Kelty
Out of School Club

Improvement Plan

2026 - 2027

Context

Kelty Out of School Club is part of Fife Council's Childcare Services Team, providing high-quality school-aged childcare in a safe, nurturing, and inclusive environment. The club operates from **Kelty Community Centre**, offering children a warm, supervised space where they can relax, play, learn, and develop as part of their daily routine. The service supports children and families through flexible childcare provision and is committed to promoting children's wellbeing, confidence, independence, and social development through play-based experiences.

Kelty OOSC operates:

- **Breakfast Club:** 7:30am – 9:00am
- **After School Club:** 2:45pm – 6:00pm
- **Holiday Sessions:** 7:30am – 6:00pm (Full day and Half day options)

The club benefits from access to a wide range of facilities within Kelty Community Centre, enabling children to enjoy varied and enriching experiences. These include:

- Gym Hall
- MUGA (Multi-Use Games Area)
- IT Suite
- Soft Play Area
- Dance Studio
- Youth Room
- Astro Turf
- Local Parks
- Woodland Areas

These facilities support active play, creativity, digital learning, social interaction, and opportunities for children to develop new skills in a safe and stimulating environment.

The service is staffed by:

- **1 Senior Childcare Practitioner**
- **2 Childcare Practitioners**

This experienced team works collaboratively with children, families, schools, and the wider community to ensure every child feels valued, supported, and included.

Vision

To provide a welcoming, inclusive, and inspiring environment where every child can play, grow, and thrive through high-quality school-aged childcare.

Values

- **Child-Centred** – Children's voices, choices, and wellbeing are at the heart of everything we do.
- **Respect** – We treat all children, families, and colleagues with kindness, dignity, and fairness.
- **Inclusion** – We promote equality of opportunity and celebrate diversity.
- **Safety and Wellbeing** – We provide a secure environment where children feel safe, happy, and supported.
- **Partnership** – We work collaboratively with families, schools, and the local community.
- **Achievement and Growth** – We encourage children to develop confidence, independence, resilience, and new skills through play.

Aims

- To provide high-quality, affordable, and flexible childcare that meets the needs of children and families.
- To create a safe, caring, and stimulating environment where children can relax, play, and learn.
- To promote children's wellbeing, confidence, independence, and social development through meaningful play experiences.
- To offer a wide range of enriching activities using both the indoor and outdoor facilities available at Kelty Community Centre.
- To encourage children to participate in decision-making and take an active role in shaping their club experience.
- To work in partnership with families, schools, and the wider community to achieve positive outcomes for children.
- To continually improve the quality and sustainability of our service through professional practice and ongoing development.

Kelty Out of School Club strives to provide a fun, engaging, and supportive environment where children are encouraged to explore their interests, build positive relationships, develop life skills, and enjoy their time before and after school.

Previous Improvement Areas

Over the last improvement cycle, Kelty Out of School Club focused on four key areas: **Children's Voice and Recognition, Community and Family Engagement, Promotion and Implementation of Best Practice Guidelines, and Strengthening the Use of SIMOA (Safety, Inspect, Monitor, Observe, Act).** Significant progress has been made

across all areas, resulting in positive outcomes for children, families, and the wider service.

Children have been given increased opportunities to share their views and influence decisions within the club through regular consultation, discussions, and feedback opportunities through a method of a council approach that they call the Mini Kelty Workers. This has helped ensure that activities, resources, and experiences reflect children's interests and preferences, promoting a sense of belonging, inclusion, and ownership within the service. Children's confidence and participation in decision-making have continued to grow as a result.

Strong relationships have been maintained with families and the local community through regular communication, partnership working, and the use of community facilities within Kelty Community Centre particularly through family engagement sessions termly and more. This has enabled children and families to access a wider range of experiences and opportunities while ensuring families remain informed and involved in their child's care and development.

The promotion of best practice guidance has been supported through ongoing staff training, reflective practice, and regular review of policies and procedures. Staff have continued to develop their knowledge and skills to provide high-quality care, support children's wellbeing, and ensure positive outcomes for all children attending the service.

The use of SIMOA has become more embedded within daily practice, particularly from the children as they have designed a new child friendly way to track staff and childrens attendance and movements between rooms, supporting staff to proactively monitor children's experiences, maintain safe environments, identify areas for improvement, and take appropriate action where required. This has strengthened quality assurance processes and contributed to a culture of continuous improvement across the setting. This has also been enhanced through the introduction of SOS fobs for staff lone working that have created chats around safety and how and when to use these devices.

Evidence gathered through children's feedback, parent comments, observations, quality assurance visits, SIMOA records, staff training records, attendance data, and positive inspection outcomes indicates that the planned improvements have had a positive impact and that the intended outcomes have largely been achieved. While these areas are now well embedded, they will continue to be developed within the next improvement plan to ensure sustained progress and continued enhancement of outcomes for children and families.

