Kidz Out of School Care 2
Day Care of Children

Glenmanor Primary School
Glenmanor Ave
Moodiesburn
Glasgow
G69 0JA

Telephone: 07588210366

Type of inspection:
Unannounced

Completed on:
26 August 2026

Service provided by:
Kidz Out Of School Care Limited

Service provider number:
SP2021000144

Service no:
CS2024000303

About the service

Kidz Out of School Care is provided by Kidz Out of School Care Ltd and operates from Glenmanor Primary School in Moodiesburn, Glasgow. The service is situated within a local community and is close to parks, shops and other amenities, providing children with opportunities to access and enjoy their local environment.

The service is registered to provide a care service during after-school hours in term time only for a maximum of 32 children of primary school age at any one time. There were up to 26 children in attendance on the days of inspection.

The service operates from designated areas within Glenmanor Primary School, including the learning classroom and access to school facilities. Children benefit from a range of indoor and outdoor play opportunities and have access to resources that support play, recreation, learning and social interaction.

About the inspection

This was an unannounced inspection which took place on 25 and 26 August 2026 between 14:30 and 18:00. Feedback was provided to the manager and provider on day two. The inspection was carried out by one inspector from the Care Inspectorate.

To prepare for the inspection, we reviewed a range of information about the service. As this was the service's first inspection, we considered registration details, complaints information, information submitted by the service, and intelligence gathered throughout the inspection year.

During the inspection, we:

- spoke with four children using the service,
- received feedback from 13 parents,
- spoke with the manager and staff team,
- observed practice and children's experiences,
- assessed core assurances, including the physical environment,
- observed the environment, and
- reviewed relevant documentation.

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

- Strong leadership has created a positive, inclusive and values-led culture where children, families and staff feel respected, supported and valued.
- Children are happy, settled and confident within the service and are encouraged to make choices, share their views and influence aspects of their experiences.
- Children have access to a variety of indoor and outdoor experiences that promote independence, choice and engagement.
- Relationships between children and staff are warm, respectful and nurturing.
- Strong communication helps families remain informed and connected to the service.

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

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

Leadership 5 - Very Good

QIs inspected: Leadership and Management of Staff and Resources

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.

Leaders had successfully embedded values of kindness, inclusion, honesty and respect into everyday practice. Leaders had established a clear vision that promoted children's rights, emotional wellbeing and positive relationships. Children contributed to developing group expectations by creating house rules. This helped them develop a strong sense of belonging, responsibility and ownership within the setting. Values such as kindness, inclusion, honesty and respect were consistently reinforced through daily interactions, praise and encouragement. This resulted in a culture that was consistently experienced by children and staff.

The manager demonstrated strong leadership through a clear understanding of the service's strengths and an ongoing commitment to improvement. There was a reflective culture where staff were encouraged to evaluate practice and identify opportunities to enhance children's experiences. Leaders had accurately identified priorities for development, including communication, support for children with additional support needs and activity planning. This demonstrated a proactive approach to improvement and a commitment to ensuring children received responsive, high-quality care and support. Consequently, children and families benefitted from a service that continually adapted and improved in response to their needs.

Self-evaluation was embedded within the culture of the service and used effectively to support improvement. Reflective questions encouraged staff to consider children's experiences, wellbeing, learning and engagement. This promoted professional dialogue and shared ownership of improvement priorities. Quality assurance processes included development planning, reflective discussions and regular monitoring of practice. These approaches enabled leaders to identify strengths and areas for further development, while supporting staff to understand how reflective practice contributes to positive outcomes for children. Moving forward, leaders could further strengthen evaluation by evidencing more consistently the measurable impact of improvement activity on children's experiences and outcomes.

Children's and families' views were actively sought and used to influence service development, helping shape activities, planning and decision-making. This commitment to participation helped children feel listened to and respected, supporting their confidence, wellbeing and sense of belonging. Families particularly valued communication systems within the service, with one parent commenting that, "The manager is great with keeping in touch with parents and updating the family app." This demonstrated leaders' commitment to maintaining positive partnerships and ensuring families remained informed and connected to their child's experiences.

Leadership of staff was a key strength within the service. Workforce development was well supported through supervision, wellbeing meetings, induction processes and professional learning opportunities. Staff consistently described leaders as supportive, approachable and committed to their development. One member of staff commented that, "The manager supports with everything, always there if I need help," while another described the manager as "open to listen" and highlighted the encouragement received to progress professional qualifications. Staff identified strengths including teamwork, communication, child-led practice and valuing children's ideas. This positive culture promoted reflection, confidence and continuous improvement, enabling staff to develop their skills and build meaningful relationships with children and

families. Parent feedback further reinforced the positive impact of leadership, with families describing staff as "fantastic" and "all outstanding." One parent commented that "nothing is ever too much and the staff run a fantastic club," while another stated, "I would recommend the club to anyone. It's a much needed service in the community."

