Kidzworld Out of School Club Stirling
Day Care of Children

Kidz World Out of School Club
Newpark Crescent
Stirling
FK7 0QA

Telephone: 07808711605

Type of inspection:
Unannounced

Completed on:
14 May 2026

Service provided by:
Kidz World Nursery Ltd

Service provider number:
SP2008010174

Service no:
CS2024000243

About the service

Kidzworld Out of School Club Stirling operates on the grounds of Borestone primary school from two purpose-built cabins, one of which has direct access to a large, enclosed garden. The service offers a care service comprising of breakfast club, after school club, and holiday club to a maximum of 54 primary school aged children at any one time, serving five primary schools in the Stirling area.

The service offers pick ups and drop offs from Borestone primary school and runs a bus transport to and from the following schools: Bannockburn primary school, Cambusbarron primary school, St Mary's primary school and St. Ninians primary school.

About the inspection

This was an unannounced inspection which took place on 5 May 2026 between 14:30 and 18:00 and on 6 May 2026 between 13:30 and 18:00. Feedback was given on 7 May 2026. The inspection was carried out by two inspectors from the Care Inspectorate. The service registered in August 2024. This was the first inspection since registration.

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

In making our evaluations of the service we:

- Spent time with 38 children in the service and spoke with three of their family members
- Spoke with the staff and the leadership team
- Received six completed questionnaires from parents
- Observed practice and children's experiences
- 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

- Leaders were building a strong improvement culture to support collaborative practice and bring about meaningful change.
- Quality assurance, self-evaluation and improvement planning were developing with the need to identify clearer priorities, staff involvement and consultation with children and their families.
- Involving children in reviewing the environment will ensure space design reflects their needs, supports wellbeing, and promotes meaningful, child-led play experiences.
- Children enjoyed varied, fun and joyful play which supported learning and wellbeing, with staff promoting independence and responsive experiences.
- Strengthening interactions and planning will deepen engagement, embed children's voices, and ensure experiences consistently reflect their needs, ideas, and development.
- Children experienced warm, nurturing relationships that supported wellbeing, confidence, and belonging.
- Staff consistently offered attuned care, respectful communication, and responsive support throughout daily routines.

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.

Quality indicator: Leadership and management of staff and resources

Leadership within the service demonstrated a clear commitment to establishing a shared direction and building a culture of continuous improvement. Meaningfully consulting children, families, and staff will help co-create a vision that fully reflects the aspirations of the whole community. Embedding children's rights more clearly within this vision would also reinforce the service's growing commitment to participation, inclusion, and play as fundamental entitlements.

Leaders supported practitioners to become increasingly confident in planning learning experiences based on children's interests, demonstrating responsive and child led practice. Staff were also beginning to recognise and utilise one another's strengths, contributing to a more collaborative team culture. This meant that staff's enthusiasm for learning and their strong knowledge of music and the natural world significantly enabled and enriched children's experiences. This strengths based approach reflected thoughtful leadership that valued individual contributions and encouraged shared responsibility.

Quality assurance processes were developing, with a calendar in place to support the implementation of audits. Leaders recognised that this framework should now be strengthened to ensure audits are carried out effectively and used to drive improvement. Informal monitoring of staff practice had already contributed to some improvements, for example, in developing staff understanding of the benefits of outdoor play. We encouraged the leadership team to adopt a more focussed approach, such as observing children's engagement in different play spaces or evaluating the quality of staff interactions.

Improvement planning was developing, with leaders acknowledging they were at the early stages of their improvement cycle. They viewed the inspection process as an opportunity to refine and strengthen their priorities. Staff involvement in identifying these priorities will be essential to embedding sustainable change and ensuring that improvement is meaningful and achievable. Staff feedback highlighted communication as a shared priority, and leaders responded positively. They agreed to clarify improvement priorities and co-identify these with staff, ensuring that the improvement plan becomes a genuinely shared tool.

Self-evaluation was led mainly by the senior leadership team. Staff were reflective in their practice, and leaders should continue to create opportunities for meaningful discussion about progress and next steps. Using the challenge questions from 'A quality improvement framework for the early learning and childcare sectors: school age childcare' will support deeper reflection and help establish a more robust cycle of continuous improvement.

