St Kenneths
Out of School Club

Improvement Plan

2026 - 2027

Context

St Kenneth's 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 collecting children from schools all around Lochgelly, Cardenden and also St Kenneths via a taxi service. The club operates from **St Kenneth's RC Primary School**, 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.

St Kenneth's OOSC operates:

- **Breakfast Club:** 7:45am – 9:00am (Not yet in operation)
- **After School Club:** 2:45pm – 6:00pm

The club benefits from access to a wide range of facilities within St Kenneths Primary School alongside their main play room, enabling children to enjoy varied and enriching experiences. These include:

- Gym Hall
- 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.
- 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.

St Kenneth's 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

As St Kenneth's Out of School Club was previously Lochgelly Out of School Club, the main focus during the last improvement cycle was not on specific improvement priorities but on ensuring a successful transition to the new premises following the relocation. To support this, children were introduced to the new environment through photographs in floor books, consultations were carried out with children and families to gather ideas and feedback, a countdown to the move was created, and transport arrangements were carefully planned to support children and families.

These actions resulted in a smooth transition, with children settling well into the new environment, maintaining attendance, and developing a sense of ownership within the service. Feedback from children, parents, and carers was positive, and observations showed children were confident, engaged, and comfortable within the new setting.

The transition actions have now been completed and the service is well established in its new premises. As a result, the new improvement plan will focus on the creation and implementation of a resources catalogue, implementation of SIMOA and the enhancement of facebook, social media and outreach to the community and beyond. These priorities have been identified through children's feedback, observations, staff discussions, and self-evaluation activities to further enhance children's play experiences, independence, and access to a high-quality environment. Evidence that outcomes were achieved includes floor book consultations, feedback from children and families, attendance data, observations of children's wellbeing and engagement, and staff self-evaluation findings.

Rationale for Change

Creation of Resources Catalogue

The creation of a resource catalogue has been identified as a priority to improve children's access to resources, strengthen child-led play, and enhance the organisation of resources within St Kenneth's Out of School Club. Currently, some resources may be underused or difficult to locate, limiting children's awareness of the full range of play opportunities available.

By auditing resources and developing a child-friendly catalogue, children will be better supported to make informed choices, influence activity planning, and access resources that reflect their interests and needs. The catalogue will also support staff to monitor resources more effectively, identify gaps in provision, and ensure future purchases are informed by children's views.

This improvement supports children's voice, inclusion, independence and engagement while contributing to a well-organised, responsive and high-quality play environment.

SIMOA

We have identified the implementation of the Care Inspectorate's **SIMOA approach (Safety, Inspect, Monitor, Observe and Act)** as an improvement priority to strengthen children's safety, wellbeing, and the overall quality of our service. Through service reviews, staff discussions, observations, and self-evaluation activities, we recognised the need for a more consistent and proactive approach to identifying potential risks, monitoring practice, and responding quickly to issues that may impact children's experiences.

The SIMOA approach will support staff to regularly inspect the environment, monitor practice, observe children's experiences, and take prompt action where improvements

are required. This will help ensure that children continue to access a safe, nurturing, and high-quality environment that supports their wellbeing and development.

Children, families, and staff have contributed to this priority through discussions, feedback, consultations, and self-evaluation activities. Implementing SIMOA will strengthen our quality assurance processes, promote a culture of continuous improvement, and ensure that the service remains responsive to the needs of children and families while maintaining high standards of care and support.

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 St Kenneths 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.

Care Inspectorate Evaluations

	Leadership	**Children thrive and develop in quality spaces**	**Children play and learn**	**Children are supported to achieve**

	How good is our care, play and learning?	**How good is our setting?**	**How good is our leadership?**	**How good is our staff team?**
Jan 2023	Good (4)	Good (4)	Good (4)	Very Good (5)
Apr 2017	Very Good (5)	Very Good (5)	Very Good (5)	Very Good (5)
May 2016	Weak (2)	Weak (2)	Weak (2)	Weak (2)
Apr 2013	Good (4)	Good (4)	Good (4)	Good (4)

Priority Area 1	Cration and implementation of a resources catalogue.

Health & Social Care Standards Link	1.14, 1.19, 2.11, 2.18, 3.14, 4.19 & 4.20.	**Quality Framework Link**	Play and Learning, Children's Voice and Influence, Inclusion, Equality and Fairness, Leadership and Quality Improvement & Environment for Play and Learning.

Action/Task	Timescale	Responsibilities	Measure of success	Expected Impact
Audit Existing Resources – Conduct a full review of all indoor, outdoor, creative, STEM, wellbeing and loose parts resources. Gather children's views on favourite resources, identify gaps in provision, check condition of resources, and assess how frequently items are used.	August – September 2026	Amy Fotheringham (Childcare Practitioner)	Comprehensive inventory completed and organised by category. Resource gaps, repair/replacement needs, and children's preferences clearly identified and recorded. Staff can easily locate and monitor resources	Provides a clear understanding of current provision, informs future purchasing decisions, improves organisation, and ensures resources better reflect children's interests and developmental needs.
Create Resource Catalogue – Develop a visual and written catalogue using photographs, descriptions, categories, age/stage suitability and storage locations. Include child-friendly formats and visual supports to ensure accessibility and inclusion for all children.	October - November 2026	Amy Fotheringham (Childcare Practitioner)	Resource catalogue completed, shared with staff and children, and available in both digital and printed formats. Positive feedback received from children and staff regarding ease of use and accessibility.	Improves awareness of available resources, increases equitable access, supports inclusion, and encourages children to explore a wider range of play and learning opportunities.
Introduce Catalogue to Children – Launch the catalogue through group discussions, resource exploration sessions and child-led planning activities. Encourage children to use the catalogue when making choices about play experiences and activity requests.	November – December 2026	Amy Fotheringham (Childcare Practitioner)	Majority of children confidently use the catalogue to identify and request resources. Staff observations demonstrate increased child involvement in selecting activities and planning experiences	Promotes independence, choice, leadership and decision-making. Supports meaningful participation and strengthens children's voice in shaping the club environment.
Embed Catalogue into Daily Practice – Incorporate the	January – March 2027	Amy Fotheringham (Childcare Practitioner)	Evidence of catalogue use is visible in planning records, children's discussions	Embeds child-led practice, strengthens consultation processes, and ensures