Staff achievements were recognised, professional learning was prioritised and the service's commitment to supporting Modern Apprentices demonstrated a strong investment in workforce sustainability. Evidence sampled showed increasing confidence, competence and capacity across the staff team, contributing to a welcoming, nurturing environment and positive experiences for children and families.

Children thrive and develop in quality spaces 4 - Good

QIs inspected: 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.

The service provided a safe, welcoming and generally well-maintained environment that supported children's wellbeing and engagement. Staff place importance on helping children understand risk and safety and involve them in meaningful experiences that promote participation and responsibility. For example, children were supported to contribute to risk assessments prior to outdoor play. This was helping them develop an awareness of safety while encouraging decision-making and independence. As a result, children were supported to understand and manage risk in age-appropriate ways.

Parent feedback reflected confidence in the way the service is organised and supervised. One parent shared that "the team are consistently present, attentive and available, which means the children are well supervised and supported throughout the session," adding that the service is "well-staffed and organised." This provided assurance that children experience an environment where their safety and wellbeing are prioritised.

Children had access to a range of indoor and outdoor experiences that support play, learning and social interaction. Small-world and imaginative play opportunities encouraged creativity, storytelling and collaborative play, while tabletop games supported communication, problem-solving and turn-taking skills. Children were able to access resources independently, promoting choice and developing confidence in managing their own play experiences. These opportunities contribute positively to children's enjoyment, social development and engagement.

Children could have greater opportunities to influence resources, experiences and the development of play spaces. Whilst children were observed accessing available resources independently, evidence of children's views shaping the daily environment was less apparent. Greater use of child-led planning approaches, alongside increased access to open-ended materials would provide richer opportunities for creativity, investigation and sustained engagement. This would support children to extend their ideas, lead their own learning and experience a greater sense of ownership over their environment.

A dedicated area for tabletop games and social interaction provided children with valuable opportunities to connect with peers, develop friendships and build important social skills. The space was well used and contributed to a relaxed, welcoming atmosphere. There is potential to further enrich this area by broadening the range and presentation of resources to encourage greater curiosity, challenge and sustained engagement. Providing more opportunities for children to choose resources and contribute to the

development of the environment would help ensure the space continues to reflect their interests and developmental needs. This would support meaningful, engaging and enjoyable play experiences.

Some families identified opportunities to further enhance inclusion within the environment, including the development of designated quiet areas for children who may become overwhelmed by noise and busy environments. This would further support the individual wellbeing needs of all children.

The environment provided families, staff and visitors with access to important information relating to safeguarding, health and wellbeing, children's rights and operational procedures. Whilst some examples of children's work were displayed, the environment was predominantly adult directed. Opportunities exist to further celebrate children's achievements, learning and contributions through the increased use of photographs, children's comments and examples of their experiences. Further involvement of children in displays and the organisation of learning spaces would strengthen participation and support a stronger sense of belonging.

Information management processes were appropriate and supported the safe storage of information and maintenance of confidentiality. Staff demonstrated an understanding of their responsibilities in managing information safely and ensuring documentation was accessible to those who required it.

The environment was generally maintained to support children's comfort and wellbeing. During the inspection, opportunities were identified to improve ventilation and air circulation by ensuring windows were opened regularly. Leaders responded promptly to feedback and this was addressed during the inspection process.

Children play and learn 4 - Good

QI inspected: Playing, learning and developing

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 experienced a welcoming and engaging play environment where they could make choices and lead aspects of their own learning. Accessible resources, including creative, construction, sensory and small-world materials, reflected children's interests and encouraged independent play. As a result, children moved confidently between activities, demonstrated decision-making skills and engaged purposefully in experiences that interested them.

The service provided a balance of adult-led and child-led experiences. Children were encouraged to share ideas and influence aspects of the service, while staff responded positively to their interests and adapted experiences accordingly. There was scope to further strengthen children's ownership of play by increasing opportunities for them to influence the daily provision of resources and experiences. Expanding the use of open-ended and natural materials would further support creativity, problem-solving and sustained engagement.

Children benefited from a flexible approach to play, with opportunities to access both indoor and outdoor environments. Staff worked effectively together to support children's movement between spaces while maintaining their safety and wellbeing. Children were trusted with age-appropriate responsibilities, such as managing personal belongings and independently accessing facilities. This promoted confidence, self-

reliance and a growing sense of responsibility. Staff also supported children to consider and manage risk through meaningful discussions about safety and decision-making.

Positive, caring and respectful relationships were a significant strength of the service. Staff interacted warmly with children and created an environment where they felt comfortable seeking support, sharing ideas and participating fully in activities. Children appeared happy, settled and confident in their interactions with both staff and peers. These nurturing relationships contributed positively to children's wellbeing, sense of belonging and engagement. One child shared, "My teachers care for me," while a parent reported that their child "loves chatting to staff and telling them about their hobbies and interests." Families described staff as approachable, enthusiastic and genuinely interested in getting to know children as individuals.

