# Blacklaw Out of School Care
# Day Care of Children

Blacklaw Primary School
Glen Arroch
St Leonard's, East kilbride
Glasgow
G74 2BP

Telephone: 07950 154 228

**Type of inspection:**
Unannounced

**Completed on:**
21 August 2026

**Service provided by:**
Blacklaw Out of School Care a Scottish Charitable Incorporated Organisation

**Service provider number:**
SP2019013316

**Service no:**
CS2019375280

## About the service

Blacklaw Out of School Care is situated within Blacklaw Primary School, in a residential area of East Kilbride.

The service is registered to provide care for up to 39 primary school aged children.

Children are cared for in a dedicated playroom and have easy access to toilets. They also have access to a large enclosed outdoor playground and make use of the gym and dining hall .

Nearby amenities include local shops, transport links and primary schools.

## About the inspection

This was an unannounced inspection which took place on 18, 19 and 20 August 2026. The inspection was carried out by two inspectors from the Care Inspectorate.

To prepare for the inspection we reviewed information about this service. This included, registration information, information submitted by the service and gathered intelligence.

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.

In making our evaluations of the service we:

- Spoke with children using the service
- Spoke with staff and provider
- Observed staff practice and children's experiences across the day
- Reviewed documents
- Assessed core assurances, including the physical environment

## Key messages

- The service was going through a period of change, with a new committee in place and arrangements underway to appoint a manager.
- A warm and welcoming atmosphere helped children feel settled, secure and confident.
- Caring interactions supported children to feel valued, respected and included.
- The service vision reflected children's rights, with a children's charter showing that their views mattered and were valued in practice.
- Quality assurance was at an early stage. Further development of audits and self-evaluation was needed to support consistent practice and service improvement.
- Children led their own play, enjoying a range of creative, imaginative and active experiences that supported their interests and development.
- The provider and manager, when appointed, should develop a clear understanding of their roles and responsibilities to ensure the service was well managed.
- Families were welcomed and encouraged to share their views and contribute to the service's development.

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

**Quality Indicator: Leadership and management of staff and resources**

The service was currently going through a period of change. Plans were in place to recruit a suitably qualified manager, although these were at an early stage. In the meantime, the newly appointed committee and staff team worked together to support continuity for children and families.

The provider and staff worked collaboratively to maintain the smooth operation of the service. They were open, honest and reflective throughout the inspection and welcomed feedback to support ongoing development. Their caring and dedicated approach helped provide stability for children and families during this period of transition.

At the previous inspection, areas for improvement were identified in relation to leadership roles and responsibilities for the provider and manager. Following recent changes within the committee and the absence of a manager, further clarity was needed around these roles and responsibilities. Therefore, these areas for improvement had not been met and will remain in place. Clear leadership and management arrangements will help ensure the service is well managed and continues to achieve positive outcomes for children. We will review progress at the next inspection. See areas for improvement 1 and 2).

The service vision reflected children's rights. A children's charter, created by the children and displayed within the setting, showed that their views mattered. We saw this reflected in practice through warm interactions and a child-centred approach. We discussed reviewing the vision, values and aims with the new committee, staff, children and families to help ensure they continued to reflect what was important to people using the service.

Policies, procedures and risk assessments were in place to support the safe operation of the service. Staff used rotas, registers, cleaning schedules and daily checks to support the smooth running of the service. We discussed updating the medication policy to ensure it reflected the service's current arrangements and provided clear guidance for consistent practice.

Quality assurance was at an early stage. We discussed further developing audits and monitoring processes, including oversight of personal plans, medication arrangements, and accidents and incidents. Strengthening oversight in these areas will help ensure important information is reviewed and used to support children's experiences and wellbeing.

We also explored how the quality improvement framework for school aged settings and challenge questions could support reflection on what was working well and help identify areas for development. Staff and the provider were keen to build their understanding of the framework and use it to strengthen practice. This will help create a shared understanding of what is working well and where improvements can be made, supporting positive experiences for children.

Staff had opportunities to reflect together. They considered children's interests, individual needs and any changes needed to support their experiences.

Staff spoke positively about trying new ideas and adapting the environment to reflect children's changing needs and interests. This helped staff build on what was working well and consider how children's experiences could continue to be enhanced.

Families were welcomed into the service each day, providing valuable opportunities to share information and discuss their child's experiences. They had been invited to provide feedback through questionnaires. The provider shared plans to gather the current views of children and families to help inform future developments. This will help ensure they feel listened to, involved and able to influence the ongoing development of the service.

We evaluated this quality indicator as good, where there were important strengths within the service's work and some aspects for improvement.

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

Staff worked well together and spoke positively about their roles. Their different skills, strengths and experiences complemented each another, enabling them to share knowledge, offer support and provide children with positive experiences.

