Little Flyers After School Club @ Winchburgh Day Care of Children

Craigton Place
Winchburgh
Broxburn
EH52 6RW

Telephone: 01506 854 066

Type of inspection:
Unannounced

Completed on:
15 October 2026

Service provided by:
We Care for Children Limited

Service provider number:
SP2010011353

Service no:
CS2014326471

About the service

Little Flyers After School Club @ Winchburgh is registered to provide a care service to a maximum of 30 primary school age children at any one time. The manager is also the manager of Little Flyers @ Ratho.

The service is delivered from a community centre in Winchburgh, West Lothian. All facilities are on one level. The centre is surrounded by green space and play areas which are used by the service. Children have exclusive use of the small hall and dining room, small outdoor space and access to the large hall and toilets during operational hours. Local use of the community centre is subject to change, and so access to the large hall is not guaranteed.

The service is close to amenities, such as nearby shops and parks.

About the inspection

This was an unannounced inspection which took place on Wednesday 14 and Thursday 15 October 2026 between the hours of 14:30 and 17:45. We finished the inspection on Monday 19 October when we also gave feedback.

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 five children using the service and two families. We also received one response to the electronic questionnaires sent out to families
- spoke with four staff and management
- observed practice and how children were supported by staff
- reviewed documents.

Key messages

- The leadership team had managed change within the setting well. They had been proactive when identifying and addressing issues.
- Quality assurance systems had continued to be used to monitor key aspects of service, which enabled priorities to be altered to meet the changing needs of the service.
- Leaders should continue to implement the improvement plan for the service to support change identified, to achieve positive outcomes for children and families.
- To enable them to develop skills, knowledge and practice, the leadership team should support the staff team to undertake training and learning appropriate to their roles.

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

We evaluated different parts of this heading as good and satisfactory/adequate, with an overall evaluation of satisfactory/adequate. While the strengths impacted positively on outcomes for children, some aspects in relation to staff skills and knowledge could be improved.

Quality Indicator: Leadership and management of staff and resources

The service had created a welcoming, inclusive environment for children. They supported children's rights and recognised the importance of play, being kept safe and having positive experiences. Interactions with children were respectful, with staff chatting to them in a way that let them know their views mattered.

Leaders had continued to develop self-evaluation and quality assurance. Monitoring staff practice and how the service was provided, had enabled issues to be recognised and changes to be made. For example, identifying clear actions, such as altering routines to support positive experiences for children. These arrangements showed a developing culture of improvement. Weekly meetings helped leaders track what was working well, what was progressing and what had not been achieved. This gave staff greater clarity about tasks and supported them to manage change at a suitable pace.

A change in the community centre committee had impacted on the service. The leadership team had managed adjustments to support children's experiences. They will work with the new committee and re-establish routines that promote good outcomes for children. For example, having snack in another room, so play opportunities are not interrupted.

An improvement plan identified appropriate areas for development. To help achieve them, records were kept to show progress being made. While this demonstrated a proactive approach to improvement, leaders should continue to strengthen the process by involving staff, children and families' views to inform conclusions. This should demonstrate how their experiences are improved, as they influence change.

Staff were recruited using safer recruitment practice. The overview sheet could be used better, to evidence where all recruitment information is kept. This would demonstrate that leaders used all elements of the process to make decisions when appointing staff. Staff benefited from an induction that supported them to settle into the service. Regular meetings enabled them to talk about their work and identify next steps, to help them develop their skills and knowledge. To demonstrate how staff are performing, examples of practice could be included. This will support the assessment of staff skills and show that they are achieving the vision, values and aims of the service.

Quality Indicator: Staff skills, knowledge, values and deployment.

Changes to the staff team had impacted on the development of the service. The leadership team recognised the importance of having a stable team in place, so children experienced continuity in their care. Plans were in place to recruit new staff. During the period of change, the service planned to use members of staff from the High Flyers team. Team meetings, supervision and appraisals could be used to support practice and build professional relationships with colleagues.

