Thornwood After School Club
Day Care of Children

Thornwood Primary School
11 Thornwood Avenue
Glasgow
G11 7QZ

Telephone: 01413 341 797

Type of inspection:
Unannounced

Completed on:
1 October 2026

Service provided by:
Hyndland After School Club

Service provider number:
SP2003001223

Service no:
CS2015335610

About the service

Thornwood After School Club is an out of school care service in a suburban area in the Thornwood area of Glasgow. The service operates from Thornwood Primary School.

The service can accommodate a maximum of 40 children of school age. At the time of our inspection there were a total of 13 children present on the first day and 14 children present on the second day.

The accommodation consists of a dining hall. The service has access to school facilities to include toilet facilities, an office space, library and outdoor play areas. The service is close to transport routes, shops and community services.

About the inspection

This was an unannounced inspection which took place on 30 September and 1 October 2026. The inspection was carried out by two inspectors from the Care Inspectorate. One inspector was shadowing as part of their induction process. 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 using the service
- spoke with parents
- reviewed feedback from 2 parents and carers whose children attend the service
- spoke with management and staff
- observed practice and staff interactions with children
- reviewed documents.

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, no improvements were identified relating to core assurances.

Key messages

- Children were happy, settled, and confident within a nurturing and welcoming environment.
- Children's voices were central to the service, with opportunities to influence play and decisions.
- Staff had warm, respectful relationships with children and families.
- Personal plans could be developed to reflect and celebrate children's progress and achievements.
- Opportunities exist to enhance children's access to outdoor play throughout the session in line with their interests and choices.
- Management was leading with improved changes to the service.

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	4 - Good
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 4 - Good

Leadership and management of staff and resources
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.

The service's vision, values and aims were reflected in practice and contributed to a positive environment for children. We observed the principles of fun, friendships, curiosity, independence and an inclusive and nurturing environment were reflected in children's care, play and learning. The service had reviewed their vision, values and aims in consultation with staff. This supported staff and management to remain responsive to what the service wanted to achieve for children and how this was realised in practice. Children being involved in future reviews would promote children's sense of ownership and support the service to remain responsive to the needs and aspirations of children attending.

Children and staff were actively involved in the service's improvement journey and were supported to share their views. The manager demonstrated leadership in driving change, including enhancing play experiences for children. Children's feedback was gathered through discussions and the 'Afty Suggestion' board, with suggestions implemented. These developments were having a positive impact, supporting improved experiences and outcomes for children.

Children, parents and carers were involved in the self-evaluation of the service. The children's forum, 'Afty Agents', provided meaningful opportunities for children to influence decision-making. We saw evidence that children's feedback had informed developments, including enhancements to play experiences and snack options. This inclusive approach promoted children's rights, reinforced that their views were valued, and supported a sense of ownership of their service.

Parents were routinely consulted through questionnaires. We discussed with management the benefits of collating and sharing feedback outcomes to demonstrate how parental contributions had informed improvement. We were confident this would be taken forward.

The manager was auditing medication within the service contributing to supporting the identification of areas for improvement. We discussed auditing and monitoring could be extended to accidents and incidents. This would highlight patterns such as increases in accidents and incidents. Enhanced auditing practices would support the service in identifying trends and implementing preventative measures that promote children's health, safety and wellbeing.

Informal monitoring of practice was taking place by the manager of the service. This was a positive start in supporting continual staff development that promotes positive outcomes for children. We suggested formalising this process to enable management to easily identify staff training needs.

Staff were recruited safely in line with safer recruitment guidance. New staff were supported by the manager who understood their role in guiding the inductee. We discussed opportunities to further strengthen the induction process by enhancing the recording of staff responsibilities and recording when key areas of learning had been completed and achieved. This would provide clearer oversight of staff progress and support ongoing professional development.

Numbers of children attending the service were low. The team consisted of a manager and two staff

members who were responsible for the care of children. There had been one recent service closure due to a member of the teams absence. The management team was reviewing contingency arrangements to support the continued operation of the service during periods of absence.

Children play and learn 4 - Good

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 were observed to be engaged in play and learning, demonstrating enjoyment and enthusiasm in their experiences. They showed confidence and independence by leading their own play, making choices and following their interests. This positively supported their learning, development and overall wellbeing.

Children were comfortable having discussions with staff around what they would like to do during the session. They selected additional resources to meet their interests and choices for play, contributing to supporting children's independence and responsibility skills. Children told us, "We don't get to choose the things that are on the tables, but we have a suggestion board" and "If we want for example the Lego and it isn't out, we can ask for this."