Rationale for Change

Enhancement of Facebook, Social Media and Outreach

We have identified the enhancement of Facebook, social media, and community outreach as an improvement priority to strengthen communication with families, celebrate children's achievements, and increase awareness of the opportunities available through Kelty Out of School Club. Feedback from families, service reviews, and self-evaluation discussions highlighted the need for more regular promotion of activities, events, and children's experiences. Improved use of social media will help keep families informed, showcase children's learning and development, and strengthen links with the wider community. Parents, children, staff, and community partners have contributed to this priority through feedback, conversations, questionnaires, and discussions during self-evaluation activities, with many expressing a desire for increased visibility and communication about the service.

Enhancement of the Sensory Room

The enhancement of the sensory room has been identified to further support children's wellbeing, emotional regulation, and inclusion. Observations of children's needs, staff reflections, and discussions with families alongside observations from our recent care inspection highlighted the importance of ensuring that children have access to calm, nurturing spaces that support relaxation, sensory exploration, and self-regulation. Evidence gathered through observations, wellbeing assessments, and feedback from children and parents indicates that sensory-based resources are highly valued and have a positive impact on children's experiences. Children have shared their views on resources they would like to see within the space, while staff and families have provided feedback on how the environment could better meet individual needs. This collaborative approach has helped shape the planned improvements.

Children's Outdoor Gardening

Developing children's outdoor gardening opportunities has been identified as a priority to enhance outdoor learning, environmental awareness, and children's understanding of healthy lifestyles. Observations and consultations with children have demonstrated a growing interest in nature-based activities, growing plants, and caring for the environment. Outdoor gardening will provide opportunities for children to develop responsibility, teamwork, confidence, and practical life skills while supporting health and wellbeing through active outdoor experiences. Children will be involved in discussions and planning ideas for gardening projects, while staff, families, and community stakeholders will contribute suggestions regarding resources, planting opportunities, and potential community links. Feedback gathered through self-evaluation activities highlighted the value of expanding outdoor learning experiences as part of the club's ongoing development.

Care Inspectorate Evaluations

	Leadership	Children thrive and develop in quality spaces	Children play and learn	Children are supported to achieve
April 2026	Very Good	Not Assessed	Very Good	Very 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?
July 2024	Very Good (5)	Very Good (5)	Not Assessed	Not Assessed
May 2016	Very Good (5)	Very Good (5)	Good (4)	Very Good (5)
May 2013	Good (4)	Very Good (5)	Good (4)	Good (4)

Priority Area 1	Enhance the use of Facebook, social media and outreach.

Health & Social Care Standards Link	4.19, 3.14, 1.10, 2.3, 1.6, 4.8, 1.31, 4.23	**Quality Framework Link**	Leadership.

Action/Task	Timescale	Responsibilities	Measure of success	Expected Impact
Audit current communication and set objectives	Aug–Sep 2026		Clear baseline: current engagement, what families want to see, and agreed aims for the year.	A shared understanding of what "good communication" looks like and a realistic plan to improve reach and engagement.
Create a simple social media toolkit (consent, photos, confidentiality, tone)	Sep 2026		Staff confidence and consistency; consent records updated; a short checklist used before any post goes live.	Safe, professional posting that protects children's privacy while showcasing the service positively.
Develop a monthly content plan and posting schedule (themes: play, snacks, outdoor learning, celebration, reminders)	Sep–Oct 2026		A visible content calendar; minimum agreed posting frequency achieved each month.	More consistent, engaging communication that helps families feel informed and connected.
Improve the quality of posts (photos, short captions, "what we did/why it matters", consistent)	Oct–Dec 2026		Increased engagement: likes/comments/shares; positive feedback from parents.	A stronger public profile that demonstrates quality play and learning.
Outreach: strengthen links with school, community centre and local groups (share posters, termly updates, signposting)	Oct 2026–Jun 2027		At least 3 new/strengthened partnerships; evidence of joint activities or mutual promotion.	Improved community visibility, increased enquiries, and stronger wraparound support for families.
Run at least one "Showcase" event (e.g., open afternoon,	Mar–May 2027		Attendance recorded; feedback gathered; photos/evidence in floor	Families feel welcomed and involved; increased understanding

garden harvest celebration, or family stay-and-play)			book and on social media (with consent).	of the service and children's experiences.
Evaluate and refine approach using analytics and feedback	Termly: Oct 2026, Feb 2027, Jun 2027		Termly review notes; targets adjusted; improvements identified and actioned.	Sustained improvement and better responsiveness to what families value.

Ongoing Evaluation
Include any activities that you have completed to meet the priority area. This could include Training, Professional Learning, Surveys, meetings, newsletters etc. The Ongoing Evaluation should be looked at monthly (Included in the Quality Assurance Calendar) and any progress that has been made with specific tasks recorded.

