Caskieberran Out of School Club

Improvement Plan

2026 - 2027

Context

Glenrothes is a town situated in the heart of Fife, in East-Central Scotland, with a population of approximately 39,277 (2011 census). It is the third largest town in Fife and has a strong sense of local identity, reflected in its motto *"Ex terra vis"* – "From the earth, strength." The town has a mix of residential areas, with many families living in local authority housing alongside smaller private developments.

Caskieberran Out of School Club is located within Caskieberran Primary School at the western edge of Glenrothes. The school, established in 1969, serves a well-established community and offers extensive outdoor play spaces, including grassed areas, hard surfaces and a trim trail. The service benefits from **s**ole use of a designated room within the school, with direct access to outdoor environments, enabling free-flow play and promoting children's independence, choice and physical development.

The service was established in 2004 and supports children and families from the Caskieberran, Rimbleton and South Parks areas. We recently incorporated Southwood after school club into this setting As these are associated catchment areas for Glenrothes High School, the service plays a key role in helping children to build friendships and social connections which support positive transitions.

We provide a flexible childcare service, offering after-school care during term time and full-day provision during holidays and in-service days. Our approach is centred on child-led play, where children are supported to explore their interests, take appropriate risks and develop confidence, resilience and independence in a safe, nurturing environment.

We recognise that our community includes families with a range of social and economic circumstances. We are committed to ensuring our service is **i**nclusive, accessible and responsive, supporting all children to feel valued and to achieve positive outcomes. We actively promote equity, wellbeing and inclusion, ensuring every child has the opportunity to participate fully and be heard.

Our staff team consists of a team manager, an area childcare manager working across services, and a core staff team including a senior childcare practitioner and childcare practitioners. Staff work closely with children and families, building positive relationships and providing consistent, caring support. Through ongoing professional learning and reflective practice, staff are committed to continuously improving outcomes for children.

At Caskieberran Out of School Club, we are committed to providing a high-quality, nurturing environment where children feel safe, respected and valued. We aim to:

- Provide a play environment that offers choice, challenge and appropriate risk
- Promote child-led play and decision-making
- Support children to develop positive relationships and a sense of belonging
- Ensure children are listened to and involved in decisions affecting their experiences
- Promote outdoor play and community engagement to enrich learning
- Work in partnership with families and other professionals
- Provide an inclusive, welcoming environment

- Ensure practice reflects current legislation, national guidance and continuous improvement

Previous Improvement Areas

During the 2025–2026 improvement cycle, the service identified key areas for development. Progress has been evaluated using observation, staff reflection, feedback from children and families, and quality assurance processes. This has supported a clear understanding of strengths, areas for improvement and next steps.

Develop and promote best practice to support outcomes for children

This priority has been successfully implemented. Staff have developed a stronger understanding of high-quality play and learning approaches, resulting in more consistent, child-centred practice. Observations and feedback indicate that children are more engaged, confident and able to make informed choices within their play.

This area will continue to evolve, with a focus on sustaining and embedding best practice through reflective practice, ongoing professional learning and continuous evaluation.

Promote safeguarding within the setting

This priority area has been partially achieved. Staff have improved their awareness and understanding of safeguarding procedures and their role in promoting children's wellbeing. However, further work is required to ensure consistent practice across the team and to strengthen confidence in responding to a range of situations.

This will remain a focus moving forward, with additional training, clearer processes and ongoing monitoring to ensure safeguarding is fully embedded in everyday practice and supports positive outcomes for all children.

Out and about in the community

This priority area was not fully achieved. While initial planning took place, progress was limited due to staffing challenges and the need to support children with additional wellbeing and behavioural needs within the setting.

Through reflection, the service recognised that stronger planning, clearer risk assessments and increased staff confidence are required to successfully implement community-based experiences.

As a result, this area has been carried forward into the 2026–2027 improvement plan. It will now be approached with a clearer structure to ensure children can safely access and benefit from community learning opportunities, supporting their confidence, independence and sense of belonging

Rationale for Change

Improvement priorities for 2026–2027 have been identified through a robust process of self-evaluation, including consultation with children, families and staff, alongside observations of practice, internal quality assurance processes and feedback from the Care Inspectorate.

