them, that they listened to them and helped them. Children's comments included.

"Everyone is nice."
"I like the staff they are very good and kind."

Parents provided lunch and snacks for their children when taking part in day trips during the summer playscheme. The service provided snacks at other times. Staff were aware of the children's individual dietary needs, and these were considered when planning snacks and food experiences. The children told us they liked the snacks. We looked at the snack menu and found that this should be improved to include more fresh fruit and healthier options. The manager agreed to review this with the children.

Staff and children washed their hands before preparing and eating food. This approach helped support good infection prevention and control procedures. Fresh water was available for the children throughout the session. This helped keep children hydrated.

Staff administered medication safely to children as needed. We found that some of the information within the medication recording systems needed to be improved. The manager agreed to address this to bring it into line with the Care Inspectorate guidance, Management of medication in daycare of children and childminding services (July 2025).

We looked at a range of documentation that made up a child's personal plan. This information helped staff support the children's ongoing needs, wishes and choices. Staff regularly reviewed and updated the plans with feedback from children and parents. This helped them keep up-to- date with the child's experiences and share ongoing information between the service and families. This supported effective communication and continuity of care between the home and the out of school care service. We noted that a few of the plans were missing some dates and signatures (see area for improvement 1).

As required, the manager and staff would link with other professionals to support children and families. We saw staff use very good techniques to support the children to fully engage and enjoy their time at the service.

Quality indicator 1.3: Play and learning

We saw that the children were fully engaged in, and enjoyed, the range of activities and play experiences. We found that the children were relaxed and happy, and there was lots of laughter and chat as they played either on their own or with friends and staff.

Staff were on hand to support children, and we saw staff extend the children's play through discussions, as well as joining in their play. This helped build the children's knowledge and skills, as well as forming loving and nurturing bonds. Staff smiled and encouraged the children as they played, which helped to promote their creativity and curiosity. We saw staff sitting and engaging with children throughout our visits. For example, playing badminton, pushing them on the swings at the park, and playing with LEGO. We saw that the children helped each other and really liked being together. They were confident and happy.

Staff put the children at the centre of their planning. They used various methods to capture children's voices and ideas to enrich their play. This showed us that staff understood the value of play and had a good understanding of the children's learning and development stages.

Staff listened to the children and responded warmly to their requests and ideas. This underpinned future plans. The planned and spontaneous activities available were child-centred and linked to the children's interests. This meant that processes were in place to ensure that children were actively involved in leading their own play.

We found that some of the toys and games needed to be replaced. Discussion with the manager confirmed that she was aware of this, and it was her intention to replace and update the toys and equipment available to the children (see area for improvement 2).

The children had regular opportunities for fresh air and physical play. During the summer play scheme, daily trips were arranged. Staff recognised the importance of children being able to spontaneously choose to play outdoors, and the set-up of the hall enabled the children to move with ease between the indoor and outdoor areas, as well as go to the nearby local park. The manager and staff understood the benefits of outdoor play for children and had built it into their daily plans. We saw that the children really enjoyed the freedom and fun that outdoor play provided. Giving them space and fresh air to run about, explore and play with their friends.

What the children liked about the service:

"It's fun."
"They [staff] take us to good places."
"That we get to go to parks. Being able to see my friends."
"I like going out in the summer. I have lots of friends there and I always have fun."

When asked what would make the service even better, a child told us: "A PS5. Getting a toy cat to play with."

Staff's approach to play helped the children to be active, have fun, develop their skills and confidence, build friendships and celebrate and share their successes.

Areas for improvement

1. The provider, manager and staff should ensure that personal plans for all children attending the service are completed in full, dated and signed in line with good practice.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "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 "My needs, as agreed in my personal plan, are fully met, and my wishes and choices are respected" (HSCS 1.23).

2. The manager and staff, with input from the children, should improve the range of toys and equipment available to the children. This will help to enrich and enhance the children's play and learning experiences while attending the service.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "As a child, I can direct my own play and activities in a way that I choose, and freely access a wide range of experiences and resources suitable to my age and stage, which stimulate my natural curiosity learning and creativity" (HSCS 2.27)

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. Whilst some improvements were needed, the strengths identified had a positive impact on children's experiences.

Quality indicator 2.2: Children experience high-quality facilities

The service operates from Gallowhill Community Centre. The children had the use of the large hall, enclosed outdoor area, toilet facilities and kitchen. Staff had set up the space in the hall to enable the children to have the freedom to run about, use their imagination, enjoy physical play, and take part in activities that reflected their current interests.

Prior to children attending the service, staff undertook daily checks of the building and outdoor areas to help keep the children safe. However, while we acknowledged that risk assessment procedures were in place, these needed to be reviewed to make them more robust. We noted that the electric heaters in the children's toilets, which provided hot water, were difficult to turn on and off. This could result in the water becoming too hot for the children while washing their hands. We have asked the provider to address this issue with the management of the centre (see area for improvement 1).

Children had direct access to an outdoor area. They were also very near a local play park. We saw that the children had lots of fun as they played outdoors. They enjoyed running around, playing games, dancing and singing and chatting with the staff and friends. This approach enabled the children to be physically active, get fresh air, enhance their wellbeing, stimulate their curiosity and encouraged them to explore the outdoor environment.

