FAB OSC LTD
Day Care of Children

Westwood Parish Church
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East Kilbride
GLASGOW
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Telephone: 07585228783

Type of inspection:
Unannounced

Completed on:
28 August 2025

Service provided by:
FAB OSC LTD

Service provider number:
SP2021000117

Service no:
CS2021000194

About the service

FAB OSC LTD is registered to provide a care service to a maximum of 55 primary school children aged from five to 12 years at any one time. Of those 55 no more than eight are aged four years to those not yet attending primary school during summer holiday periods.

The out of school care service is provided from one playroom within a church in the East Kilbride area of South Lanarkshire. During operating hours the service has exclusive use of two additional rooms and an enclosed garden space.

About the inspection

This was an unannounced inspection which took place on 27 and 28 August 2025. The inspection was carried out by one inspector from the Care Inspectorate. A second inspector was present as part of our quality assurance 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 some of the children present
- spoke with the manager and staff
- observed practice
- gathered feedback from five parents of children using the service using a survey
- gathered feedback from three staff using a survey
- reviewed documents.

Key messages

- Children were happy and enjoyed being at the service.
- Children had formed positive bonds with staff and were familiar with routines.
- Staff were caring, kind and fun.
- Self-evaluation and quality assurance processes were now in place however, further development is needed to ensure they are effective in driving forward future improvements.
- Creating play spaces that provide children better access to freely choose materials, rather than adult initiated play would enhance children's play experiences.

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

How good is our care, play and learning?	4 - Good
How good is our setting?	4 - Good
How good is our leadership?	4 - Good
How good is our staff team?	4 - Good

Further details on the particular areas inspected are provided at the end of this report.

How good is our care, play and learning? 4 - Good

We found several strengths impacted positively on outcomes for children and they clearly outweighed areas for improvement, therefore we evaluated this key question as good.

Quality Indicator 1.1 Nurturing care and support
Children were happy, confident, and having fun playing. They had developed positive relationships with staff and each other. Children told us staff were nice and were able to name the staff caring for them and which staff collected them from school. The service collected children from different local schools, which meant children played with groups of friends from other schools, creating a very sociable environment.

Children were greeted with affection by staff at the schools and they were keen to tell staff about their day. We could see the positive bonds between staff and children. Children shared they felt safe and were aware of the safety measures to keep them safe, when being collected from school. This created a safe, positive start to their day at the out of school care.

Staff interactions were polite, respectful, and attentive to the children. They knew children well and were able to describe their needs, personal preferences, and personalities. Children confidently approached staff when they needed support or to ask them to play with them.

Snack time was a sociable experience for the children. They were familiar with the routine and enjoyed catching up with their friends around the table. Children's dietary requirements had been considered. We discussed how children could be more involved in the preparation of foods and be given more freedom around self-serving. We did ask staff to ensure children had access to water, especially at the snack table as this helps them stay hydrated and reduces the risk of choking. We were informed most children had their own cups, but we did not see children drinking from these on day one. On day two staff had responded to feedback and had taken action, as a result we saw children's fluid intake had increased.

Personal plans contained important information about children's health and wellbeing needs. We provided the manager with information that could be helpful in the further development of children's plans, for example, to include the child's voice and have agreed strategies in place to support children's needs. The manager told us they would consider these improvements alongside their current plans to enhance children's personal plans.

The service had policies in place to ensure children's care needs were met for example, for children that required medication. There were no medications stored in the setting, but we reviewed past medication consent records, held. We were informed the service were currently in the process of reviewing the service polices to ensure they reflect good practice guidance. This included safeguarding and child protection.

Quality indicator 1.3 Play and learning
We observed children being collected from school and the walk back to the service. During this time staff and children were in continuous communication chatting and talking about their day. Staff were vigilant ensuring safety measures were being followed, staff were skilled and involving children in assessing the possible risks, helping them learn how to keep safe.

On arrival at the setting children calmly put their bags and jackets away, then went to wash hands. All the play spaces were open which meant children could freely choose were to play and no areas became overly

busy. Most children on arrival did select to have snack then play. There seem to be an even spilt, with children choosing to play in all three areas.

The main hall had varied types of play on offer, as well as the snack. We discussed how the play and learning experiences could be further enhanced to meet children's needs. For example, the art table could have more choice of materials to increase children's opportunities to be creative and the block play could be more appropriate for school age children, providing more challenge and development opportunities. There was a good mix of toys on the floormats including dolls house, cars, and action figures.

The games room was well used and children were playing and learning new skills such as playing pool. The mixture of board games were popular and the children along with staff created a positive atmosphere with healthy competition.

The quiet room provided those children a space to relax and participate in more relaxing activities. Children were drawing, chilling out and playing in small groups. Having a place to relax for school age children is important as it provides them with the space and time to relax after a full day at school or rest if needed.

