Touch Trust
Day Care of Children

St. Margarets Parish Church
Abel Place
Dunfermline
KY11 4JJ

Telephone: 07961828007

Type of inspection:
Unannounced

Completed on:
14 May 2026

Service provided by:
Touch Trust (Dunfermline)

Service provider number:
SP2024000565

Service no:
CS2024000386

About the service

Touch Trust is a daycare of children service situated in a residential area in Dunfermline, Fife. The service is registered to provide care to a maximum of 48 primary school aged children at any one time. Within the maximum number of 48 children, care may be provided for up to four children who are due to start school after the summer break.

The service is located within a church, close to local amenities and public transport. Children have access to three play spaces, toilet facilities and an outdoor space. The service operates over three different levels within the building.

About the inspection

This was an unannounced inspection which took place on 12 May 2026 between 07:45 and 17:40 and 13 May 2026 between 09:30 and 17:20. The inspection was carried out by three 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
- received feedback from five families
- spoke with four families
- spoke with staff and management
- 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

- Children and families experienced improved outcomes. Effective self-evaluation and improvement planning supported positive and meaningful changes in the service.
- Staff and volunteers had a clear understanding of their roles and responsibilities. They worked well as a team and were effectively deployed to meet children's needs.
- Children benefited from an environment which had been refurbished. They had been involved in designing and developing the play spaces.
- Children had fun and were relaxed at the club. They engaged in different types of play.
- Mealtimes were positive, sociable and relaxed experiences. Children were offered a selection of food choices. However, these were not always healthy.
- Children experienced warm, kind and caring interactions from staff.

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	4 - 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.

Leadership and management of staff and resources

The manager had a clear vision for the setting. They included staff in the service development to improve outcomes for children and families. Families commented positively on the improvements made. They told us, "Considering where the service started and until now it's come along massively, and staff should be proud of that" and "I'm excited to see where the service goes as they continuously expand and progress. I know they have so many exciting ideas and plans." The vision, values and aims could now be reviewed with children, families and staff to ensure they reflect everyone's aspirations.

Effective self-evaluation and improvement planning supported positive and meaningful changes in the service. Self-evaluation was reflective of the service's improvement journey and supported the manager and staff to identify realistic and achievable improvements. Children were encouraged to share their views, ideas and suggestions to inform changes within the setting. As a result, changes had been implemented and had a positive impact on improving outcomes for children. Families had opportunities to share their views through daily discussions. One family told us, "They always heed feedback suggested improvements etc and are very proactive in ensuring they provide the best service to the children and families." There was scope to build on opportunities for families to engage in developing the service in a meaningful way.

Quality assurance processes had been developed and were beginning to have a positive impact on improving outcomes for children and families. For example, a process had been developed to identify when personal plan information was due to be reviewed. This meant that staff consistently had information which was up to date to meet children's current needs. Observations of staff practice and children's experiences had been carried out in an informal way. To support ongoing improvement, there was scope to formalise an approach to monitoring children's play experiences and staff practice, to further inform self-evaluation and improvement planning.

Staff were recruited in line with current guidance which helped to keep children safe. Children had opportunities to be involved in the recruitment process by asking interview questions, which helped them to feel included and involved. Volunteers supported positive experiences for children. The volunteer recruitment process included carrying out relevant disclosure checks. We discussed how the volunteer recruitment process could be strengthened by seeking references. An induction was in place for all staff and volunteers. As a result, they were confident in their roles and understood their responsibilities, including safeguarding. The induction process could be further developed using the 'National Induction Resource' to support reflective practice.

Staff skills, knowledge, values and deployment

Staff were reflective and had used feedback from previous inspections and support from the manager to implement positive changes. They had engaged in professional development opportunities which increased their knowledge and understanding. As a result, staff were developing confidence in their practice which supported improved, positive outcomes for children. Staff told us they felt well supported in their roles and their wellbeing was well considered by the manager.

To further support staff's individual needs and professional development, we discussed with the manager implementing a more formal approach for support and supervision.

Staff and volunteers had a clear understanding of their roles and responsibilities. They had opportunities to engage in professional discussions as a team, which helped them to develop a collaborative and consistent approach to delivering care and play experiences. To support ongoing development within the service, we discussed keeping meaningful records of meetings to enable them to track progress and plan improvements.

Staff worked well as a team and communicated effectively. For example, they used walkie talkies to communicate across the setting and during school pick up. This helped to keep children safe and accounted for. Staff were well deployed to meet children's needs. They took account of the different play spaces children used throughout the building, and ensured there were always sufficient staff in each area. This supported children to be safely supervised, supported and have positive play experiences.

Children told us staff were, "kind", "all very nice" and "fun." As a result, they had developed positive relationships with staff. A couple of children told us that they did not know all staff member's names. The manager shared that staff and volunteers were introduced to children through meetings and newsletters. There was scope to strengthen this approach by exploring ways of reinforcing staff identities to help children feel more secure.

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.

Children experience high quality spaces

Children benefited from a setting which was bright, organised and welcoming. A recent refurbishment, including new flooring and storage had improved the overall environment. The setting was well-maintained, clean, safe and secure. Staff had considered how to keep children safe through robust risk assessments and implemented measures, such as regular headcounts to minimise risks to children.

Children made good use of the spaces available to support their interests in play. Resources and materials were in good condition and were developmentally appropriate. To support and extend children's play experiences, the manager had identified there was scope to build on the resources available.