Safeguarding leadership was effective. Staff were aware of their roles and responsibilities and the importance of collaborating with other relevant agencies to gather additional context, enabling a fuller understanding of the child's wellbeing and the development of a tailored support plan.

Induction processes were in place and supported staff to understand the needs of the service and begin reflecting on practice.

Leaders were open to strengthening this further by looking at more formal mentoring opportunities and incorporating elements of the 'Early Learning and Childcare-National Induction Resource' tool into their induction protocol. They recognised that some aspects could be relevant for out of school care and had the potential to enhance consistency, expectations and understanding of the care needs of the children.

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.

Quality indicator: Children experience high quality spaces

Children experienced a welcoming and well-maintained environment that supported a wide range of play opportunities. The service operated across two huts, with the main hut providing direct access to the garden and functioning as the central base for daily activity. Indoors, the environment was thoughtfully prepared and inviting. Staff carefully laid out resources before children arrived, explaining that their intention had been to offer a variety of materials and provocations to stimulate curiosity and engagement. This level of preparation reflected a developing understanding of how the physical environment shaped children's play and learning and sent a strong message that children mattered in the setting.

A second room in the main hut offered additional space for tuff trays, art and craft activities, and table games. However, there had not been a clearly defined quiet or relaxation area beyond two sofas in the main room positioned close to a tv screen. Feedback from the parents' questionnaire indicated that some children would benefit from a calm space with soft furnishings, books, and fidget toys. Leaders acknowledged the value of this suggestion and understood how it could enhance children's ability to rest and self-regulate.

The second hut had been used more extensively until late 2025, and leaders recognised its potential to serve a more purposeful role. During inspection discussions, it became clear that this space could be developed into a quieter zone for activities such as reading, painting, or small group play. Senior leaders agreed with this direction and committed to consulting children on how the hut should be used, ensuring that decisions about space design reflected children's preferences and rights.

Outdoors, children accessed a large, enclosed garden with a variety of corners and interest areas. While the space offered opportunities for exploration, some items were observed to be in need of repair. Leaders reflected that the strong sense of care and respect evident indoors should be mirrored outdoors. They remained committed to improving the outdoor environment so that it fully reflected children's rights to safety, dignity, and high-quality play.

Children were encouraged to make choices about their play, including deciding when to access the garden and a field behind it. Staff shared examples of how children had used the outdoor space creatively, such as designing an obstacle course, creating a pretend drive through, and setting up a shop. There is now scope to strengthen consultation with children about the layout and design of the outdoor space.

Children had opportunities to learn how to look after the resources and the natural world. Outdoor play was consistently promoted and leaders were working to enhance opportunities for risky play. Risk assessments were in place and we suggested these are reviewed to take into account the additional supervision needs when out in the field. Risk-benefit discussions with children would also empower them to take calculated risks.

Inclusivity was evident in children's interactions. For example, one child proudly shared their multi-cultural identity by bringing in the flag from their country. While the setting demonstrated openness to different cultures through some resources and initiatives, leaders agreed the environment could be reviewed to reflect and celebrate diversity further.

Staff and children were clearly proud of their community, and leaders were encouraged to explore ways of deepening this sense of belonging, such as learning more about the local environment and neighbourhood features.

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.

Quality indicator: Playing, learning and developing

Children experienced a rich and varied range of play opportunities that supported their learning, development, and wellbeing. This included visits to parks, museums, and local attractions. A parent told us: "a fabulous variety of different outings is always provided and very well thought out and suits the needs of my child".

Throughout the inspection, children appeared happy, engaged, and to be having fun. They had access to a wide selection of resources, were encouraged to lead their own play and make decisions about their experiences. Children demonstrated clear interests in the experiences on offer, and staff engaged well with them, responding warmly and respectfully.

Staff demonstrated a strong commitment to children's rights, voice, and participation. A recent example involved children independently designing an obstacle course, with practitioners stepping in only when needed. Loose parts play, which includes natural items and recycled materials, was emerging and offered some opportunities for creativity and problem solving, though leaders recognised this as an area for further development.

We observed children participating in different types of play, including imaginative play in the summer house, physical play on the climbing frame and mud kitchen, football on the field, and exploration of the trim trail beyond the garden. Children also showed a strong interest in caring for small creatures and exploring the natural environment, with bees and caterpillars. This sparked curiosity, conversations, and shared discovery between children and staff.

