

First 4 Kids SCIO Maddiston Day Care of Children

Maddiston Primary School
Glendevon Drive
Maddiston
Falkirk
FK2 0GT

Telephone: 07939100818

Type of inspection:
Unannounced

Completed on:
23 June 2026

Service provided by:
First 4 Kids a Scottish Charitable
Incorporated Organisation

Service provider number:
SP2018013072

Service no:
CS2018364510

About the service

First 4 Kids SCIO Maddiston is registered to provide a care service to a maximum of 40 primary and secondary school aged children at any one time.

The registered manager is also the manager of First 4 Kids SCIO Stenhousemuir, First 4 Kids SCIO Westquarter and First 4 Kids SCIO Bonnybridge. The manager must spend at least one session in each service during the course of a week. The manager is not included in the adult: child ratio.

The service operates from Maddiston Primary School where a mobile classroom is used to provide out of school care. The classroom provides space to play, rest and eat. The school playground offers an outdoor area where children can be active and have fun as they are supervised by staff from the service.

About the inspection

This was an unannounced inspection which took place on 17 June 2026 between 15:15 and 18:00 and 18 June 2026 between 13:30 and 17:45. Feedback was provided on 23 June 2026. This 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 and complaints information, information submitted by the service and intelligence gathered since the last inspection.

To inform our evaluation we:

- spent time with children and spoke to three of their family members
- received two completed questionnaires from families
- spoke with staff and the management team
- assessed core assurances, including the physical environment
- observed practice and daily life
- 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, improvements were identified relating to core assurances. We have reported where improvement is necessary within Leadership and Children are supported to achieve.

Key messages

- Children experienced warm, caring relationships that supported their wellbeing and helped them feel happy and confident.
- Children were well supported during transitions, including moving from school to the service and between activities during the session.
- Staff worked effectively as a team, communicating well to support positive outcomes for children.
- Personal plans should be further developed to include the views and contributions of both children and their families.
- The service should strengthen quality assurance and self-evaluation processes, ensuring the views of staff, children and families inform future improvement priorities.
- The service should ensure all staff complete mandatory and relevant training to maintain up to date knowledge and skills.

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	3 - Satisfactory / Adequate
Children are supported to achieve	3 - Satisfactory / Adequate

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.

Leadership and management of staff and resources

The vision for the service was displayed and was mostly reflected in practice during the inspection. Children were engaged in leading their own play and staff interactions were respectful and nurturing. This demonstrated the commitment of staff to creating a positive and inclusive environment that promoted children's wellbeing.

The wider staff team had recently reviewed the vision, values, and aims of the service. We discussed how involving children and families could strengthen this work. Increasing consultation would help ensure everyone is actively included in shaping and reviewing the service. It would also support the vision to fully reflect the aspirations of children and families.

There was limited evidence of purposeful, well considered self-evaluation and broader quality assurance processes. To strengthen monitoring and support improved outcomes for children the service should put clear systems in place to record regular audits, including medication, accidents and incidents. Staff practice, such as interactions, observations and the use of floor books, should also be considered within emerging monitoring and quality assurance approaches. Improving these processes would help the service evaluate its work more effectively and support continuous improvement (see area for improvement 1).

The service should develop meaningful ways to gather the views of staff, children and families. This feedback should be used to inform improvement planning and identify priorities for future service development. This would help ensure children consistently experience high-quality care and enriching play opportunities. We signposted the 'Quality improvement framework for the early learning and childcare sectors' to support this work (see area for improvement 2).

The leadership team recognised the importance of maintaining appropriate staffing levels to meet children's needs. Staff were recruited safely, and new team members were supported by colleagues. We discussed opportunities to strengthen communication with children and families during periods of staff change. This would further support children's wellbeing and help them feel safe, secure and valued.

Areas for improvement

1. To ensure children consistently experience high-quality care and support, the service should strengthen its quality assurance and self-evaluation processes. This should include, but is not limited to, developing clear and effective systems for monitoring, auditing and improving practice.

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) and 'I use a service and organisation that are well led and managed' (HSCS 4.23).

2. To ensure children experience high-quality care and support from a service committed to continuous improvement, the service should actively seek and take account of the views of all stakeholders. Feedback

should be used to inform improvement planning and shape future priorities.

