Killearn Kids Hub
Day Care of Children

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Telephone: 07843011550

Type of inspection:
Unannounced

Completed on:
6 May 2026

Service provided by:
Killearn Kids Hub Ltd

Service provider number:
SP2023000220

Service no:
CS2023000338

About the service

Killearn Kids Hub is centrally located on the village's main street, making it easily accessible for families. The setting benefits from a spacious, well-resourced playroom. Children also had use of a dedicated cloakroom area, a functional kitchen space, and a secure outdoor play area that encouraged active, imaginative play.

The hub is ideally positioned close to key local amenities, including the village school, community park, and nearby woodland areas. These surroundings offered rich opportunities for outdoor learning, nature exploration, and community engagement, enhancing the overall experience for children.

The service is registered to provide a care service to a maximum of 30 primary school aged children at any one time. The service operates Monday to Friday, before, after school and school holidays.

About the inspection

This was an unannounced inspection which took place on 5 May 2026 between 14:30 and 18:00 and 6 May 2026, between 14.00 and 18.00. Feedback was shared with the service on 6 May 2026. The 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 last inspection.

To inform our evaluation we:
- Spent time with 28 people using the service
- received ten completed questionnaires from families and four from staff
- 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, no improvements were identified relating to core assurances.

Key messages

• Improvement was evident in all required areas made during the previous inspection. As a result, outcomes for children had improved.

• Monitoring of staff practice and training had built staff confidence and improved the quality of experiences being offered to children.

• Children had fun and were actively involved in leading their own play and learning experiences. Opportunities to further extend learning through questioning and researching should now be developed.

• Children experienced a sociable snack with healthy food choices. There was scope to increase opportunities for independence.

• Children's transition from school was supported well and enabled them to become familiar with the club at a pace that was right for them.

• Staff had developed meaningful relationships with children and families which supported children to flourish and thrive.

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 thrive and develop in quality spaces	4 - Good
Children play and learn	4 - Good
Children are supported to achieve	5 - Very Good

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

Leadership 4 - Good

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.

A clear vision centred on dignity, respect, compassion, inclusion, wellbeing, and responsive care was well established. Families and staff told us they felt supported and valued, and children said, "We are all helped and loved," noting they felt comfortable because they saw the same familiar adults each day. This consistency created a calm, reassuring environment where children felt safe. We discussed making the vision more visible through the family Facebook page, displays, and feedback, which would strengthen family ownership and ensure it continued to reflect community needs.

Improvement priorities had been well considered and clearly linked to self-evaluation frameworks. The team used the Quality Improvement Framework for the Early Learning and Childcare Sectors: School Aged Childcare to identify strengths and areas for development. Areas for improvement from the previous inspection were clearly documented with evidence of progress, demonstrating a strong commitment to continuous improvement and accountability.

Delegated leadership had developed well since the last inspection. Staff were increasingly involved in self-evaluation and reflective practice, with opportunities to lead improvement work. This strengthened staff confidence, improved consistency, and increased ownership of change, resulting in more responsive care for children. Ongoing monitoring of leadership roles and evaluations would continue to support the service's development.

Regular team meetings took place, and staff described feeling trusted, respected, and listened to. They felt confident sharing ideas openly with the manager, contributing to a reflective and forward-thinking ethos. Tracking actions from previous meetings ensured progress was maintained and improvements led to meaningful change.

The use of floor books and family surveys gave children and families a strong voice in shaping the club. We discussed the value of sharing with families the actions taken in response to their feedback to show how their contributions influenced improvements, helping to strengthen trust and partnership.

A quality assurance calendar supported systematic reviews of areas such as personal plans, medication checks, and policy updates. This ensured clear accountability, enhanced service safety, and a reliable cycle of continuous improvement. Training was well structured, supporting continuous professional learning, with staff encouraged to apply new learning and record its impact.

Staff recruitment followed national guidance, ensuring all staff were appropriately vetted before starting employment, helping to keep children safe. Staff shared they felt well supported when joining the team. The induction process had strengthened significantly, with use of the national induction resource providing a clear and structured introduction to roles. This helped staff quickly develop confidence in routines and expectations. To further enhance children's experiences, consideration should be given to formal mentoring for all staff to build on existing strengths and support consistent high-quality practice across the team.

Children thrive and develop in quality spaces 4 - Good

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.

Cosy spaces, pillows, and den making resources were available throughout the setting, supporting opportunities for relaxation. Children were observed unwinding on couches, in dens, and on rugs and cushions. They confidently described creating imaginative play spaces such as shops and veterinary surgeries, showing independence in accessing resources. Staff recognised the need to continue creating opportunities for children to shape their play spaces, fostering creativity and a strong sense of shared ownership.

The setting was well maintained and welcoming. Recent redecoration and the addition of added resources, informed by feedback, created a more engaging environment. The outdoor fence had been raised, significantly improving safety while maintaining opportunities for exploration. Daily risk checks and annual maintenance records supported a secure, well managed setting.