Evaluation of previous improvement areas highlighted clear strengths in staff practice and child-centred approaches, while also identifying areas requiring further development. In particular, the service recognised the need to:

- Strengthen opportunities for children to engage with their local community
- Continue to develop a confident, consistent and well-supported staff team
- Establish and embed a shared vision, values and aims to ensure a clear, unified approach to practice

These priorities have been carefully selected to ensure they directly support positive outcomes for children, with a focus on improving wellbeing, engagement, inclusion and participation.

Priority Area 1 focuses on community learning, addressing previous barriers and ensuring children can access meaningful opportunities beyond the setting. This will support children to develop confidence, independence and an increased awareness of risk and their local environment.

Priority Area 2 focuses on strengthening the staff team, recognising that a skilled, reflective and cohesive workforce is essential to delivering high-quality care and play experiences. This will improve consistency of practice and enhance outcomes for children.

Priority Area 3 focuses on embedding a shared vision, values and aims, ensuring that children, families and staff have a clear and consistent understanding of the service ethos. This will support a fully inclusive, child-centred approach where children feel valued, respected and actively involved in their experiences.

These priorities reflect a commitment to continuous improvement, ensuring the service remains responsive to the needs of children and families and aligned with current national guidance and best practice.

Care Inspectorate Evaluations

	Leadership	Children thrive and develop in quality spaces	Children play and learn	Children are supported to achieve
Sept 2018	Good	Excellent	Good	Good
Aug 2017	Good	Good	Good	Adequate
Aug 2014	Very Good	Good	Good	Good

	How good is our care, play and learning?	How good is our setting?	How good is our leadership?	How good is our staff team?
Sept 2018	Good	Excellent	Good	Good
Aug 2017	Good	Good	Good	Adequate
Aug 2014	Very Good	Good	Good	Good

Priority Area 1	Children will develop confidence, independence and a strong sense of belonging through meaningful participation in community experiences that extend learning beyond the setting		
Health & Social Care Standards Link	1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 3.14, 3.22	**Quality Framework Link**	1.1, 1.2, 1.6, 2.2, 2.3, 3.5, 3.10, 4.16

Action/Task	Timescale	Responsibilities	Measure of success	Expected Impact
Consult with children to identify local places of interest	Aug 2026- September 2026	Charlene Renton (Senior Childcare Practitioner) Hannah Odonnell & Sally Gillespie (Childcare Practitioner)	Children contribute ideas through discussions and floor books	Children feel involved and influence their experiences
Create a termly plan of community outings	Sept 2026- Oct 2026	Charlene Renton (Senior Childcare Practitioner)	Visual planner in place and shared with children and families	Clear communication and increased engagement
Develop children's understanding of SIMOA, community safety and personal safety awareness when accessing the local environment	Oct 2026-Nov 2026	Charlene Renton (Senior Childcare Practitioner) Hannah Odonnell & Sally Gillespie (Childcare Practitioner)	Children demonstrate understanding of risk through discussions and safe decisions making during outings demonstrate children's learning Wall display	Children develop awareness of their community and safety
Develop children's understanding of risk benefit	Nov 2026-Jan 2027	Charlene Renton (Senior Childcare Practitioner) Hannah Odonnell & Sally Gillespie (Childcare Practitioner)	Staff observations show children identifying risks and benefits independently assessing during play	Children develop resilience, confidence and independence outdoors
Ensure all staff complete up-to-date safeguarding and off-site visit training,	Aug–Oct 2026	Cathy Hammond (Childcare Manager) Charlene Renton (Senior Childcare Practitioner)	100% of staff complete training; staff confidently demonstrate understanding during outings and	Children are kept safe during community experiences; staff