Staff had undertaken mandatory training, such as child protection and first aid. To develop the skills and knowledge across the staff team, leaders should identify training and learning that will promote their professional development. This could include becoming familiar with national and best practice guidance, which will help staff develop confidence in their role. (See area for improvement 1).

Newer staff were settling in and getting to know children. Routines were being established to support children in a consistent way. Some elements of this needed to be further embedded in practice. For example, play opportunities for children when they were collected from school and waiting to walk back to the setting. During the session, staff mostly communicated with each other, so all areas were appropriately supervised, which promoted children's safety.

Areas for improvement

1. To develop the skills and knowledge of the staff team, training and learning should be identified that supports their continued professional development. They should maintain records of the impact of their learning. This could include but not limited to, using best practice guidance, national and local policy, quality frameworks and health and social care standards.

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 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: Playing, learning and developing.

Resources were readily available which encouraged children to choose what they wanted to do. This promoted their engagement in activities as they settled quickly on arrival. Children experienced a good balance of choice and independence, leading their own play which supported their current interests. As a result, they spent long periods of time at them. Children shared they liked "arts and craft" but would like a wider range of resources, as they felt they always "did the same thing." We discussed adding resources which offered children choice and challenge in their play.

Children led their play and developed their games as they wanted to. They used their imagination and creativity as they played together and shared ideas about their games and what they would do next. Children had developed close friendships, social skills and were building confidence in their abilities. For example, improving their physical skills as they learned to use roller skates. Parents shared, "I think the wide range of activities and resources are good - I like the separate rooms, and the availability for sports activities and arts/craft opportunities."

Staff had a balanced approach when interacting with children. Their involvement respected children's choices and followed their lead. This approach encouraged children to share information about their activities. As a result, conversations were fun and enabled children to play at a pace that was right for them. Children were praised and encouraged as staff recognised their achievements.

A floor book had been started to evidence children's experiences. Some observation records had been used to assess children's experiences and identify next steps. There was scope to further develop the use of observation. For example, next steps could be more specific and for individual children. Consideration should be given to challenge for children or how activities are made more interesting. This would help provide a range of resources that offers challenge.

Staff responded to children's changing interests throughout the session. This meant children could choose where they played. We saw they were building confidence as they mastered skills, such as improving their balance. Observation had started to be used to assess children's experiences and identify next steps. However, these could be more specific. For example, being clear what resources would be added to extend the activity or interest for children.

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

Relationships had been built with children, and they seem to have adapted well to changes in the staff team. We could see that respectful interactions and caring approaches by staff mostly met the needs of children and supported their overall wellbeing. For example, they asked how children were when they collected them from school. Where needed, strategies were in place for children which helped them develop positive social interactions with peers.

Children were supported through personal planning, which was used to meet their individual needs. Using the well-being indicators, relevant information about children's needs was gathered. Children were able to contribute to their plans if they wanted to, which enabled staff to create strategies and techniques to help children have positive experiences. We discussed ways that personal plans could be further developed. For example, tailoring plans to promote children's individuality. Reviews should be used to evaluate how children have made progress and ensure strategies are effective. Acknowledging their achievements can boost children's self-esteem and support their continued development. Plans could also be used to inform planning, if for example, recording if a child wants to work on or develop an interest.

While snack time offered children opportunities to develop life skills as they helped prepare food, leaders recognised there was scope to improve the routine. Once the staff team is in place, consistency could be further promoted. For example, ensuring all staff understand best practice, and that food is presented in a way that children can fully self-serve themselves. There was some social experiences as staff and children chatted as they ate. Parents confirmed that children's dietary needs were catered for.

Changes had impacted on some initiatives that had been available to children. For example, the emotion station had not been re-introduced at the start of the term. This had been used by children who wanted to share how they were feeling. The use of areas was being reviewed, and plans were in place to re-introduce this which would support children's wellbeing.

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	4 - Good
Staff skills, knowledge, values and deployment	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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