Staff were actively involved in children's play and used opportunities to encourage curiosity and exploration. During a science activity, staff supported discussion, prediction and investigation, encouraging children to test ideas and explore outcomes. Although the activity did not produce the anticipated result, staff used this effectively to promote resilience, curiosity and an understanding that learning can occur through experimentation. These interactions supported children's enjoyment and engagement in learning.

Children's achievements were recognised and celebrated throughout the environment. Artwork and creative experiences were displayed in some areas, demonstrating that children's contributions were valued. Opportunities remained to make learning more visible through the inclusion of children's comments, reflections and examples of developing skills. This would further strengthen children's sense of achievement and ownership of learning.

Planning processes demonstrated an emerging commitment to reflection and improvement. Staff evaluated activities and gathered feedback through observations, discussions and surveys. Families spoke positively about the range of opportunities available, outdoor play and communication from the service. One parent described the club as "a much-needed service in the community" and stated they would "recommend the club to anyone."

While children's views influenced aspects of planning, further development was required to demonstrate how observations, evaluations and feedback informed next steps for individual children and the wider programme. Strengthening links between observation, planning and evaluation would provide clearer evidence of progression, challenge and responsiveness to children's interests and needs. Adopting approaches such as "You said, we did" would further demonstrate the impact of children's and families' contributions to service development.

Children are supported to achieve — 4 - Good

QI inspected: 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.

Children experienced warm, caring and nurturing relationships that supported their wellbeing and helped them feel safe, valued and included. Staff knew children well and responded sensitively to their individual needs, interests and preferences. Throughout the inspection, children were happy, settled and confident in their interactions with staff and peers. Positive relationships were evident across the service and contributed to an environment where children felt respected, supported and emotionally secure. As a result, children experienced a strong sense of belonging and wellbeing.

This was reflected in feedback from children and families. Parents consistently praised the caring approach of staff, with one commenting, "I always feel welcome. Staff are approachable and happy to share how my child is getting on." Families valued updates about friendships, social interactions and participation in activities, helping them understand and support their child's development.

The service demonstrated a flexible and responsive approach to care and support. Daily routines were adapted to meet children's changing needs and preferences, ensuring support remained personalised. Staff responded appropriately to individual circumstances, helping children feel reassured and comfortable throughout their time at the service. These approaches promoted wellbeing, confidence and independence.

The compassionate ethos of the service was particularly evident in one parent's account of their personal experience. They described staff as "extremely caring, kind and thoughtful" and explained that staff regularly checked in on both them and their child. They felt staff "went beyond the call of duty", highlighting the significant impact nurturing relationships had on children and families during challenging times.

Children were supported to influence aspects of their care and experiences. They were regularly consulted about snack choices and encouraged to share their views about activities and resources. This demonstrated a commitment to children's participation and their right to have a voice in decisions affecting them. As a result, children experienced choice, felt listened to and developed confidence in expressing their views and preferences.

Transitions into the service were well managed and supported children to feel welcomed and secure. Staff greeted children warmly on arrival and effective registration systems promoted safety and wellbeing. Children confidently managed personal belongings and settled quickly into activities, demonstrating familiarity with routines and positive relationships with staff. This contributed to smooth transitions and a strong sense of belonging.

Staff had a good understanding of children's individual needs and provided support informed by their knowledge of each child. Personal planning arrangements supported the sharing of information about children's wellbeing. However, there was scope to strengthen personal plans by ensuring they consistently included comprehensive information about children's strengths, interests, preferences and support needs. More robust review arrangements would provide clearer evidence of how plans informed ongoing care and responded to children's changing needs.

Appropriate systems were in place to support children with healthcare needs, and documentation provided guidance for staff practice. However, some inconsistencies were identified in medication records and storage arrangements. While no immediate concerns were identified, improvements in storage and relevant paperwork were required to ensure information was consistent, accessible and regularly reviewed. Strengthening medication management processes would provide greater assurance that children's healthcare needs could be met safely and consistently.

Relationships with families were positive and respectful. Newsletters, digital communication and regular updates helped families remain informed and connected to the life of the service. Parents described staff as "super approachable" and valued photographs and updates about their children's experiences.

The service demonstrated a commitment to involving children and families in service development through consultation, questionnaires and ongoing communication. Leaders had identified areas for further improvement, including enhancing support for children with additional support needs and strengthening communication. Further evaluation of improvement activity would help demonstrate the impact of changes

on children's experiences, wellbeing and outcomes. Effective partnership working with families, schools and other agencies supported a joined-up approach to care and positive outcomes for children.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.scot.

Detailed evaluations

Leadership	5 - Very Good
Leadership and management of staff and resources	5 - Very 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	4 - Good
Nurturing care and support	4 - Good

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