

# Rascals After School Day Care of Children

Nether Robertland Primary School  
Pokelly Place  
Stewarton  
Kilmarnock  
KA3 5PF

**Type of inspection:**  
Unannounced

**Completed on:**  
23 January 2025

**Service provided by:**  
Rascals After School

**Service provider number:**  
SP2003003414

**Service no:**  
CS2003015053

## About the service

Rascals Out of School Care is registered as a Daycare of Children service to care for a maximum of 50 children, aged three years and above, of whom no more than eight shall be under five years of age, during term time and school holidays. The service is operated by a voluntary management committee comprised of parents and employs a manager for the day to day operation.

The service operates from Nether Robertland Primary in Stewarton, East Ayrshire. Areas of the school children can access include toilets, dining hall and main playroom, outdoor play space and use of the gym hall. There are 94 children registered with the service, 35 children were present on day one of the inspection, 44 children were present on day two of the inspection and 37 children were present within the breakfast club provision.

## About the inspection

This was an unannounced inspection which took place on 21 January 2025 between 15:15 and 17:45, 22 January 2025 between 15:00 and 18:00 and 23 January between 07:45 and 09:00. 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:

- gained feedback from 21 parent/carers through Microsoft Form questionnaires
- spoke with seven staff and management
- observed practice and daily life
- reviewed documents.

## Key messages

- Staff were warm, kind and caring in their interactions with children.
- Staff provided a warm welcoming atmosphere for families and parents were welcomed into the service.
- Children were kept safe while accessing the service.
- Staff worked well together and felt valued and supported.
- All staff were involved and consulted in improvements to the service.
- Parents were meaningfully involved to influence improvements.
- Staff worked well together and were respectful in their interactions with each other.

## 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

How good is our care, play and learning?	4 - Good
How good is our setting?	4 - Good
How good is our leadership?	4 - Good
How good is our staff team?	4 - Good

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

## How good is our care, play and learning?

4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

### Quality indicator 1.1: Nurturing care and support

Staff were warm, kind and caring in their interactions with children. A key worker system supported staff to build up positive relationships with children, and staff responded to children's needs using nurturing approaches. For example, they offered children cuddles and reassurance when needed. This provided consistency and ensured children felt emotionally safe and secure. Parent commented: "My child has very good relationships with all of the team as they are nurturing" and "The staff are very warm and welcoming."

Children could choose when to come for snack and staff sat with the children chatting to them while they ate. A snack menu was created in consultation with children which supported them to make healthy choices. Although not all children were able to identify what the snack choices were from the menu. We discussed with the manager how this could be adapted to support younger children. For example, adding images of foods to help them to make independent choices. Although children were provided with a sociable experience they could have been more involved in preparing snack. For example, setting out jugs of milk and water and fillings for wraps and other snack choices. We discussed with the manager enabling children to be more independent at snack time. This would help develop practical skills and a sense of responsibility for children. Parents commented: "The staff work hard to provide a range of healthy snacks which has helped my children be more adventurous with their eating."

Staff provided a warm welcoming atmosphere for families. Parents were welcomed into the service and had effective partnerships with staff. During the inspection we observed a parent come to pick up their child who was not yet ready to go home as they were still engaged in play. Their parent was able to sit with them and play until the child had finished what they were doing. They had fun as they played together with other children joining in. The service further supporting this by implementing stay and play sessions with parents. This would provide further opportunities for all parents to be involved in their child's play. Parents commented: "The staff are always extremely welcoming" and "My child is welcomed into a caring and supportive environment."

Most medication was stored safely in accordance with good practice guidance, and permission forms were completed by parents. Detailed Health Plans supported staff to meet each child's individual health needs. Staff reviewed children's medical needs regularly and this meant they had accurate, up-to-date medical information that supported staff to meet children's needs and administer medication to them safely. Parents told us: "My child who has medicine to take every day. I was brought in and listened to very carefully to about their condition and reassured. Their medical plan is regularly reviewed and I am provided with regular updates." Some children kept their emergency medication in their school bags which posed a risk to others. We asked the manager to review this and remove or reduce any risks ensuring everyone is kept safe.

Effective personal plans supported children's wellbeing, ensuring staff caring for children had a clear overview of children's individual needs and preferences. These were created in partnership with parents, which helped to promote continuity of care for children. Relevant information was included in the plans to enable staff to meet children's individual needs. Children who required additional support had appropriate

plans and strategies in place to support them. This ensured they received the right support at the right time. Parents commented: "There are care plans in place and I can update these regularly."

