Popin Afterschool Den
Day Care of Children

Our Lady Of The Rosary School
Tarfside Gardens
Glasgow
G52 3AA

Telephone: 07878549274

Type of inspection:
Unannounced

Completed on:
28 May 2026

Service provided by:
Pop-In Afterschool Den

Service provider number:
SP2023001521

Service no:
CS2024000144

About the service

Popin Afterschool Den is an out of school care service based within Our Lady of the Rosary Primary School in the Cardonald area of Glasgow. The service can accommodate a maximum of 20 school aged children.

At the time of inspection, there were 14 children present on the first day and 11 children present on the second day.

Children's accommodation within the building consisted of a playroom within the dining space. Children had access to school facilities, such as, gym hall, toilets and large playground. The service is close to local amenities such as, shops, parks and transport links.

About the inspection

This was an unannounced inspection which took place on 27 and 28 May 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 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 children using the service
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- received electronic feedback from parents/carers

Key messages

- Staff were warm, kind and caring in their interactions with children.
- Staff had positive relationships with children and families.
- Children were happy, confident and relaxed in the service.
- Children could lead their own play and learning indoors and outdoors.
- Children had a voice in their play and care and this was reflective of the experiences that were provided.
- The service should develop quality assurance processes to support children's care and wellbeing.

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 thrive and develop in quality spaces	4 - Good
Children play and learn	5 - Very 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

Leadership and management of staff and resources

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

The service had established their vision values and aims which had been shared with families. These were evident in the service and practice we observed. For example positive relationships with families and children having space to play and relax. We discussed with management that moving forward reviewing the vision values and aims with staff, children and families would further reflect the values of current service users. Management agreed and this was in their plans for moving forward.

The manager had created an improvement plan which identified the service strengths and areas for development. We could see some evidence of progress including children's wellbeing checks and the establishment of an online page to communicate with parents. We discussed with management that a more focused and streamlined approach to the improvement plan would support them to develop specific areas.

The service was in the early stages of the self-evaluation process, with staff, children and families being consulted to understand any developments or changes required. Children's rights were promoted in practice and their voices were heard through daily practice and decision making regarding their play and experiences. Children and parents had suggestion boxes to communicate their ideas. We discussed with the manager that they should continue to develop the self-evaluation processes and explore methods for feeding back to children and families to support them to understand the impact of their opinions.

When reviewing quality assurance processes we found some gaps in information in personal plans and accidents and incident records. We discussed with management that they should enhance quality assurance processes to support improvements. Monitoring and auditing should be more robust to include personal plans, medication, accidents and incidents, and recruitment records. We have made an area for improvement to address this.

(See area for improvement 1).

Areas for improvement

1.

As part of the quality assurance procedures the manager, in partnership with parents, staff and children when appropriate, should continually audit and review children's records. Having a clear improvement agenda will allow the service to monitor and audit records appropriately.

This is to ensure the service complies with the Health and Social Care Standards (HSCS) which state:

"I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes." (HSCS 4.19).

Children thrive and develop in quality spaces 4 - Good

Children experience high quality spaces

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 were cared for in the school dining hall, which was spacious and organised to meet their needs. Resources provided supported children's play experiences and were suitable for their different ages and stages of development. For example, they had access to arts and crafts, board games and small world toys. A quiet cosy area had been developed which allowed children space to rest and relax when required.

Additional resources were available to children if they wanted and we observed children accessing and requesting these during the session. For example, staff supported children to use chairs, blankets and fidget toys to create den spaces. The manager identified that more open ended and loose parts resources would benefit children's play and we agreed that this would support their curiosity and imaginative experiences.

The environment supported children's play experiences and direct access to outdoors supported them to decide when to go outside. Children's choice was respected and children were consulted in the selection of play experiences. Children were responsible for helping to set up play experiences and areas such as arts and crafts. Staff consulted them in the layout of the room and changes were made based on children's views. This supported children to lead their own play.

We reviewed practice to support children's safety and wellbeing. Appropriate infection prevention and control practice was clear, including children and staff washing hands before snack and tables being cleaned before use. Children's personal information was stored safely and securely.

Risk assessments were in place and used by staff to support children's safety. We discussed with management that these should be further developed to consider all potential risks for children when outdoors and on outings.

Children play and learn 5 - Very Good

Playing Learning and developing

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 happy, confident and fully involved in their play experiences. Staff supported children's play, giving them space, time and choice, offering help when needed or requested. This supported children to develop confidence and independence in their play.

Children had the opportunity to lead their own play experiences, including when to go outdoors. Children were able to independently choose which resources they wanted to use and play with when they arrived. They helped set up the play stations with support from staff where required. They told us they have choice each day, and we observed this in practice.

Children told us that they enjoyed playing games with staff and they participated in play alongside them. Staff engaged well in play, particularly outdoors to scaffold learning, manage risks and respect individual choices to ensure inclusive participation. They knew when to step in and support children and also allowed them to lead their own play independently.

Children had the opportunity to participate in a variety of experiences including arts and crafts, small world play and board games. One parent commented, 'My child loves to go. There's a good variety of activities.'

Outdoor play provided physical and social development opportunities, with children developing coordination and cooperation through active games. They were able to participate in tennis games, skipping, ring games and races. Regular access to outdoors supported children's health and wellbeing.

Children were actively shaping their play experiences by contributing ideas to the monthly planner. Staff consulted with children to plan play experiences and these were recorded through photographs. Children's comments about their experiences were also noted with the photographs. This supported them to reflect on their play experiences.

Children are supported to achieve — 4 - Good

Nurturing care and support

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.

Staff were caring, supportive and nurturing in approach with children. Staff knew children well and were responsive to their individual needs. For example, one child initially did not want to join in experiences and staff regularly checked in with them and showed understanding and care. Children were cuddling staff and sharing that they had missed them when they were absent. One parent told us, 'My child attended throughout last year and was so happy to be returning again this year. They were genuinely excited to come back, which says a lot about the staff and the environment they create.' Positive relationships supported children to feel safe and secure in the setting.

Snack was a calm, unhurried and sociable experience for children. Children were able to develop independence and self-help skills by helping to prepare their own snack. Staff used snack time as an opportunity to have a wellbeing check in with children. Children and staff had the opportunity to share their feelings and emotions, if they wished to. This supported children's emotional and social development.

Personal plans were in place for all children. Plans contained the information staff needed to understand children and their needs. Plans explained to children why this information was being requested from them supporting their right to privacy and dignity. Children were able to complete their own plans to note key information.

The staff and manager had attended training to develop their knowledge and skills in supporting children with additional support needs. We could see strategies used in practice by staff to support children to regulate emotions. We discussed with management that plans should be developed to record identified strategies to support all children, and record any significant changes in their care needs. This would support staff to meet all children's current individual needs.

Families were warmly welcomed into the service and told us about the positive relationships they had with the staff. One parent commented, 'They really make an effort with every child and their families and you can see that in the relationships they build and how happy the children are there.' Positive relationships supported families to feel involved in their children's care.

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

Children play and learn	5 - Very Good
Playing, learning and developing	5 - Very Good

Children are supported to achieve	4 - Good
Nurturing care and support	4 - Good

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