including risk assessment and dynamic risk management		Hannah Odonnell & Sally Gillespie (Childcare Practitioner)	discussions; risk assessments are consistently completed and reviewed	demonstrate confidence in recognising and responding to risk
Implement regular community outings	Oct 2026-Ongoing	Charlene Renton (Senior Childcare Practitioner) Hannah Odonnell & Sally Gillespie (Childcare Practitioner)	Minimum monthly outings increasing to fortnightly	Enhanced play and learning opportunities
Gather and review children's feedback	March –April 2027	Cathy Hammond (Childcare Manager) Charlene Renton (Senior Childcare Practitioner)	Feedback recorded in floor books	Children's views inform future planning
Gather and review parent feedback	April – May 2027	Cathy Hammond (Childcare Manager) Charlene Renton (Senior Childcare Practitioner)	Questionnaires and informal feedback collected	Improved partnership working
Create a record/book of local places visited	May-June 2027	Hannah Odonnell & Sally Gillespie (Childcare Practitioner)	Completed and accessible resource for children	Sustained interest and shared learning

Ongoing Evaluation

Priority Area 2	To strengthen teamwork, professional learning and reflective practice to ensure high-quality experiences and outcomes for all children.		
Health & Social Care Standards Link	3.15, 3.16, 3.19, 4.3, 4.27	**Quality Framework Link 1.3, 1.4, 2.3, 3.3, 4.1, 4.3**	

Action/Task	Timescale	Responsibilities	Measure of success	Expected Impact
Establish clear team expectations, roles and responsibly through team meetings and discussions	August-September 2026	Cathy Hammond (Childcare Manager) Charlene Renton (Senior Childcare Practitioner) Hannah Odonnell & Sally Gillespie (Childcare Practitioner)	Staff can confidently describe their roles and responsibilities in practice and during supervision	Clear role understanding supports consistency, accountability and high-quality care for children
Develop positive team relationships through regular team meetings, reflective discussions and team building opportunities	August 2026-March 2027	Cathy Hammond (Childcare Manager) Charlene Renton (Senior Childcare Practitioner) Hannah Odonnell & Sally Gillespie (Childcare Practitioner)	Staff engagement increases (meeting participation feedback) Observations show effective teamwork and communication	A cohesive team creates a nurturing respectful environment that benefits children wellbeing and experiences
Gather staff feedback on current processes, guidance and team working practices	November 2026	Cathy Hammond (Childcare Manager) Charlene Renton (Senior Childcare Practitioner)	Feedback gathered through questionnaires, one-to-one discussions and team meetings. Key themes identified and recorded	Staff feel valued and listen to, contributing to a culture of continuous improvements
Anlayse staff feedback and implement agreed improvements to practice and procedures	December-January 2027	Cathy Hammond (Childcare Manager) Charlene Renton (Senior Childcare Practitioner)	Identified actions are implemented and reviewed. Changes are evident in practice and recorded in meeting minutes	Improved systems and practices that better support staff enhance outcomes for children

Introduce individual staff supervision and professional learning plans, including training logs	February-March 2027	Cathy Hammond (Childcare Manager)	All staff have up to date professional learning plans and training records aligned to their role and development needs	Staff are supported to develop skills, leading to improved quality of interactions and care
Support staff to access relevant training and continuous professional development opportunities	April-May 2027	Cathy Hammond (Childcare Manager Charlene Renton (Senior Childcare Practitioner)	Staff complete identified training and can demonstrate how learning has influenced practices	Children benefit from a skilled, confident workforce delivering high-quality play and learning experiences
Embed a reflective practice culture through regular observations, peer support and supervision	May-July 2027	Cathy Hammond (Childcare Manager) Charlene Renton (Senior Childcare Practitioner) Hannah Odonnell & Sally Gillespie (Childcare Practitioner	Evidence of reflective discussions, practice improvements and staff identifying strengths and areas for development	Continuous improvement in practice leads to better outcomes for children's development and wellbeing
Implement and embed the ‘all about me’ / key worker system across the service	September 2026-October 2026	Charlene Renton (Senior Childcare Practitioner) Hannah Odonnell & Sally Gillespie (Childcare Practitioner	All children have up to date personal plans informed by children and families with clear steps identified	Children feel known, valued and supported, resulting in improved wellbeing and personalised care
Review effectiveness of team working and staff development through ongoing evaluation	April- June 2027	Cathy Hamond (Childcare Manager) Charlene Renton (Senior Childcare Practitioner)	Improved evidenced through staff feedback, supervision records and quality assurance processes	A confident and skilled team delivering consistent, high- quality care and positive outcomes for children