Children had been involved in designing and developing the play spaces. Staff listened to children and made changes to reflect their suggestions and ideas. To support children's choice, consideration could now be given to enabling children to access the resources independently.

Infection, prevention and control measures were generally effective. Children were confident with handwashing routines on arrival at the club and before eating in the afternoon. However, some children did not wash their hands before eating breakfast. We shared this with the manager who agreed to explore ways to support children to consistently wash their hands before eating.

Information was well organised and stored safely and securely. CCTV was used in communal areas in line with the service's policy, to support the delivery of safe and effective care for children.

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.

Playing, learning and developing

Children had fun and were relaxed and engaged in play. They were able to actively choose what and where they played indoors. This helped them to build confidence, relationships and skills. Children told us they enjoyed going to the park and playing outside on the grass. They said they would like to spend more time outdoors. We discussed this with the manager to consider ways to provide outdoor opportunities in all weathers.

Children had opportunities to lead their play and to share ideas about resources and activities through the children's committee. Staff were responsive to these suggestions and had begun to develop the play spaces. As a result, children had their voices heard which helped them to feel valued and included. Families were positive about children's experiences. They told us, "They are free to thrive and be themselves", and "The kids feel very free to get involved, it's a very inclusive service."

Staff were responsive to children's cues, interests and stages of development. For example, staff recognised when older children would benefit from having opportunities to play in a different space which had resources better suited to their stage of development. They gave children time, space and support to play independently and in small groups and encouraged interactions between children. This helped children to develop social skills.

Children had opportunities to engage in different play types including rough and tumble, role play, imaginative and creative play. Staff interacted and engaged with children when invited into play or when they recognised children would benefit from support. This meant children had positive play experiences. The manager had identified there was scope to further develop the play and leisure experiences. For example, in collaboration with children, they had begun to gather resources to create a library area for children to read, rest and relax.

Observations of children's play experiences and achievements were shared with families. Families engaged positively with this which helped them to feel informed.

Children are supported to achieve 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.

Nurturing care and support

Children experienced warm, kind and caring interactions from staff. They were happy and relaxed and told us they enjoyed coming to the club. Children were offered comfort, cuddles and reassurance when needed and staff took time to listen to them. This helped children to feel safe and secure. On a couple of occasions, interactions were not fully supportive and inclusive. Staff should continue to build on the positive interactions observed and ensure that they consistently follow a rights-based approach.

Children and adults had developed positive, trusting relationships. As a result, some children had established strong bonds with individual staff and volunteers. All staff knew children and families well which supported them to respond to children's individual needs. Personal plans were in place for all children and were reviewed regularly with families to support continuity of care. They included information which reflected children's uniqueness and personalities, which helped staff to understand each child as an individual and meet their needs. Strategies of support were included in children's personal plans and used effectively by staff to support good quality care, play and learning experiences. The manager had identified there was scope for children to now be more involved in creating, developing and reviewing their personal plans and was in the early stages of exploring ways to include them.

Transitions to and from school were well planned and organised. This meant that children were confident with the daily routines. They had increasing opportunities to be independent during transitions with appropriate support from staff. This helped to keep them safe and enable them to build important life skills.

Children had opportunities to be independent during mealtimes, for example self-serving food. They were offered a selection of food choices. However, these were not always healthy and did not always follow current guidance. Children would benefit from consistently healthy, well-balanced meals and staff should now consider how to improve this. Mealtimes were positive, sociable and relaxed experiences for children. Staff were aware of potential choking risks and reminded children to sit whilst eating. This helped to keep children safe.

Families were warmly welcomed into the setting which supported positive connections. They were positive about the relationships they had developed with staff. Their comments included, "Very friendly approachable staff", "We have a great relationship" and "The staff are very open." Family's feedback about communication was mixed. Some families told us they felt the communication was good and that they were kept up to date. However, a couple of families commented that they would like more information about their child's day. We shared this with the manager to explore further and identify ways to improve this.

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 care and wellbeing needs are met, staff should develop their knowledge and understanding of nurturing approaches to support children's emotional wellbeing and implement this in practice.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that: "I am enabled to resolve conflict, agree rules and build positive relationships with other people as much as I can." (HSCS 2.15).

This area for improvement was made on 13 June 2025.

Action taken since then

Overall, children experienced interactions which were nurturing and supported their emotional wellbeing. Staff had developed their knowledge and understanding of nurturing approaches and mostly implemented this in practice. As a result, children had built trusting relationships with staff and felt listened to. There was scope to further strengthen staff practice to ensure this approach is fully embedded. **This area for improvement has been met.**

Previous area for improvement 2

To enable all children to be cared for in an environment that supports them to reach their full potential, the leadership team and staff should as a minimum, ensure play spaces offer a range of resources and materials to effectively challenge and stimulate children and reflect their current interests and curiosities.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that: "As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity." (HSCS 2.27).

This area for improvement was made on 13 June 2025.

Action taken since then

Children experienced improvements in the play spaces and resources available. Staff had begun to use children's feedback to develop the environment. As a result, children engaged in different play types and accessed resources which reflected their interests. **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.scot.

Detailed evaluations

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Leadership and management of staff and resources	4 - Good
Staff skills, knowledge, values and deployment	4 - Good

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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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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

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