We discussed with the manager the indoor environment could be further enhanced through a review of the layout. Tables occupied the space that could otherwise be used to support children's movement and floor-based play. Reconfiguring the environment could create greater flexibility and provide more space for children's play and learning.

Children were engaged in a range of play experiences that supported their learning and development. We observed children playing together to create pictures using stationery materials, which encouraged creativity, imagination and design skills. Opportunities to return to a Lego model started earlier in the week supported continuity in play and learning. This enabled children to build on previous experiences and sustain their interests over time. We discussed with the manager play experiences could be enhanced with opportunities for open ended materials to support their imagination and curiosity in their play.

Quality interactions were evident, with children confidently approaching staff and engaging in meaningful conversations. Staff showed genuine interest in what the children had to say, actively listened and responded in ways that affirmed the children's thoughts and feelings. This contributed to the development of respectful relationships and supported children to feel valued and respected. There was a balance of staff joining in activities with children as well as them having the opportunity to play independently. This balanced approach promoted children's confidence, autonomy and enjoyment of their play and learning experiences.

We observed children using the Multi-Use Games Area (MUGA) for active play of football supporting their physical skills and movement. There were opportunities for risky and challenging play as children explored the climbing wall. Opportunities for fresh air further promoted their health and wellbeing. To further enhance outcomes, the routine could be reviewed to provide more consistent opportunities for children to access outdoor play throughout the session, in line with their interests and preferences.

Children were supported to make informed choices about their play experiences through the suggestion board and participation in 'Afty Agents' meetings. Their views influenced the experiences and opportunities available, promoting a sense of ownership, belonging and respect for children's rights. Staff were also

responsive to children's emerging interests. For example, following children's interest in collecting stones, staff supported the development of a 'Rock Club', where children decorated and explored these materials. This responsive approach helped ensure play experiences remained meaningful, engaging and child-led.

Children are supported to achieve 4 - Good

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.

Children were happy, settled and confident in their environments. We could see positive friendships between children, which contributed to a sense of belonging and enhanced their emotional wellbeing.

Staff were nurturing and caring in their interactions, responding to children with warmth and attentiveness. These positive relationships supported children's emotional wellbeing and contributed to the strong, trusting bonds they had with staff. Parents told us, 'Afty is a fantastic service. Staff are friendly and professional, our daughter has access to a range of toys and games, the food provided is healthy and plentiful.'

Children's rights were promoted through meaningful participation in decision-making. Children helped to create the service rules, which were regularly reviewed and adapted in response to their views and preferences. For example, following feedback from children, the day for 'Bring Your Own Toy' was changed to better meet their wishes, demonstrating that their voices were listened to and acted upon.

Personal plans were in place for children and had been developed in partnership with parents and children. These were regularly reviewed to ensure they remained current and responsive to individual needs. Clear strategies supported children with additional support needs, helping them to achieve positive outcomes. We discussed with the manager opportunities to further enhance the format of personal plans by including children's personal goals and recognising their progress and achievements. This would help celebrate success, strengthen children's self-esteem and further support their wellbeing.

The manager liaised with school staff, supporting with the sharing of information and maintaining communication about children's wellbeing and development. This collaborative approach helped ensure children received consistent support and that their individual needs were understood and responded to appropriately.

Mealtimes were relaxed, unhurried and a sociable experience where children were encouraged to make choices and develop independence when selecting foods. Opportunities to further enhance independence through the self-serving of food were discussed with the manager, who agreed to take this forward. Staff actively contributed to positive mealtime experiences by sitting with children and engaging in meaningful conversations. They demonstrated a clear understanding of children's individual dietary requirements, ensuring meals were safe, appropriate and responsive to their needs. This supported children's health, safety, wellbeing and sense of inclusion.

Child protection procedures were in place and the manager and staff had completed child protection training. They demonstrated an understanding of their responsibilities to safeguard children and were able to recognise when children and families needed support. Information, including communication, actions and next steps, was routinely recorded within children's files. Opportunities for improvement were identified to ensure that the outcomes of all events and actions taken were consistently recorded, providing a clearer

overview of decision-making and support provided. The manager agreed and we were confident this would be progressed.

Staff knew their children and families well and had created a warm and welcoming environment supporting children and their families to feel valued.

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	4 - Good
Leadership and management of staff and resources	4 - Good

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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