Jedburgh Out of School Club
Day Care of Children

Jedburgh Grammar Campus
Priors Road
Jedburgh
TD8 6HH

Telephone: 07500 038 446

Type of inspection:
Unannounced

Completed on:
11 May 2026

Service provided by:
Jedburgh Out of School Club a Scottish Charitable Incorporated Organisation

Service provider number:
SP2014012248

Service no:
CS2014323656

About the service

Jedburgh Out of School Club is registered with the Care Inspectorate to provide a care service to a maximum of 44 children who attend primary school or S1 at any one time.

The club operates a breakfast, after school and holiday club.

The club have use of a dining hall within the Jedburgh Grammar Campus. Opportunities for outdoor play are provided in the school playground and nearby wooded area.

About the inspection

This was an unannounced inspection which took place on 05 May 2026 between 14:45 and 18:00. 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.

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. We comment on some areas of improvement needed to the environment which are linked to core assurances and the quality improvement framework.

In making our evaluations of the service we:

- spoke with some of the children in the club
- reviewed completed questionnaires from eight families
- spoke with three staff and members of the committee
- observed experiences for children
- reviewed documents
- assessed core assurances, including the physical environment.

Key messages

• Children were valued, secure and supported because staff created a consistently nurturing environment.

• Children, families, staff and the committee should review and adapt the club vision, values and aims to reflect the new aspirations held for children.

• Systems to develop purposeful self-evaluation should be developed to support continued improvement.

• Children were enjoying the play opportunities but these could be further developed to provide richer more exciting experiences.

• Further consideration could be given to the layout of the club environment and resources to ensure it meets the needs of children.

• The committee and staff were committed to the continued development of the service to improve outcomes for children.

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 thrive and develop in quality spaces	3 - Satisfactory / Adequate
Children play and learn	3 - Satisfactory / Adequate
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

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

Quality indicator - Leadership and management of staff and resources

Although aims and objectives had been developed for the setting which outlined some of the aspirations for children, they were not being actively used to promote the ethos and vision for the setting. Reviewing these and including children, families and staff in their development would ensure that everyone knew what was important in providing a high-quality service which achieved positive outcomes for children.

The committee had carried out a significant amount of work to develop a meaningful action plan designed to address areas for improvement which had been made through the inspection process. Areas where the committee needed to see improvement such as children's safety, appropriate staff practice and improvement to children's experiences had also been identified. The action plan was being well monitored to evidence that improvements were being made.

The process for self-evaluation needed to be strengthened to ensure that it resulted in sustained improvement. The manager and staff needed to develop their understanding of self-evaluation to enable them to carry it out effectively. Children and parents needed to be involved in the process to ensure that they were aware of changes and why they happened.

There were systems in place for the auditing of procedures. A committee member had reviewed the policies and procedures to ensure that the met good practice guidance and were easy to follow. Procedures such as medication, risk assessment and completion of records such as personal plans were now being audited to ensure that policies and procedures were followed consistently.

A new committee had taken up their positions since our last inspection in February 2026. They were organised and provided a broad level of knowledge and experience which was helping to provide support and leadership to the staff team. There was an in depth understanding of safe recruitment practices and the need to mentor and develop staff confidence and understanding of their roles and responsibilities. Staff said that they felt very supported by a committee who were clear about their expectations of staff and provided suitable guidance and support.

To support the staff team there regular meetings with the committee to communicate developments and share opportunities for reflective practice discussions. These opportunities were supporting staff to feel confident in their roles to meet the needs of children.

Children thrive and develop in quality spaces — 3 - Satisfactory / Adequate

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

Quality indicator - Children experience high quality spaces

The service used a dining space in the school campus. On the whole the space was arrange to meet the needs of children with some zones spaces for play. For example there was a space for quiet time, home play and snack area. However, further adaptations to the space were needed to ensure that the quality of the environment gave a clear message to children that they mattered and provide a warm and welcoming environment. For example, care needed to be taken when arranging the resources for children to use to ensure that they were attractively presented. Areas of the space needed to be adapted to enable children to display pictures and for parents to see information about the club and the play experiences provided for their children.

Staff had assessed that the resources for older children could be further improved to provide more age appropriate and challenging activities. This could be extended for all children to ensure that resources were varied and could be adapted to meet children's individual needs and interests. For example the home corner although popular was for children under 5 years. There needed to be loose parts in amounts that would support children to be imaginative and engaged in their play.

Children told us that they were able to play outside quite often. Some said it depended on the weather. On the day of our visit, outdoor play took too long to be made available for children. The outdoor area was easily accessible from the main play space. Staff needed to adapt the pace of the session to ensure that children could choose to play indoors or outdoors during the session. Parents commented positively on the use of community spaces and outings during the holiday clubs and longer Friday sessions. "My children both always enjoy their time at JOSC and have had lots of great opportunities to go on various days out and trips." "The holiday club offering is exceptional for my child."

Staff ensured that the premises was safe and secure for children to use. They were observant to ensure that children could not leave the premises unsupervised. Access to toilet areas needed to be accommodated by staff as these were out with the main play space. They ensured that children's privacy and dignity was maintained through sensitive and discrete support.

Risk assessments were used to identify and mitigate risks both for the premises and to support some children who needed measures to keep them safe while supporting their development. This process had improved since our last inspection as all staff now had a clear understanding of their responsibility to promote children's safety. Staff were developing a balanced approach to enabling children to take part in risky play. This helped to develop children's self-confidence and opportunities to problem solve.