Children regularly accessed the wider community through park visits, local walks, and meaningful interactions with community members, such as delivering crafts and cards. These experiences fostered a strong sense of belonging. Exposure to different environments broadened children's experiences and supported emotional and social development.

The garden provided valuable outdoor play experiences. Children benefitted from regular access to fresh air which supported their wellbeing, confidence, and physical development. Staff demonstrated a strong understanding of the importance of outdoor play and its positive impact on children's overall development. They had begun developing the outdoor space further through activities such as planting and exploring ways to extend play opportunities outdoors. To strengthen practice further, the setting should enhance all weather outdoor provision, for example by providing shelters or waterproof clothing, to ensure children can access outdoor play experiences in all conditions.

Risk assessments for indoor, outdoor, and community spaces were in place and regularly reviewed. Equipment and resources were well maintained, supporting safe, high-quality learning experiences. Staff used radios effectively to support the safe movement of children across spaces. There were opportunities to further involve children in risk assessment processes through visual prompts and shared discussions. This would support children's confidence, decision making, and safety awareness.

Staff demonstrated a strong understanding of 'Keeping Children Safe' guidance through ongoing training and discussion. The implementation of a Missing Child Policy strengthened safeguarding procedures. The service received Care Inspectorate updates, ensuring staff remained informed about developments relating to environments, safety, and play experiences. Infection prevention and control measures were embedded in daily practice contributing to a safe, clean, and hygienic environment for children and staff.

Children's personal information was managed securely, and staff demonstrated a strong understanding of their data protection responsibilities. Digital practice could be further enhanced by staff use of tablets to capture and document children's learning, helping to create richer, more immediate records of progress.

Introducing tablets would also enhance children's digital learning experiences, enabling them to develop early digital literacy skills, engage with interactive learning opportunities, and build confidence in using technology safely and purposefully.

Children play and learn **4 - Good**

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 had fun as they engaged in a wide range of experiences that were well matched to their stage of development and personal interests. They showed a strong sense of purpose in their play, remaining focused and motivated as they extended their learning. The materials available encouraged children to be curious and creative. One child told us, "This area has been created for the older children; we can read, build or chill." Children were excited to tell us about the service and where the best places to play were. One child said, "Do you know we have a trampoline?" Another shared, "The garden is the best and you can go out anytime." This told us children were fully supported to move freely between indoor and outdoor environments throughout the session.

They confidently chose where and when they wanted to play, demonstrating independence and self-regulation. This flexible approach contributed to children being more settled, engaged, and motivated.

Play opportunities were child led, with some adult led experiences. Children shared their ideas about the skills they wanted to develop and contributed suggestions for play activities, which were incorporated into planned activities. When reviewing the floor book, one child proudly shared that they had suggested making pizza for lunch during holiday club and that it had been "delicious." This showed that children's voices genuinely influenced experiences, helping them feel listened to and valued. As a result, was meaningful, relevant, and firmly based on children's interests.

Floor books clearly reflected children's voices through photographs, drawings, and writing. Children identified what they individually wanted to learn, which was documented at the back of the books. This supported pride in their learning and provided opportunities for reflection. Planning was responsive and personalised, supporting progression and deeper learning through play.

Cosy book areas and roleplay spaces encouraged children's imagination, language, and communication. Children told us there was a library with books for all ages and interests. These resources supported children to pursue their interests at a pace that suited them, allowing them to have fun as they explored books they enjoyed.

Staff encouraged children's interactions with each other, recognising the important role other children have in enriching play. Through these positive interactions, children developed and enhanced their maths, social, and life skills within a playful and engaging environment.

Children were encouraged to explore, ask questions, and share their thinking. Staff supported curiosity by valuing children's ideas. Further development could have included more intentional use of challenge questions such as "I wonder" and "What might happen if?" to deepen critical thinking and problem-solving.

Achievements within the hub were celebrated through Shout Outs for children. We discussed how to build on this by also recognising achievements at home and celebrating children's contributions within the wider community, ensuring their successes were valued in every part of their lives.

Children are supported to achieve — 5 - Very Good

We found major strengths in this aspect of the setting's work and identified very few areas for improvement; therefore, we evaluated this quality indicator as very good.

Children were settled, relaxed, and fully engaged throughout the session. A calm, inclusive atmosphere supported their emotional wellbeing. When children experienced challenge or dysregulation, staff responded promptly and sensitively, using reassuring conversation and quiet spaces to help them regulate. One child shared, "If I need help, I know it is there, but they also encourage me to work things out myself, or with others." This supported children to develop resilience, confidence, and strong social and emotional skills.

Children received warm, nurturing care from kind and compassionate staff. Praise, encouragement, and attentive listening helped children feel valued and secure. Children often sought out adults to share achievements, such as scoring a goal. One child proudly created a book of pranks, and staff embraced the humour he brought. These positive interactions strengthened relationships, confidence, and children's sense of belonging.