Staff supported respectful relationships through consultations with children. For example, children and staff had created 'golden rules' to support children to stay safe and maintain positive relationships. We observed this in practice as older children supported younger children in play. Overall, interactions with children were positive. This contributed to children feeling valued and that their views mattered.

Staff were aware of their roles and responsibilities to keep children safe. The manager was aware of staff development needs and had identified face to face Child Protection training for staff to refresh their knowledge in this.

### Quality indicator 1.3: Play and Learning

To support play, staff consulted with children and they recorded children's ideas, interests and preferences in floor books. They completed evaluation sheets with children to gain their feedback and thoughts following play experiences. We discussed with the manager how this could be further developed. For example, using photographs to evidence children's engagement in experiences and revisiting these. This would enable children to fully evaluate experiences and provide ongoing feedback. As a result, enhancing children's play experiences and promoting more positive outcomes for children. Parents commented: Staff are great at consulting the children about their activities and snack options" and "A lot of thought and preparation is put into the exciting and varied activities the children are offered."

Children were consulted and listened to throughout the session. Children were enthusiastic about sharing their achievements with staff and staff supported children to share their achievements with others. For example, during play children were able to take pictures of their creations to share with others. This enables them to feel valued and respected.

Staff were responsive to children and supported them to develop their ideas and thoughts through play. For example, children had made creations with Lego pieces and asked if the shapes would light up. Staff responded to this by turning off the light and they watched together to see what would happen. We discussed with the manager how this idea could have been further developed to support children's imagination and curiosity through play. Parents commented: "Staff often encourage children's interests."

Staff respected children's choice and supported them through consultations to choose from a range of toys and materials suited to their interests. Although children were encouraged to develop their ideas and be creative through play experiences, they could not independently select additional resources to support their play. Staff were looking at ways to support children to take more ownership in their play. This would enable them to self select resources to enhance their experiences. Parents commented: "My child has the option to take part in a number of activities, and it's varied throughout the week."

Children were supported in developing their literacy and numeracy skills, for example, through discussions with children, access to a range of books, using problem solving through experiences, such as clay modelling and making things with Lego. This included considering children's ideas and comments and learning from their experiences. As a result, children were engaged and focused during their play.

## How good is our setting?

4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

### Quality indicator 2.2: Children experience high quality facilities

Children had access to bright, spacious rooms with a range of resources. Some soft furnishings such as rugs were in place to support a comfortable environment for children. We discussed how the service could further develop this to include suitable rest areas for children, supporting their wellbeing.

Children were kept safe while accessing the service. Staff completed accurate registers of children attending, and risk assessments supported staff and children to highlight and reduce risks. Visual displays such as whiteboards and children's names displayed in areas they were accessing supported staff to be aware of where children were within the service and how many children were present at any given time. Staff told us: "All the staff know where every child is throughout the shifts to ensure everyone is safe and secure." We discussed with the manager continuing to involve children in risk assessing the environment supporting them to identify potential hazards and understand how to manage risks safely.

Children had regular access to the gym hall while attending the service which supported physical play experiences. Although children did not have access to free-flow outdoor play experiences, staff were looking at ways to incorporate this safely into children's daily experiences. This would ensure children had regular access to fresh air and would support their wellbeing.

Children were kept safe through some infection prevention and control procedures. For example, resources were safe and clean for children to access, however some handwashing procedures could be improved. Although children were encouraged to wash their hands at key times, such as before eating, they did not do this effectively by using soap and running water and staff's use of gloves at snack time did not support effective handwashing. We discussed with the manager how more effective handwashing for staff and children could be implemented to help reduce the spread of infection.

## How good is our leadership?

4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

### Quality indicator 3.1: Quality Assurance and improvements are led well

Children's wellbeing was supported through effective monitoring. For example, audits of medication and accidents and incidents supported staff to have the relevant information to make improvements and keep children safe.

Regular staff meetings provided opportunities for staff to come together and discuss key aspects of the service, share important information on how to meet children's needs and plan for a breadth of experiences. This ensured all staff received updates, clearly understood developments within the service and important information to support a consistent approach to meeting children's needs. Staff commented: "Management involve all staff within the setting as a whole through meetings and evaluations where we are all included in this." As a result, children and families experienced continuity of care and support.