Communication across the team supported the smooth running of the service. Daily discussions helped staff share information, plan for the day and make changes in response to children's needs. Communication diaries and regular contact with families further supported information sharing. Walkie-talkies helped staff remain connected and appropriately deployed across the available spaces. Staff spoke positively about how these supported communication and enabled children to spend time in their preferred areas without limiting opportunities to access the hall or outdoor play throughout the session.

Strong working relationships contributed to a welcoming environment for children and families. Through regular supervision, appraisal and reflective discussions, staff were supported to share ideas, identify improvements and develop their practice. Staff demonstrated a genuine passion for their roles and a strong commitment to supporting children and families.

Staff spoke positively about professional learning and were able to describe how training had influenced their practice and increased their knowledge. Core training, including first aid, child protection and trauma-informed practice, had been completed, supporting staff to meet children's needs safely. Staff should continue to engage in professional learning, reflect on how this influences practice and consider how learning can further enhance outcomes for children.

Staff were registered with the Scottish Social Services Council (SSSC), demonstrating a commitment to professional standards and ongoing learning. Together, these arrangements helped ensure children were supported by staff with the skills, knowledge and understanding to meet their needs safely and with care.

During this period of change, staff had taken on additional responsibilities in the manager's absence. They demonstrated flexibility and a willingness to support the needs of the service. Discussions reflected their genuine care for children and families, and their commitment to ensuring children continued to feel settled, supported and valued within the service.

### Areas for improvement

1. To ensure children experience a service that is well managed, the provider should ensure management develop and increase their understanding of their role.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states 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 use a service and organisation that are well led and managed' (HSCS 4.23).

2. To help ensure children experience a service that is well managed, the provider should develop their understanding of their role and responsibilities as a child care provider.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'I use a service and organisation that are well led and managed' (HSCS 4.23). This area for improvement was made on 5 June 2023.

## Children play and learn 4 - Good

We evaluated this quality indicator as good, where there were important strengths within the service's work and some aspects for improvement.

**Quality Indicator: Playing, learning and developing**

Children were happy, settled and engaged throughout the session. They confidently led their own play and moved between activities according to their interests. This meant children could spend their time in ways that reflected their individual preferences and choices.

Staff interactions with children were warm, relaxed and responsive. Children confidently invited staff into their play and shared their ideas with them. Staff demonstrated a good understanding of when to engage in children's play and when to step back, allowing children the time and space to develop their own ideas and play independently.

A wide range of creative resources encouraged children to explore, experiment and express their creativity. Children enjoyed making puppets, painting, cutting and sticking, alongside using kinetic sand and small world resources. These experiences allowed children to make choices, develop their imagination and explore ideas through play.

Children enjoyed playing with their friends in mixed-age groups, where they shared resources, engaged in conversations and supported one another. They proudly shared their creations with staff and peers, and their achievements were recognised and celebrated. These experiences supported children's confidence, sense of belonging and development of positive friendships within a welcoming and inclusive environment.

Children could choose between quieter activities and more energetic experiences. Music contributed to a relaxed atmosphere, with many children singing along while continuing with their chosen activities, reflecting how comfortable and engaged they were in their play.

Larger spaces provided opportunities for children to take part in active play and physical movement.

Children enjoyed football, dressing up and running games in the dining hall after school. This gave children space to be physically active and enjoy energetic play with their friends.

Staff spoke positively about the importance of outdoor play and described a range of experiences children had enjoyed, including climbing trees and exploring the local environment. While these experiences were not observed during the inspection, they provided opportunities for children to explore their surroundings, develop confidence and experience an element of challenge in their play.

The floor book captured photographs and examples of children's experiences and learning. Children could revisit activities, remember what they had done and talk about experiences they had enjoyed. Parents were encouraged to look at floor books and displays, helping families to share in children's experiences and achievements.

Children's artwork and creations were displayed throughout the setting, helping to create an environment that reflected their contributions. This supported children to feel valued and proud of their achievements. As the service had recently reopened, displays were continuing to develop and would provide further opportunities for children to see themselves, their interests and their contributions reflected within the environment.

## Children are supported to achieve 4 - Good

We evaluated this quality indicator as good, where there were important strengths within the service's work and some aspects for improvement.

**Quality Indicator: Nurturing Care and Support**

Children experienced warm, nurturing care from staff who knew them well. They were welcomed into the service by familiar staff who took time to listen and engage with them as they arrived. Children independently stored their belongings and made choices about how they wished to begin their afternoon, helping them feel settled, valued and comfortable within the service.