Ongoing Evaluation:

Priority Area 3	Children, families and staff will have a shared understanding of the service ethos, which is consistently reflected in relationships, planning, decision-making and daily practice		
Health & Social Care Standards Link	1.1, 1.2, 1.3, 2.2, 2.3, 4.3, 4.6, 4.8	**Quality Framework Link**	1.1, 2.2, 3.1, 3.3, 4.1

Action/Task	Timescale	Responsibilities	Measure of success	Expected Impact
Engage staff in collaborative consultation to review and develop the service vision, values and aims	November 2026	Cathy Hammond (Childcare Manager) Charlene Renton (Senior Childcare Practitioner) Hannah Odonnell & Sally Gillespie (Childcare Practitioner	Staff contribute ideas through meetings and discussions; minutes recorded	Staff feel valued and involved, leading to a shared understanding of the service vision
Analyse staff feedback and agree final vision, values and aims	December 2026	Cathy Hamond (Childcare Manager) Charlene Renton (Senior Childcare Practitioner)	A clearly agreed and updated vision, values and aims document created and shared with the team	A clear, unified direction supports consistent high-quality practice across the service
Communicate and share the updated vision, values and aims with all stakeholders	December 2026-Febuary 2027	Cathy Hamond (Childcare Manager) Charlene Renton (Senior Childcare Practitioner)	Vision, values and aims are shared through displays, newsletters and discussions with children and families	Increased awareness and understanding of the service ethos across the community
Consult with children and young people to gather their views on the service vision, values and aims	February 2027-March 2027	Charlene Renton (Senior Childcare Practitioner) Hannah Odonnell & Sally Gillespie (Childcare Practitioner	Children contribute through floor books, discussions and creative activities Evidence recorded clearly	Children feel listened to and develop a sense of belonging and ownership of their environment
Review and implement children feedback into daily practice and planning	March 2027 – April 2027	Cathy Hammond (Childcare Manager) Charlene Renton (Senior Childcare Practitioner) Hannah Odonnell & Sally Gillespie (Childcare Practitioner	Planning reflects children's ideas and interests Observations show children's views influencing experiences	Child-led practice is strengthened supporting engagement, confidence and wellbeing and is more responsive to interests
Consult with parents and carers to gather feedback on the vision, values and aims	April 2027-May 2027	Charlene Renton (Senior Childcare Practitioner)	Feedback gathered through questionnaires, informal discussions	Parents feel included and valued, strengthening partnerships and trust

		Hannah Odonnell & Sally Gillespie (Childcare Practitioner	Responses recorded and analysed	
Analyse and implement parent feedback into the service	June- 2027	Cathy Hammond (Childcare Manger and Charlene Renton (Senior Childcare Practitioner)	Changes are implemented where appropriate and shared with families Evidence recorded in parents feedback book	Stronger partnership working supports consistent care and improved outcomes for children
Create and display child-friendly versions of vision, values and aims within the service	July 2027	Charlene Renton (Senior Childcare Practitioner) Hannah Odonnell & Sally Gillespie (Childcare Practitioner	Displays are visible accessible and reflect children's contributions Children can talk about the service in their own words	A visible and meaningful shared ethos that is understood and owned by children
Share final outcomes and updates with all stakeholders	May- June 2027	Cathy Hammond (Childcare Manger and Charlene Renton (Senior Childcare Practitioner)	Updates shared via newsletters, noticeboards, displays and ongoing communication	Families remain informed and engaged in the development of the service
Embed and review the vision, values and aims through ongoing practices and quality assurance process	July 2027- November 2027	Charlene Renton (Senior Childcare Practitioner) Hannah Odonnell & Sally Gillespie (Childcare Practitioner	Staff consistently reference values in practice Observations and evaluations show alignment with services ethos	Sustained high-quality practice where values are embedded and reflected in children's experiences

Ongoing Evaluation