catalogue into activity planning, evaluations and resource requests. Encourage children to recommend additions, identify missing items and suggest improvements throughout the year.			and activity choices. Resource requests are informed by children's interests and identified needs.	resources remain relevant, engaging and responsive to children's changing interests.
Review, Update and Evaluate Impact – Undertake termly reviews of resource usage, children's feedback and emerging interests. Update catalogue to reflect new purchases, donations and changes to provision. Evaluate impact through observations, consultations and quality assurance processes	April – June 2027 then termly	Amy Fotheringham (Childcare Practitioner)	Catalogue remains accurate and up to date. Increased variety of resources accessed by children. Positive feedback from children, families and staff demonstrates value and effectiveness of the system.	Ensures sustainability of the catalogue, improves long-term resource management, supports continuous improvement, and enhances children's experiences through a wider and more accessible range of resources.

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	SIMOA (Safe, Inspect, Monitor, Observe, Act)

Health & Social Care Standards Link	1.24, 1.25, 2.11, 3.14, 4.19, 4.20 & 5.17	**Quality Framework Link**	Safeguarding and Child Protection Nurturing Care and Support Leadership and Management of Staff and Resources Staff Skills, Knowledge, Values and Deployment Children Experience High Quality Spaces

Action/Task	Timescale	Responsibilities	Measure of success	Expected Impact
Review Current Safety Procedures and SIMOA Practices – Audit existing risk assessments, room checks, collection procedures, transitions, outdoor play arrangements, and staff deployment using the SIMOA framework. Gather feedback from children, families, and staff on safety and wellbeing.	August – September 2026	Caitlin Birrell (Childcare Practitioner)	SIMOA audit completed and areas for improvement identified. Staff demonstrate awareness of recommendations and agreed actions.	Strengthens understanding of potential risks and ensures safety practices reflect the needs of children, families, and staff.
Embed SIMOA into Daily Practice – Introduce regular SIMOA discussions during daily discussions and ensure Safe, Inspect, Monitor, Observe and Act principles are incorporated into daily routines, room checks,	September – November 2026	Caitlin Birrell (Childcare Practitioner)	SIMOA records completed consistently and discussed regularly. Staff confidently demonstrate SIMOA principles in practice.	Creates a stronger culture of vigilance, accountability, and shared responsibility for children's safety and wellbeing.

staffing arrangements, outings, and transitions.				
Develop Children's Understanding of Safety and Risk Awareness – Introduce child-friendly SIMOA activities, safety discussions, visual prompts, and opportunities for children to identify hazards, support safe routines, and contribute ideas for keeping themselves and others safe.	November 2026 – January 2027	Caitlin Birrell (Childcare Practitioner)	Children can talk about safety expectations and contribute ideas during discussions and consultations.	Promotes children's rights, confidence, responsibility, and active participation in creating a safe environment.
Use SIMOA Findings to Drive Continuous Improvement – Regularly review observations, monitoring records, incidents, near misses, attendance procedures, environmental audits, and feedback to identify trends and implement improvements.	January – April 2027	Caitlin Birrell (Childcare Practitioner)	Improvement actions are recorded, implemented, and reviewed. Evidence of changes resulting from SIMOA monitoring.	Ensures service developments are evidence-based and responsive to emerging risks, needs, and opportunities.
Evaluate Impact and Sustain Best Practice – Monitor the effectiveness of SIMOA through observations, quality assurance visits, parent feedback, children's views,	April – June 2027 and termly afterwards	Caitlin Birrell (Childcare Practitioner)	Positive outcomes identified through feedback, monitoring records, and quality assurance reviews. SIMOA is routinely embedded across the service.	Maintains a safe, secure, and nurturing environment where children feel protected, supported, and able to thrive.

and staff reflections. Update procedures and action plans where required.				

Ongoing Evaluation
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Priority Area 3	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	Kerry Fleming (Senior Childcare Practitioner)	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	Kerry Fleming (Senior Childcare Practitioner)	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	Kerry Fleming (Senior Childcare Practitioner)	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	Kerry Fleming (Senior Childcare Practitioner)	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	Kerry Fleming (Senior Childcare Practitioner)	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	Kerry Fleming (Senior Childcare Practitioner)	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	Kerry Fleming (Senior Childcare Practitioner)	Termly review notes; targets adjusted; improvements identified and actioned.	Sustained improvement and better responsiveness to what families value.

Ongoing Evaluation
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