Some children had recently started attending the service. Staff took time to help them feel welcome and included, introducing them to staff and peers and showing them around the available spaces. This helped children build confidence, develop new relationships and feel part of the group.

Staff followed clear arrangements for collecting children from school and checking attendance, this helped ensure children were safely accounted for.

Personal plans contained relevant information about children's health, wellbeing and individual care needs. Staff knew children well and had a good understanding of their individual needs, routines and preferences. Families contributed to plans, and information was reviewed to reflect children's changing needs. Some children had shared their likes, dislikes and interests. Further opportunities for children to contribute would strengthen their involvement in decisions about their care and help ensure personal plans reflect what is important to them.

Children could access cosy spaces and comfortable seating when they wanted quieter experiences or time to relax. This gave children opportunities to unwind after school and enjoy time in ways that suited their individual needs.

Staff supported children to manage their personal care needs in a way that respected their privacy and dignity. Assistance was provided when needed. This enabled children to develop independence and confidence within familiar routines.

Snack time was calm, relaxed and sociable. Children could choose when to access snacks and drinks, including a variety of fresh fruit. This supported choice and independence while allowing children to continue enjoying their play. Staff sat with children and used this time for relaxed conversation, creating a positive mealtime experience where children could socialise, make choices and enjoy their snack safely.

Good infection prevention and control practices were in place. Children washed their hands before snack and had access to soap and hand towels. The environment was clean, tidy and well maintained, supporting children's health, wellbeing and comfort within the service.

Accident records were completed and shared with families. Staff were first aid trained and understood the procedures to follow. We discussed how recording could be strengthened to capture any follow-up actions and ongoing monitoring. This will provide a clearer overview of the support provided following an accident.

Staff understood their responsibilities for safeguarding children and the action required if concerns arose. This helped ensure children were protected and supported within a safe environment.

Warm and positive relationships with families were evident. Parents were welcomed into the service and had regular opportunities to chat with staff and share information about their children. This supported continuity of care and helped ensure children's individual needs were understood and responded to.

Feedback from families was positive. Parents described staff as caring, approachable and supportive. They spoke about the reassurance and peace of mind the service provided, particularly as it was located within the school grounds, helping them feel their children were safe and secure. Families told us their children enjoyed attending, had developed positive relationships with staff and friends, and looked forward to their time at the service.

One parent also shared, "My child has settled exceptionally well and is often disappointed on days they do not attend. When I collect them, they don't want to leave, which is a testament to how well they have settled. They have even given staff unprompted hugs goodbye, showing how much they like and trust them". This feedback reflected the trusting relationships that had developed and the positive experiences children and families were having within the service.

## 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 ensure children experience a service that is well managed, the provider should ensure management develop and increase their understanding of their role.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states 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 use a service and organisation that are well led and managed' (HSCS 4.23).

**This area for improvement was made on 4 November 2025.**

Action taken since then

Due to changes within the board and management arrangements, we were unable to assess progress in this area and will follow this up at the next inspection.

**This area for Improvement has not been met, and will be assessed at the next Inspection.**

#### Previous area for improvement 2

To support children's learning and development, the manager should ensure children have opportunities that reflect their interests, stimulate their natural curiosity and promote fun and enjoyment.

This should include, but is not limited to, providing enough toys and materials for children to access and choose from.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states 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). This area for improvement was made on 5 June 2023.

**This area for improvement was made on 5 June 2023.**

Action taken since then

Children were engaged in play and able to make choices about their activities. Resources and experiences reflected their interests and supported curiosity, creativity and enjoyment.

**This area for improvement has been met.**

### Previous area for improvement 3

To help ensure children experience a service that is well managed, the provider should develop their understanding of their role and responsibilities as a child care provider.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'I use a service and organisation that are well led and managed' (HSCS 4.23). This area for improvement was made on 5 June 2023.

**This area for improvement was made on 5 June 2023.**

#### Action taken since then

Some progress had been made in relation to this area for improvement. However, due to further changes within the board, progress could not be fully assessed at the time of inspection. It remains important that committee members have a clear understanding of their roles and responsibilities as providers of the service.

**This area for Improvement has not been met and will assess and follow up on this at the next inspection.**

### Previous area for improvement 4

To help ensure children's learning, development and overall wellbeing is supported, the manager should monitor staff engagement and address gaps identified.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states 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). This area for improvement was made on 5 June 2023.

**This area for improvement was made on 5 June 2023.**

#### Action taken since then

Monitoring of staff practice had been undertaken and positive staff engagement was observed during the inspection. Staff were responsive, supportive and actively involved in children's experiences, helping to promote children's learning, development and wellbeing.

**This area for improvement has been met.**

## 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 | 3 - Satisfactory / Adequate |
| Staff skills, knowledge, values and deployment | 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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