Applebays Afterschool Liff Ltd
Day Care of Children

Longforgan Primary School
66 Main Street
Longforgan
Dundee
DD2 5EU

Type of inspection:
Unannounced

Completed on:
9 September 2025

Service provided by:
Applebays Afterschool Limited

Service provider number:
SP2013012175

Service no:
CS2022000325

About the service

Applebays Afterschool Liff Limited provides a daycare of children service in Liff and Longforgan within Perth and Kinross. The service is registered to provide care to a maximum of 30 children attending primary school at any one time. No more than 12 children should attend the dispersed service at Longforgan Primary school, 66 Main Street, Longforgan, DD2 5EU.

The service is located over two sites within Liff and Longforgan Primary Schools. Both settings consist of a hall, toilet areas, kitchen and outdoor play spaces.

About the inspection

This was an unannounced inspection which took place on 8 and 9 September 2025 between 07:45 and 17:45. Feedback was shared with the service on 9 August 2025.

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 intelligence gathered since the last inspection.

In making our evaluations of the service we:
- spoke with children using the service;
- received seven completed questionnaires from parents and staff members;
- spoke with staff and the manager;
- observed practice and daily life;
- reviewed documents.

As part of this inspection we undertook a focus area. We have gathered specific information to help us understand more about how services support children's safety, wellbeing and engagement in their play and learning. This included reviewing the following aspects:
- staff deployment;
- safety of the physical environment, indoors and outdoors;
- the quality of personal plans and how well children's needs are being met;
- children's engagement with the experiences provided in their setting.

This information will be anonymised and analysed to help inform our future work with services.

Key messages

- Children were happy, confident and were having fun.
- Children were engaged in a broad range of play experiences.
- Staff were responsive to children's current interests.
- Interactions between staff and children were kind, caring and nurturing.
- Risk assessments should be reviewed and updated to reflect current practice.
- Quality assurance processes should be streamlined to make them more manageable.

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

Quality Indicator 1.1 Nurturing care and support

Interactions between staff and children were warm, caring and nurturing. Children were confident when asking for help and during discussions. Staff knew children well and were responsive to their needs. This resulted in happy and confident children who felt safe in the care of the staff team.

Personal plans had been developed and were now meaningful and clearly identified children's needs, wishes and choices. Care plans were detailed which ensured children's needs were fully met through strategies and a range of support. This helped staff to have the right information to support children to progress and achieve. These plans were regularly reviewed by parents in line with current legislation. This ensured that all information was up to date and accurately reflected current needs of children.

Mealtimes provided a sociable and homely experience for children during which independence and life skills were developed. The staff should ensure that self-serving opportunities are consistently offered throughout all mealtimes. A parent shared, 'food is healthy and varied but sometimes not quite enough for my child's after school appetite.' A water station was set up which offered drinking water to children. It would be beneficial for children to be reminded and encouraged to have regular drinks to keep hydrated. Mealtimes provided opportunities for children and staff to take part in nice discussions. This helped children to feel valued and develop positive relationships with staff.

The management of medication systems had been further developed to support the wellbeing needs of children. Consent forms were in place and medication was stored safely and securely and was easily accessible in an emergency. Detailed plans provided a step-by-step process to follow in an emergency situation. These clearly identified signs and symptoms and medications to be administered within specific timeframes. These processes ensured that the health and wellbeing needs of children were fully met.

Staff had completed child protection training and were more confident in relation to safeguarding children. The manager should continue to provide refresher training and develop the knowledge and skills of staff using a variety of training methods. Chronologies were created during the inspection process to ensure all significant events and information were recorded. This would support staff to develop their knowledge and keep children safe from harm or abuse.

Quiet spaces had been created for children to access. Tents, cushions and blankets provided comfortable spaces for children to rest and relax or take part in quieter play experiences. A parent commented, 'although my child doesn't need to rest here, they do however tell me about the sensory tent and cosy corner.' These spaces were well used both indoors and outdoors to support the wellbeing needs of children.

QI 1.3 Children's play and learning

Children were having fun and were engaged in their play and learning experiences. A mix of planned and spontaneous play experiences supported children to develop their creativity, imagination and problem solving skills. For example, children used clay to design and create models which were left to dry for them to take home. These opportunities encouraged children to develop a range of skills and develop specific interests.

Children had daily access to the outdoor play space which provided a range of opportunities to be active and explore the natural environment. Children accessed climbing equipment, loose parts, explored the wooded area and developed their imagination through role play. Staff supported and extended play when appropriate and were responsive to current interests. A child commented, 'I get to play outdoors, and the ladies have fun things out.' These play experiences promoted children's play and learning at a pace that was right for them.

Learning journals were created and developed by children. They chose which photographs to highlight in their journals and recorded their learning alongside the photograph. Staff linked the play and learning to the SHANARRI wellbeing indicators which include safe, healthy, achieving, nurtured, active, responsible, respected and included. It would be valuable for the service to keep their journals up to date to reflect current interests and learning. These journals provided the opportunity for the child's voice to be at the heart of the service.

Language, literacy and numeracy was supported through books, music, wall displays, and children's learning journals. These opportunities could be increased and extended indoors and outdoors to naturally incorporate language, literacy and numeracy into children's play to further develop their skills.

How good is our setting? 4 - Good

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

QI 2.2 Children experience high quality facilities

The service provided a welcoming environment for children and families. Children were nurtured and their individual interests and stages of development were supported through a variety of age-appropriate resources. Children were encouraged to make choices during their play and learning. Staff were responsive to their needs by providing further resources to extend play experiences when appropriate. This encouraged children to be engaged in their play and learning.