Medication records were clear and up to date, with audits completed in line with best practice. Daily registers and individual healthcare cards ensured staff had essential information to respond quickly and safely to children's needs.

Personal plans were in place for all children and regularly reviewed with families. Children chose what they wanted to learn within their plans and recorded this themselves, helping them feel listened to, empowered, and involved. Staff showed strong understanding of individual needs. A parent shared, "The staff at after school care have been absolutely wonderful; they are so engaging, patient, and genuinely invested in the children's wellbeing."

The transition to the hub was positive, supported by strong and consistent relationships with school staff. Daily communication enabled the sharing of meaningful insights into each child's experiences, allowing the hub to provide timely and appropriate support in response to their day. Children also became increasingly confident in discussing their school experiences, openly sharing both challenges and achievements. This openness enabled staff to respond effectively, celebrate successes, and intervene early when additional guidance or reassurance was required.

Snack time was calm and well organised. Children washed their hands, chose where to sit, and ate without rushing. Staff joined them at times, and doing this consistently would have further encouraged positive interactions. Water was available throughout the session, and children's likes and dislikes informed menu planning. Some children poured drinks and cleared dishes. Increasing self-service opportunities, such as spreading, chopping, and preparing food would have further strengthened confidence, independence, and responsibility.

Staff welcomed families warmly, and a closed Facebook page shared updates and photographs. Partnerships with parents were positive and respectful. A parent shared, "It's welcoming and friendly and you can feel they want the best for children and families." Feedback was actively sought, helping families feel informed and involved.

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 are kept safe and secure when playing in the outdoor garden area, the provider should ensure the boundary fence is secured and in good repair.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My environment is secure and safe.' (HSCS 5.19)

This area for improvement was made on 8 April 2025.

Action taken since then

Actions were taken to ensure the outdoor garden area was safe and secure for children. A new higher boundary fence was built which was is in good condition and fit for purpose. As a result, children can now play safely outdoors within a secure environment, reducing the risk of unauthorised access or children leaving the area unsupervised, and promoting their safety and wellbeing during outdoor play.

This area for improvement has been met.

Previous area for improvement 2

To keep children safe, and identify and remove any risks to children, the manager should develop and implement risk assessments for specific areas of the setting. Risk assessments should be reviewed regularly.

This should include but is not limited to

a) for the main playroom
b) for the kitchen and toilets
c) for the outdoor area.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My environment is secure and safe.' (HSCS 5.19)

This area for improvement was made on 8 April 2025.

Action taken since then

Effective risk assessment processes had been implemented to ensure children's safety and to identify and reduce potential risks within the setting. Risk assessments were developed and put in place for all key areas, including the main playroom, the kitchen and toilets, and the outdoor area. These risk assessments were regularly reviewed and updated to reflect changes in the environment and children's needs, ensuring hazards were promptly addressed and a safe, secure environment for children was consistently maintained.

This area for improvement has been met.

Previous area for improvement 3

To improve outcomes for children, the manager should develop an effective system of quality assurance, including self-evaluation.

This should include but is not limited to:

a) supporting staff to develop their knowledge and understanding around self-evaluation processes and use these reflections to improve practice
b) develop a clear and effective plan to maintain and improve the service
c) routinely monitor areas of practice and provide staff with effective feedback to help improve outcomes.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HCSC) which state that: 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes.' (HSCS 4.19)

This area for improvement was made on 8 April 2025.

Action taken since then

Quality assurance and self-evaluation were well embedded and contributed to improved outcomes for children. Children and families were actively encouraged to share their views, which informed service development. Improvement planning involved all staff, promoting a shared responsibility for continuous improvement. Staff were supported through training, supervision, and reflective discussions to strengthen their understanding of self-evaluation and use reflection to enhance practice. A clear improvement plan was developed from self- evaluation findings, with identified actions, timescales, and regular review to ensure ongoing improvement and sustainability.

This area for improvement has been met.

Previous area for improvement 4

To keep children safe the provider should ensure that staff are recruited safely with references and the relevant checks being received before staff work with children.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'I am confident that people who support and care for me have been appropriately and safely recruited' (HSCS 4.24)

This area for improvement was made on 8 April 2025.

Action taken since then

All new staff had been recruited using safer recruitment practices. References and disclosures were completed before staff started in their roles. This ensured children were cared for by trusted adults. Systems were in place to ensure all staff were registered with, and supported to maintain, their Scottish Social Services Council (SSSC) registration.

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

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

Children thrive and develop in quality spaces	4 - Good
Children experience high quality spaces	4 - Good

Children play and learn	4 - Good
Playing, learning and developing	4 - Good

Children are supported to achieve	5 - Very Good
Nurturing care and support	5 - Very Good

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