The service planned the daily experiences for children in most areas. We found these at times were mostly adult led however, we were told the ideas came for children's interests. We asked them to consider a more child led approach to play and to incorporate the play work principles, such as playworkers providing an environment that enables play and staff only intervening when necessary. Children should be able to determine the content and intent of their play. Finding a good balance between child and adult directed play could truly enhance the children experiences.

How good is our setting? 4 - Good

We found several strengths impacted positively on outcomes for children and they clearly outweighed areas for improvement, therefore we evaluated this key question as good.

Quality indicator 2.2 Children experience high quality facilities

The main entrance was monitored by staff and throughout the session one staff member was designated to ensure they were fully aware of the children in attendance and keeping other staff well informed. This was to ensure children's safety.

The church hall was welcoming and had a warm and friendly feel. There was a positive buzz on entry, and you could hear the children having fun playing. Some parents have told us that they have only entered the building on a few occasions, they usually collect children from the main door. With one parent telling us they have never been in the setting. The service should consider welcoming parents into the setting to collect the children, creating a more nurturing and family centred approach.

The overall rooms within the setting including the kitchen and toilets were clean, tidy and well maintained. The setting was suitable heated and ventilated. The service worked closely with the landlord to ensure any maintenance needed was actioned. We discussed some minor safety measures for them to consider, the service took swift action to address these.

Overall, the service made good use of the space available to them and kept the facilities to a good standard, keeping children safe.

How good is our leadership? 4 - Good

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality Indicator 3.1 Quality assurance and improvement are led well
The staff had worked hard to create a team, that worked well together. Staff met regularly to discuss and reflect on the quality of the service, this including planning the daily experiences. Staff felt supported by the management and that their views were listened to.

Children's voices were included and used to create the daily experiences. For example, in the types of play and snacks offered. These were a good start in listening to the children's voice. Staff should explore further with children, their right to have a voice and influence the care they receive.

Some parents told us they felt they had been involved in developing the service, others not so much. One parent told us 'Everyone is very approachable, and we feel listened to. I have noticed there are changes based on feedback given from us.' whilst another told us 'I am unsure if my child has but us as parents have never been asked.' Welcoming parents into the setting maybe a positive first step to involve families more in the service.

The service had an action plan that outlined areas they wanted to implement. This included topics such as fundraising, outings, outdoor play, and staff training. This was a good start in planning the services improvement journey. The service should consider using the quality improvement framework for school age children to help them evaluate how well the service is doing and plan areas for further development.

The service had reviewed the service safe recruitment policy. We found satisfactory safety measures had been followed during the recent recruitment drive. However, we discussed the information contained within staff files to ensure all staff records provide clear and accurate information of the safety checks completed before staff start date.

The staff annual appraisal were underway at the time of the inspection. These were a good opportunity for staff and provider to discuss staff development opportunities to support their professional development and the service improvement plan.

Overall, the service had some systems in place to evaluate how well they were doing. However, there were elements that we discussed that could be further developed. The service were keen to further develop the use of self evaluation. The management can find more information on planning for improvement on the Care Inspectorate Hub, under the improvement programme.

How good is our staff team? 4 - Good

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality Indicator 4.3 Staff deployment
The service was staffed to meet the needs of the children and the service. They were well organised and communicated well to ensure that they were deployed appropriately. For example, during school collections, whilst out in community and when back at base.

Staff shared tasks and supported each other by sharing new information and skills. Staff were undergoing

training and development, including qualifications in childcare. Staff recognised the need to work together and demonstrated a willingness to learn and improve their practice.

Staff were happy in their roles and felt supported by each other and management. Being a small team, they worked hard to create a welcoming and friendly environment for children and families. All parents told us they agreed that they had a good relationship with the staff. One parent told us 'All staff are lovely & approachable.' whilst another told us 'Everybody seems very friendly and warm towards myself and my child.'

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 improve outcomes for children and their families, the manager should strengthen the service's quality assurance processes, using best practice guidance.

This should include, but not be limited to ensuring systems are in place to effectively monitor;

- staff's registration with relevant professional body.
- all aspects of staff and playroom practice.

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

This area for improvement was made on 23 August 2023.

Action taken since then

Since the last inspection the leaders and staff have worked hard to continue to develop effective quality assurance systems.

At this inspection we reviewed the services action plan, staff appraisal systems and discussed current development projects including review of the service policies.

We checked recruitment files, as part of the inspection core assurances, these were found to have safety checks completed. The records held could have been better organised.

As a whole we found satisfactory quality assurance systems were in place. However, as discussed with the leaders some of these could be further enhanced using good practice guidance.

As a result, this area of improvement had been 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

How good is our care, play and learning?	4 - Good
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	4 - Good

How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good

How good is our leadership?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good

How good is our staff team?	4 - Good
4.3 Staff deployment	4 - Good

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