Practitioners were at a stage where they could build further on this foundation by finding an effective balance between adult-initiated and child-led experiences. While children were clearly supported to lead their play, there was scope for practitioners to deepen learning and sustain their engagement through high-quality interactions. We discussed the importance of strategies such as using open-ended questions and "I wonder..." prompts. These approaches would help children test their ideas, extend their thinking, and apply problem solving skills more confidently.

Children had opportunities to contribute ideas and suggest activities, and leaders were encouraged to strengthen how these ideas were taken forward in planning. The floorbook was used to record some experiences and gather children's voices; however, there was scope to develop this further.

Some missed opportunities were noted where the floorbook could have been used to document planning, the learning process, and children revisiting their learning. Leaders were also encouraged to consider how the floorbook could be made more inclusive for children who preferred to express their ideas in different ways, and how it might be shared with families to strengthen home-setting connections.

Some observations were taking place, though there was room to review how these informed planning to ensure children's interests, needs, and developmental progress were consistently reflected.

Staff were developing strong relationships with families and leaders recognised the importance of maintaining these to ensure culturally sensitive and inclusive care. A parent shared with us: "staff are all very approachable, honest, supportive and caring"; another parent echoed: "staff are excellent and always able to chat and engage".

Overall, children experienced play that was joyful, meaningful, and responsive to their needs. Children told us they liked the staff, the outdoor spaces, and the days out in holiday clubs. With continued focus on deepening learning interactions, strengthening planning processes, and embedding children's voices, the service would further enhance play and learning experiences.

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.

Quality indicator: Nurturing care and support

Children experienced warm, nurturing relationships that supported their wellbeing, confidence, and sense of belonging. An ethos of kindness and respect was consistently evident in staff interactions. Practitioners took time to greet children individually as they arrived, engaging them in conversation and listening attentively to what they wanted to share about their day. As a result, children appeared relaxed, happy, and confident within the setting.

Transitions from school into the service, and between activities throughout the session, were managed smoothly. Children benefitted from clear but flexible routines that allowed them to make choices about when to have snack and when to play. This approach supported children's autonomy and helped them regulate their own needs. Snack time was unhurried and relaxed, with children able to return for additional helpings or choose to eat later after playing with friends. Staff shared that children were sometimes involved in preparing snack and serving their peers. We encouraged staff to identify ways to extend these opportunities to further promote independence and responsibility.

Medication was stored safely, and appropriate permission and administration forms were in place. The medication policy accurately reflected updated national guidance.

Personal plans were treated as working documents, with new strategies added as they emerged. Staff were highly attuned to children's demeanour, mood, and interactions, tailoring support sensitively. All staff contributed to the personal plans, demonstrating collective responsibility for wellbeing. We discussed with leaders how staff could consider creative ways for children to contribute to and update these sections, particularly for those who preferred not to write, for example, through mood boards or visual and multi-media tools. This would ensure children's voices and perspectives shaped their own plans and support strategies.

Support plans for children with additional needs were a key-strength of the service. Staff demonstrated a strong understanding of the importance of collaboration with families and school. Staff and leaders explained how support plans were adapted to ensure strategies would be meaningful in the out of school environment. This showed a clear commitment to individualised, nurturing care as well as sensitive partnership working.

Responsive, attuned practice was evident across the team. Strategies and updates were shared during daily 'huddle' meetings, ensuring consistency. Warm, respectful interactions were observed throughout. Staff adapted communication styles to suit each child's personality and needs. We observed members of the team supporting children with kindness, modelling positive conflict resolution. Another practitioner supported a child on the climbing frame with compassion, recognising when to hand over to another practitioner to maintain attuned support. Throughout the afternoon, practitioners offered reassurance, monitored wellbeing, and responded sensitively to children's cues. A parent summed this up: "every one I have met has been warm, approachable, caring and seems genuinely invested in looking after the children and making it a fun and safe place".

Overall, children experienced nurturing, responsive care that promoted their wellbeing, confidence, and sense of security. Parents shared with us: "I couldn't be more happy with the time [my child spends] at kids world. I know they are well looked after, they are safe and most importantly that they are learning social skills and having fun". A member of staff told us: "I have a good bond with the families of the children by focusing on the children's needs, good communication, built trust and being respectful".

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

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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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