Children now had the choice between indoor or outdoor play which provided them with a broad range of play opportunities. The outdoor space provided a natural wooded environment for children to explore and assess risks during their play. Children had daily access to fresh air and were encouraged to be active and develop their imaginations. One child shared, 'I like playing with the den stuff.' The resources available outdoors prompted children to be creative, develop their imagination and problem solving skills.

The environment was safe and secure and well maintained. Daily safety checks were completed by staff to ensure a safe environment for children. Risk assessments were in place which developed staff awareness of potential risks. It would be beneficial for these to be reviewed and updated to ensure all areas of the setting were included and ensure safe play spaces were provided for children.

Accidents and incidents were recorded and shared with parents. Children completed their own version of an accident report which encouraged them to think about and assess risks during their play. These forms were audited regularly to identify any potential triggers and patterns. This supported the staff team to keep children safe.

The service was clean and infection prevention and control measures were in place. Children mostly washed their hands at appropriate times; however, staff should ensure that all children wash their hands prior to having breakfast. This would further minimise any potential risk of spread of infection.

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.

QI 3.1 Quality assurance and improvement are led well

The service had a vision, values and aims in place. They should consider how to effectively include children and families in their next review. Parents were welcomed into the service and staff spent time sharing information with them about their child's day. A parent commented, 'Louise or any of the staff will always check in at the end of the day to let you know how things have gone.' Another parent shared, 'They let us know what activities are coming up for any special events. Talk to us about what they have been up to and regularly ask for feedback.' This provided the opportunity for parents to share further information with staff to support them to fully meet children's individual needs.

The service had an improvement plan which focused on several areas to be developed. Action plans supported the team to make these changes and improvements. The staff team discussed specific topics during staff meetings. They were reflective during their discussions and recorded outcomes for each topic. A quality assurance calendar identified key themes and tasks to be completed. These processes helped the staff to carry out self-evaluation of their service to improve outcomes for children. It would be beneficial for management to streamline their quality assurance processes to make them more manageable and embed them within practice.

Safer recruitment checks were being completed in line with current guidance. Newly recruited staff were being supported to complete their induction using the National Induction Resource. The manager should ensure that all sections within the induction paperwork are completed in full. This would ensure that staff completed all the required tasks to support them within their roles.

Policies were in place to support current practice within the service. Some of these were linked to current guidance and best practice. We made suggestions in relation to specific additions that could be made to some policies to make processes clearer for the staff team.

Staff had completed mandatory training and were using a training platform to access additional training to support their professional development. Staff could consider recording their training to identify specific learning and the impact this had on their practice. This would support the professional development of the staff team and support them to become reflective practitioners.

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 staff team worked well together, communicated well and were flexible within their roles to meet children's needs. Walkie talkies had been introduced to maintain effective communication between staff who were indoors and outdoors. This supported staff to be aware of when children were moving between areas. Ratios were met and maintained due to staffing levels recently being increased. This ensured that supervision and monitoring of children was well managed to keep children safe.

There was a mix of skills, knowledge and experience within the staff team. Staff provided support for each other during induction, training and working towards qualifications. As a result, the team has now grown in confidence, which has led to improved outcomes and experiences for children.

Staff had a good knowledge of children and had developed positive relationships with families. A parent shared, 'really good staff who offer lots of opportunities.' Consistent staffing provided continuity for children and supported effective sharing of information with parents.

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

Requirements

Requirement 1

By 27 June 2025, the provider must ensure that every child has a detailed personal plan in place.

To do this, the provider must, at a minimum:

a) ensure each child's personal plan includes an all about me section
b) ensure that each section of the personal plan is signed and dated
c) ensure that all personal plans are reviewed at least every six months with children and families.

This is to comply with Regulation 5(2)(b) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: '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' (HSCS 1.15).

This requirement was made on 20 March 2025.

Action taken on previous requirement
Personal plans now in place for all children which include an all about me section. All plans have been reviewed at the start of this term and are signed and dated by parents.

Met - within 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

To ensure children's health and wellbeing needs are fully met, the provider should ensure that all medication records are accurate and current. This should include, but is not limited to, only documenting one

medication on each form and ensuring that all medication records are reviewed at least every three months by parents.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My care and support meets my needs and is right for me' (HSCS 1.19).

This area for improvement was made on 20 March 2025.

Action taken since then

Medication records were accurate and had all been reviewed at the start of the new term in August 2025. Consent forms were all in place and now only record one medication per form.

This area for improvement has been met.

Previous area for improvement 2

To ensure children are safeguarded and kept safe from abuse or harm, the provider should ensure that all staff have appropriate training. This should include, but is not limited to, the child protection officer completing advanced child protection training and all staff completing regular refresher training to develop their knowledge and skills.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities' (HSCS 3.20).

This area for improvement was made on 20 March 2025.

Action taken since then

Manager has now completed enhanced child protection training. All staff have completed training in March 2025 and newly recruited staff have completed training. This has developed knowledge and skills.

This area for improvement has been met.

Previous area for improvement 3

To ensure effective supervision of children and to provide children with choice, the provider should ensure that staff deployment is well managed. This should include, but is not limited to, maintaining effective staffing levels to offer access to both indoor and outdoor environments, having contingency plans in place for staff absence and ensuring effective supervision of all areas outdoors.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My needs are met by the right number of people' (HSCS 3.15).

This area for improvement was made on 20 March 2025.

Action taken since then

Staff deployment is now being well managed due to staffing levels increasing. Staff have also developed an effective method of maintaining communication between indoor and outdoor environments.

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.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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