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 give regular feedback on how I experience my care and support and the organisation uses learning from this to improve' (HSCS 4.8) and 'I am actively encouraged to be involved in improving the service I use, in a spirit of genuine partnership' (HSCS 4.7).

Children play and learn 3 - Satisfactory / Adequate

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

Playing, learning and developing

Children were busy and enjoying time with their friends, with some sharing that this was their favourite thing about coming to the club. They benefitted from opportunities to make independent choices and lead their own play and learning.

Staff knew them well and had a good understanding of how children learn and develop. They were responsive to children's ideas and recognised when to observe and when to join in to support and extend play. Further consideration could be given to planning and providing richer, more challenging and creative experiences to engage and inspire children.

Children could move freely between indoor and outdoor areas, which helped them make their own choices and play independently. Positive, respectful relationships meant staff were attuned to the needs of the children and each other. This meant they worked well as a team, effectively moving between areas to give children the support they needed and keep them engaged throughout the session.

We recognised that ongoing building work within the school had made things challenging for the staff team. However, there was scope to improve the space and provide more opportunities for children to flourish. Adding more interesting and inviting activities or play ideas could help make play more engaging and encourage children's creativity and natural curiosity (see area for improvement 1).

Some photographs of children's play and experiences were kept in a floor book. During the inspection, a child approached a staff member while they were looking at it and asked "what's this?" The child was excited to look through the photos and talk about the play and learning. We discussed ways the service could record and highlight children's voices across the setting. For example, adding more detail, such as observations, dates, evaluations and children's comments to the floor book. This may provide opportunities for children to be meaningfully involved, reflect on their experiences and celebrate their achievements.

Areas for improvement

1. To support children's development and enable them to experience a rich and enabling environment, play spaces should offer a range of resources and materials to effectively challenge and stimulate children and reflect their current interests and curiosities.

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 the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity' (HSCS 2.27).

Children are supported to achieve

3 - Satisfactory / Adequate

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

Nurturing care and support

Children experienced warm and caring relationships that supported their wellbeing, confidence and sense of belonging. Staff made time to greet children on arrival, chatting to them about their day at school and their wider interests, such as activities outside school. As a result, children appeared relaxed, happy and confident within the setting.

Transitions from school into the service, and between activities during the session, were well managed. Children benefitted from clear but flexible routines that allowed them to choose when to have snack and when to play. This supported children's independence and helped them recognise and respond to their own needs.

Snack time was mostly calm and relaxed, with children able to return for additional helpings or choose to eat later after playing with friends. We encouraged staff to consider ways to involve children in planning and preparing healthy snacks. This would help to further promote children's independence and sense of responsibility.

Staff knew children well, including their preferences and routines which supported them to build positive relationships. Important information and support strategies for some children were recorded and regularly reviewed in partnership with families. The service should continue to develop personal plans by fully involving children and recording their wishes, choices and views. We encouraged the service to consider the SHANARRI wellbeing indicators when developing individual plans and signposted them to the Care Inspectorate's 'Guide for providers on personal planning: Early Years' to support this work (see area for improvement 1).

The service should ensure children's health and wellbeing needs are fully considered. We highlighted the Care Inspectorate's 'Management of medication in daycare of children and childminding services' guidance to support the service in strengthening audit procedures and ensuring they are robust. This was referenced earlier in the 'Leadership' section of this report.

Staff spoke confidently about their roles and responsibilities in relation to child protection and safeguarding. We discussed the importance of ensuring all staff complete regular child protection training. This had already been identified as a priority by the senior leadership team and plans were in place to arrange training for all staff (see area for improvement 2).

The service recognised the value of developing positive connections with families and worked to build and maintain supportive relationships. Families were warmly welcomed into the setting when they arrived to collect their children. Some parents described staff as "friendly" and "amazing," which was reflected by a nearby child who shared a similar view. Most families also said they appreciated the updates they received about their child at the end of each session.

Areas for improvement

1. To support children's overall wellbeing, the service should further develop the use of personal plans to include the views of both children and their families. These plans should be reviewed and signed by families at least every six months.

This is to ensure I experience high quality care and support that is right for me and is consistent with the Health and Social Care Standards (HSCS) which state that: 'My personal 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 developing and reviewing my personal plan, which is always available to me' (HSCS 2.17).