On our first visit, we accompanied staff and children to Bellahouston Park. We went by bus. It was clear to us that the children had a very good understanding of how to travel safely between the service and Bellahouston Park. They understood how to cross the road safely and listened carefully to instructions from staff including getting on and off buses.

Parents' comments included: "My daughter enjoys the experience of travelling on the bus and going to parks and beaches" and "The children are taken to the park to play. They sign out and sign in. This gives them a sense of being responsible and safe while in aftercare."

Most staff had undertaken training on infection prevention and control and food hygiene. Staff understood their cleaning arrangements within the service. Records of cleaning were in place. The manager agreed to set up a cleaning schedule.

We saw that staff communicated and worked very well together to keep children safe and secure while attending the service and on trips. Appropriate ratios of staff to children were in place. Staff monitored who was entering and leaving the building. This approach ensured that the children were accounted for at all times.

To ensure that children's personal information was kept safe, the service had procedures in place to comply with general data protection requirements. The service was registered with the Information Commissioner's Office (ICO).

Areas for improvement

1. The provider should discuss with the community centre management how they can improve the electric water heating system in the children's toilets to ensure that it is safe for the children to use when washing their hands.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "The premises have been adapted, equipped and furnished to meet my needs and wishes" (HSCS 5.18) and "My environment is secure and safe" (HSCS 5.19).

How good is our leadership? 4 - Good

We evaluated this key question as good, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a positive impact on children's experiences.

Quality indicator 3.1: Quality assurance and improvement are led well

We found that the manager, supported by the provider, was motivated and caring. They offered the staff good support and leadership. Staff enjoyed working at the service and felt part of the team. The manager encouraged an inclusive ethos where staff felt empowered and confident to share responsibility in various areas of the day-to-day running of the service. Staff worked very well together to support the ongoing needs of the children, parents and the service. The manager and staff put the children and families at the heart of the service. They ensured that the service provided was inclusive.

Management and staff sought parents' feedback through regular discussions, emails, texts and a private Facebook page. This approach helped share the vision that management and staff had for the service to support the children in their care.

A parent told us: "The staff always fully inform me about [child's] development within the aftercare and they are involved in their own personal plan arrangement which gives them a sense of involvement."

Staff were flexible, kind and responsive to the children's needs and wishes, forming warm, nurturing bonds. They understood the importance of play, and the children enjoyed attending the service. Children liked the staff, had made friends and enjoyed the activities. We saw that the staff actively sought and encouraged children to voice their opinions on the types of play and activities they took part in. For example, through one-to-one and group discussions and recording children's ideas on mind maps and floor books. This feedback helped staff plan future activities and ensured that children were involved in, and influenced, what happened within the service. We noticed that the recording of information needed to be improved to show the links between the children's ideas and future plans that linked to service quality assurance.

The returned questionnaires showed that parents felt they and their children were meaningfully involved in the service. We found that management and staff needed to continue to develop the formal quality assurance processes, self-evaluation and improvement plans. This should help measure the outcomes for children and their families using the service and support the ongoing planning and improvement of the service (see area for improvement 1).

Areas for improvement

1. The manager and staff need to improve and formalise their quality assurance processes and make them more robust.

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

How good is our staff team? 4 - Good

We evaluated this key question as good, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a positive impact on children's experiences.

Quality indicator 4.3: Staff deployment

We found that the service was staffed to meet the needs of the children. The effective deployment of staff ensured that the children had continuity of care and support. This approach helped staff keep the children safe while attending the service. Staff kept parents and children informed of staff changes. For example, when new staff started at the service, the children were introduced to them. This approach helped staff and children to build positive relationships with each other.

Staff were committed to their roles within the service. We observed that staff were kind and respectful of each other. They worked together as a team to sensitively support the individual and group needs of the children. They were very good at communicating with each other, enjoyed working with the children and offered kind, loving and nurturing care. Staff had built very good relationships with the families. They were enthusiastic and provided the children with play experiences and activities that were fun and linked to the children's current interests. These approaches ensured that there was a positive team ethos, which benefited the children and helped them settle and enjoy their time at the service.

The parents we talked to, and the questionnaires we viewed, confirmed that parents held their children's experiences and the manager and staff in high regard. Comments included.

"The service and staff are amazing. I have been using for 10 years and cannot fault it, the staff are amazing with the children, the relationships formed are second to none ..."

"Everyone goes above and beyond. They [staff] take the time to get to know me and my child! ..."

Staff were skilled in their roles and utilised each other's strengths to support play and learning for the children in their care. They were keen to continue to develop their practice and shared with us the recent training they had attended and how they used this information to develop their skills and knowledge to enhance the children's play experiences. Although, staff had undertaken online first aid, the provider confirmed that they would arrange for paediatric training to be undertaken by an external provider.

As part of the inspection feedback, we shared with the manager the positive responses from the questionnaires and discussions we had.

Overall, we found that parents valued the management and staff. And the care, support and fun activities they provided to their children.

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	4 - 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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