Priority Area 2	Enhancement of the Sensory Room

Health & Social Care Standards Link	1.15, 1.19, 1.25, 1.30, 1.32, 2.11, 2.17, 2.18, 2.19, 3.14, 3.19, 4.19, 4.20 & 5.17.	**Quality Framework Link**	Children Thrive and Develop in Quality Spaces & Children Supported to Achieve.

Action/Task	**Timescale**	**Responsibilities**	**Measure of success**	**Expected Impact**
Consult children on what helps them feel calm and what they would like improved in the Quiet Room	Aug–Sep 2026	Shona Hunter SCP (Senior Childcare Practitioner) & Children.	Children's ideas captured (floor book/visual survey) and used to shape changes.	Children feel listened to and the space reflects their needs and preferences.
Audit current sensory resources and create clear zones (calm corner, sensory tools, feelings/communication aids)	Sep 2026	Shona Hunter SCP (Senior Childcare Practitioner).	Inventory completed; missing items identified; room layout updated and photographed.	A more purposeful, accessible space that supports regulation and inclusion.

Introduce guidance for use (how to access, expected behaviour, safe use of resources) co-created with children	Oct 2026	Shona Hunter SCP (Senior Childcare Practitioner) & Children.	Simple child-friendly rules displayed; children can explain how to use the room safely.	Increased independence and respectful use of the space.
Staff development: sensory regulation and supportive responses (including use of visuals and de-escalation)	Oct–Nov 2026	Shona Hunter SCP (Senior Childcare Practitioner) & Childcare Practitioners.	Staff report increased confidence; consistent approaches observed across the team.	Improved wellbeing and fewer escalations, supporting a calmer club environment.
Create portable "sensory toolkits" (e.g., fidgets, ear defenders, timers, calm cards) for use beyond the room	Nov–Dec 2026	Shona Hunter SCP (Senior Childcare Practitioner).	Toolkits in place and used appropriately; children can request supports when needed.	Support becomes available across the setting, not just in one space.
Monitor impact (simple usage log, wellbeing observations, child/parent feedback)	Jan–Jun 2027	Shona Hunter SCP (Senior Childcare Practitioner), Children, Parents & Carers.	Evidence shows when/why the room is used and how effective it is; themes identified.	Targeted improvements and better individualised support for children.
Refresh resources based on seasonal needs and feedback	Termly: Oct 2026, Feb 2027, Jun 2027	Shona Hunter SCP (Senior Childcare Practitioner).	Updates documented; improvements visible; ongoing positive feedback.	A dynamic sensory space that remains relevant, engaging and effective.

Ongoing Evaluation
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Priority Area 3	Children's Outdoor Gardening

Health & Social Care Standards Link	1.25, 1.20, 1.32, 2.11, 2.17, 2.18, 2.19, 3.14, 4.19, 4.20, 5.15 & 5.17.	**Quality Framework Link**	Children Play and Learn & Children Thrive and Develop in Quality Spaces

Action/Task	Timescale	Responsibilities	Measure of success	Expected Impact
Create an outdoor gardening plan with children (what we want to grow, where, and how we will care for it)	Aug–Sep 2026		A child-friendly plan displayed; planting calendar created; roles agreed.	Children take ownership and understand the purpose and routine of gardening.
Develop the space: containers/raised beds, soil, tools, labels and a safe storage solution	Sep–Oct 2026		Area set up and risk assessed; children able to access resources safely.	A safe, inviting outdoor environment that supports sustained play and learning.
Seasonal planting and learning (bulbs, herbs, veg, pollinator-friendly flowers)	Oct 2026–Jun 2027		Regular planting sessions evidenced in the floor book; children can describe what they are growing and why.	Improved understanding of nature, responsibility and healthy eating.
Introduce a simple care routine (watering rota, checking growth, composting/recycling)	Oct 2026		Routine followed weekly; fewer plants lost; children independently contribute.	Sustained progress and increased responsibility and teamwork.
Strengthen community links (local allotment/community garden, parent volunteers, local businesses for donations)	Nov 2026–May 2027		At least one community visit/guest input and/or donation secured; evidence recorded.	Greater community engagement and enriched experiences through shared expertise.
Use what we grow (snack tasting, simple food prep, “harvest celebration”)	May–Aug 2027		Children taste/prepare produce; celebration event documented; parent feedback captured.	Children feel proud of achievement and see real-life outcomes from their efforts.
Evaluate and plan next cycle (what worked, what to change, what to plant next year)	Aug 2027		End-of-year review documented with photos/children’s voice; plan drafted for 2027–2028.	Continuous improvement and a sustainable approach to outdoor learning.

Ongoing Evaluation
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