Children play and learn 3 - Satisfactory / Adequate

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

Quality indicator - Playing, learning and developing

Staff were continuing to strengthen their knowledge and understanding of school aged child development. They were beginning to use this skill to provide some improved play experiences for children. While children were engaged in some of the resources there could be further improvement to the richness and challenge of play activities and resources. This would enable children to take part in play that developed skills and supported wellbeing. Parents commented that their children liked the range of play opportunities that were available to them. "Lots of different types of learning going on including role play, numeracy, literacy, art and crafts and
outdoor play!" "He is never bored. He loves breakfast/after school club and is always pleased to tell me about the activities he has been doing. There are lots of creative/craft activities, as well as sports, games, and nature activities in the outside garden areas."

Some older children played confidently and were leading their own play and some children welcomed staff being part of their play. Some of the conversations and interactions from staff during play missed opportunities to build on children's interests and extend experiences. While there was some responsiveness to adapting or extending what was provided, this was not consistent. For example, children were playing cooperatively with a ball indoors. This play was stopped for safety reasons but no alternatives, such as playing outdoors were provided.

Staff had developed a simple plan for play activities. This focussed on the intentional experiences for children. They were continuing to adapt this to ensure that it outlined where the idea came from, the learning or skills and whether the activity could be adapted or extended. We have sign posted staff to support documents for school aged planning to further support this process. The floor book was attractive and child led to show the range of activities that children had taken part in. Staff were now beginning to identify the outcomes from play opportunities such as skills or a more in-depth understanding of some subjects.

There were opportunities for children to play outdoors, which children said they enjoyed. More choice to play indoors or outdoors for longer periods was needed. An improved quality of planning for outdoor experiences would ensure that children had opportunities to develop a broad range of skills and support health and wellbeing.

Staff regularly shared children's play and achievements with families through an online platform. Some families responded and added comments, which strengthened communication between home and the club.

Children are supported to achieve 4 - Good

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.

Quality indicator - Nurturing care and support

Staff provided a consistently nurturing environment for children through their warm and considered interactions. One child commented that staff made them "feel safe" and another said "Best things are seeing friends, all the staff are nice, we do lots of different activities that are fun. I like sports, drawing and making things." Children were encouraged to be respectful and kind to each other and staff were skilled at supporting children to socialise and develop friendships. They were building their skill and understanding of how to support children with self-regulation through training and good practice information.

Parents commented on the good quality of the relationships that their children had with staff. "Very friendly, happy to help if any problems. My child has a great relationship with them all." "Staff are all lovely, very caring and attentive." "My child feels comfortable with the staff and is well cared for, staff know my child well enough to support his needs." "Staff are friendly and professional. Very respectful of the children and always a warm welcome to the environment. Staff are aware of all children's individual needs and very supportive."

Food at snack time was well considered and promoted healthy food choices. Children had a group snack to promote a social environment but children could choose whether or not they wanted to take part. There were some opportunities for children to be involved in the preparation of foods but these could be more regular. Water was provided for children but cups were very small and not all children were encouraged to have a drink. Staff should continue to ensure that children have suitable hydration throughout the session.

Personal planning had strengthened and the area for improvement following the last inspection had been met. With the support of the new committee all personal plan information had been updated and organised to ensure that it was current and relevant to meeting children's care and support needs. Where children needed some additional considerations for their support, this had been achieved with the development of a simple plan to ensure that each child received consistent care for their wellbeing and development. To ensure that personal planning continued to meet children's care and support needs, staff should ensure that information was kept up to date and that strategies, which had been newly developed, were regularly assessed to ensure that they impacted positively on the outcomes for children.

The staff group had good relationships with parents and they were striving to ensure that parents felt valued and supported. The Facebook page was used as the main source of communication with families along with daily feedback provided to parents by staff. Parents commented "Very friendly, always pass good information over about the kids when required." "They are friendly and approachable and respond rapidly and professionally to email." The new committee were described as responsive to questions and had a positive impact on the quality of the service. This helped parents feel part of the service which is run by parents and relies on their support.

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 children's overall wellbeing. The system for personal planning should be developed, maintained and include monitored support strategies for children who need them.

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 my 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 16 June 2025.

Action taken since then

The process for personal planning had improved. All parents had completed information to identify care and support needs. Files had been updated and streamlined to ensure that information was current and useful to meeting children's needs.

Strategies for some children had been developed. As this was a recent improvement staff now needed to ensure that these were regularly assessed to ensure that they promoted positive outcomes.

This area for improvement was met.

Previous area for improvement 2

Staff should develop a system to plan for children's play activities. This should be based on children's interests and evidence achievements and skill developments.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I am supported to achieve my potential in education and employment, if this is right for me.' (HSCS 3.13)

This area for improvement was made on 16 June 2025.

Action taken since then

There was now a simple system for planning play activities. This along with the floor book evidenced the range of activities that were provided for children. We have sign posted staff to further information about planning to ensure that this system can be developed and refined to be useful in developing the quality of play experiences.

This area for improvement was met.

Previous area for improvement 3

Children should benefit from a club which is well run. To achieve this, the committee and manager should be familiar with their legislative responsibilities.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I experience high quality care and support based on relevant evidence, guidance and best practice.' (HSCS 4.11.)

This area for improvement was made on 16 June 2025.

Action taken since then

A new committee with increased membership had recently taken up management of the setting. This was beginning to have a positive impact on the general running of the setting and the support and guidance being provided to staff.

The committee demonstrated a basic knowledge of their regulatory responsibilities that would increase as their roles developed.

Staff commented on the responsiveness of the committee and the good quality of support. This was leading to a greater understanding from staff regarding their roles and responsibilities.

This area for improvement was 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 thrive and develop in quality spaces	3 - Satisfactory / Adequate
Children experience high quality spaces	3 - Satisfactory / Adequate

Children play and learn	3 - Satisfactory / Adequate
Playing, learning and developing	3 - Satisfactory / Adequate

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

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