Staff had regular opportunities to reflect on their practice and the new manager had used these opportunities to complete self-evaluation. They met regularly as part of a team to identify priorities for improvement. This had enabled them to identify what was going well and what needed to be improved. They used the Care Inspectorate's 'A quality framework for daycare of children, childminding and school-aged childcare' which helped them to devise a meaningful improvement plan to support positive changes.

The new manager had identified meaningful ways to engage parents in aspects of the service. They had evaluated what was working and what required to be changed. For example, the manager had identified the use of 'post it' notes were not effective in gaining parents feedback relating to aspects of the service. They had changed this to sharing information electronically with parents. This had supported parents to be meaningfully involved in improvements within the service and supported positive outcomes for children. Parents commented: "There are lots of helpful updates online and by email."

Families were encouraged to influence improvements within the service. Consultations with children and families regarding improvements were meaningful. For example, the new manager had started to implement a 'policy of the month' for staff, children and parents to review enabling them to provide feedback and support improvements. We discussed how this could be further supported by displaying feedback given and any actions taken. This would ensure families were aware of the improvements the service were making to children's experiences in response to parents and carers feedback. Parents commented: "We receive updates regarding upcoming events or new policy/procedure updates" and "We are surveyed about some decisions."

## How good is our staff team?

**4 - Good**

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

### Quality indicator 4.3: Staff Deployment

Children experienced a fun, welcoming and nurturing setting as strong working relationships and effective communication had been established between the team, senior management and families. We found staff worked well together and were respectful in their interactions with each other, creating a positive ethos and role models for the children. Parents commented: "Rascals is an exceptional before and after school service."

Staff were deployed appropriately and they were aware of their roles and responsibilities. We observed staff being flexible, supporting each other and working as a team. This enabled them to meet the individual needs of children and keep them safe within the service.

Staff were responsive to children's individual preferences, care and wellbeing needs. They moved between areas within the service flexibly to ensure children were well supported. As a result, children were happy and received the right care and support at the right time.

Supervision support meetings allowed staff time for reflection on practice, skills and training needs. Staff received feedback from the manager at regular periods and staff also took responsibility for their own professional development and embraced any new opportunities to learn. New training and learning were regularly shared with all staff members at team meetings and staff told us they felt valued, respected and included.

Staff engaged well in the inspection process and took on board suggestions made. There was a new management team in place and the staff team were at the beginning of their journey. They were committed to ensuring positive outcomes for children. Staff worked well together and were respectful of each other. Staff we spoke to told us they felt valued and respected and part of a team. Further embedding good practice and supporting each other could enhance positive outcomes for children.

## 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 support children's health and wellbeing the medication procedure should be amended to reflect the best practice guidance, 'Management of medication in daycare of children and childminding services'.

In particular the service should ensure that medication is stored in a way that is secure but that is easily accessible and that regular audits are carried out to check expiry dates. All staff caring for children should have suitable training to administer medication safely.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'Any treatment or intervention I receive is safe and effective' (HSCS 1.24).

**This area for improvement was made on 8 November 2023.**

#### Action taken since then

Medication was stored appropriately and detailed plans supported staff to be aware of children's medical health needs and how to support these. Medication was accessible to staff and regular audits and reviews took place to check expiry dates, if medication was still required and if there were any changes to children's health needs. Therefore, this area for improvement has been met.

#### Previous area for improvement 2

To ensure consistently positive outcomes for children management and staff should continue to develop suitable quality assurance systems to ensure that the quality of the service is monitored and assessed effectively. This should include maintaining audits of medication and any accidents or incidents to support children's health and wellbeing.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) 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 November 2023.**

#### Action taken since then

The manager had completed audits of accidents and incidents and medication which supported children's health and wellbeing. Therefore, this area for improvement has been met.



### Previous area for improvement 3

All staff should ensure they are following risk assessment procedures when managing children's outdoor play experiences.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My environment is safe and secure' (HSCS 5.17).

**This area for improvement was made on 8 November 2023.**

#### Action taken since then

The service had risk assessments in place to support them to reduce risks to children. They were aware of the risks identified within the outdoor area and were looking at ways children could use the outdoors and stay safe. Therefore, 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](http://www.careinspectorate.com).

## Detailed evaluations

How good is our care, play and learning?	4 - Good
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	4 - Good

How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good

How good is our leadership?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good

How good is our staff team?	4 - Good
4.3 Staff deployment	4 - Good

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