2. To support the best possible outcomes for children, the service should ensure staff complete mandatory and relevant training to ensure their knowledge and skills remain up to date. This should include, but is not limited to, Child Protection training.

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) and 'I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities' (HSCS 3.20).

What the service has done to meet any requirements we made at or since the last inspection

Requirements

Requirement 1

The provider must develop quality assurance and leadership roles within the service to enhance outcomes for all children. Current best practice documents must be used to ensure all staff meet the health, safety, wellbeing and potential of each individual child. Monitoring should be robust and transparent to impact positively on practice. Conditions of registration must be followed.

Timescale: By 30 April 2020

This is in order to comply with:

The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011, (SSI 2011/ 210: regulation 4 (a) (Welfare of users) of the Social Care and Social Work Improvement Scotland Regulations 2011. It is also to ensure that care and support is consistent with the Health and Social Care Standards which state that 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes (4.19).'

This requirement was made on 10 March 2020.

Action taken on previous requirement

At the time of inspection, there was limited evidence of effective quality assurance processes. The systems that were in place supported the recording and regular review of key information. Staff were responsible for leading the day-to-day operation of the out of school care service; however, we found no evidence of monitoring or evaluation of staff practice.

Some parts of this requirement have been met. New areas for improvement have been made to address outstanding issues.

Met - outwith timescales

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

The provider should ensure that personal plan information is gathered in a consistent way and leads to effective and relevant care and support to meet all children's needs.

This is to ensure that care and support is in line with the health and social care standards 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 (1.15).'

This area for improvement was made on 10 March 2020.

Action taken since then

Important information to support children's care and wellbeing was recorded and reviewed regularly with families. To further enhance practice, the service should develop individual personal plans for each child through meaningful consultation with children and their families. Strengthening this approach will ensure that children's rights, choices, and individual needs and wishes are fully recognised and promoted. We signposted the service to the Care Inspectorate best practice guidance, 'Guide for Providers on Personal Planning: Early Learning and Childcare' to support continued improvement in this area.

Some parts of this area for improvement have been met. New areas for improvement have been made to address outstanding issues.

Previous area for improvement 2

The provider should explore the strategies used to encourage children to resolve conflict and build emotional resilience. By respecting children's contributions, they will be supported to build positive relationships with friends and staff.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that; 'I am supported to be emotionally resilient, have a strong sense of my own identity and wellbeing, and address any experiences of trauma or neglect (HSCS 1.29).'

This area for improvement was made on 10 March 2020.

Action taken since then

Positive, nurturing relationships were consistently observed during the inspection. Children were effectively supported to manage their emotions and, when needed, to resolve any conflict in a calm and respectful

manner.

This area for improvement has been met.

Previous area for improvement 3

The provider should support the development of staff's knowledge and understanding of Getting it Right for Every Child (GIRFEC) and how this could be used in practice. All staff should be aware of GIRFEC and the children's named person for information sharing across agencies. Staff should be supported to fully understand their role in recognising, logging and reporting child protection concerns. Where children have additional needs staff should be supported to up-skill themselves to meet these needs. This is to support children's safety, protection, health and wellbeing.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that; 'I have confidence in people because they are trained, competent and skilled, and are able to reflect on their practice and follow their professional and organisational codes (HSCS 3.14).'

This area for improvement was made on 10 March 2020.

Action taken since then

Staff were confident in their roles and demonstrated a good understanding of their responsibilities in identifying and reporting any child protection concerns. However, staff had not recently accessed updated child protection training. The senior leadership team had recognised this gap and planned to arrange refresher training for all staff.

Staff demonstrated a good understanding of GIRFEC and used the relevant GIRFEC documentation appropriately when required. Some staff had completed online training to further develop their knowledge and skills in supporting children who required additional support. This contributed to ensuring that children's individual needs were well understood and effectively met.

Some parts of this area for improvement have been met. New areas for improvement have been made to address outstanding issues.

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 play and learn	3 - Satisfactory / Adequate
Playing, learning and developing	3 - Satisfactory / Adequate
Children are supported to achieve	3 - Satisfactory / Adequate
Nurturing care and support	3 - Satisfactory / Adequate

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