Townhill
Out of School Club

Improvement Plan

2026 - 2027

Context

Townhill 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 the **Dining Hall within Townhill Primary School**, offering children a welcoming and supervised space where they can relax, socialise, play, and participate in a wide range of enriching experiences at the end of the school day. The service supports children and families through reliable after-school childcare and is committed to promoting children's wellbeing, confidence, independence, and social development through play-based learning and child-led experiences.

Townhill OOSC operates:

- **After School Club:** 2:45pm – 6:00pm (Term Time Only)

The club benefits from access to a variety of indoor and outdoor spaces within the school and local community, enabling children to experience active, creative, and exploratory play opportunities. These include:

- Dining Hall
- School Gym Hall
- School Playground
- Trim Trail Equipment
- School Grounds
- Local Parks
- Woodland Areas
- Community Walking Routes
- Outdoor Green Spaces

These facilities support active play, outdoor learning, creativity, risk-taking, social interaction, environmental exploration, and opportunities for children to develop confidence, independence, and new skills in a safe and stimulating environment.

The service is staffed by:

- **1 Senior Childcare Practitioner**
- **1 Childcare Practitioner**

The club is registered to accommodate **20 children**, operating at a staffing ratio of **1:10**, ensuring children receive appropriate support, supervision, and opportunities to engage in a high-quality childcare experience.

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

Vision

To provide a welcoming, inclusive, and inspiring environment where every child can play, learn, develop, 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, fairness, and dignity.
- **Inclusion** – We celebrate diversity and ensure every child has equal opportunities to participate and succeed.
- **Safety and Wellbeing** – We provide a secure, nurturing, and supportive environment where children feel safe and cared for.
- **Partnership** – We work collaboratively with families, school staff, and the local community to achieve positive outcomes for children.
- **Achievement and Growth** – We encourage children to develop confidence, resilience, independence, creativity, and life skills through play.
- **Outdoor Exploration** – We value the benefits of outdoor play and learning, encouraging children to connect with nature and their local environment.

Aims

- To provide high-quality, affordable, and flexible childcare that meets the needs of children and families attending Townhill Primary School.
- To create a safe, caring, and stimulating environment where children can relax, socialise, play, and learn after their school day.
- To promote children's wellbeing, confidence, resilience, independence, and social development through meaningful play experiences.
- To make effective use of the school grounds, playground, trim trail, local parks, and woodland areas to enhance children's play and learning opportunities.
- To provide a wide range of indoor and outdoor activities that reflect children's interests, needs, and individual choices.
- To encourage children to participate in decision-making and play an active role in shaping the experiences and activities offered within the club.

- To foster positive relationships and a strong sense of belonging where all children feel valued, respected, and included.
- To work in partnership with families, the school, and the wider community to support positive outcomes for children.
- To continuously improve the quality of the service through reflective practice, quality assurance, and ongoing professional development.
- To encourage children to develop a lifelong appreciation for outdoor play, physical activity, creativity, and exploration.

Townhill Out of School Club strives to provide a fun, engaging, and supportive environment where children can enjoy meaningful play experiences, develop friendships, build confidence and independence, explore their interests, and achieve their full potential in a safe and nurturing setting.

Previous Improvement Areas

Over the last improvement cycle, Townhill Out of School Club focused on four key areas: **Strengthening Family and Community Engagement, Enhancing Indoor and Outdoor Play Environments, Developing Staff Knowledge and Application of Best Practice Guidance, and Promoting and Embedding the SIMOA Framework (Safety, Inspect, Monitor, Observe, Act).** Significant progress has been made across all areas, resulting in positive outcomes for children, families, staff, and the wider service.

Strong partnerships have continued to be developed with families and the local community through regular communication, informal daily discussions, parental feedback opportunities, and the use of local community resources such as parks and woodland areas. Families have been encouraged to share their views and contribute to service development, helping to strengthen relationships between home and the club. This collaborative approach has supported positive outcomes for children and ensured families feel informed, valued, and involved in their child's experiences within the service.

Considerable improvements have been made to both the indoor and outdoor play environments. Staff have reviewed and enhanced the range of play opportunities available within the dining hall and surrounding outdoor spaces, ensuring children have access to a variety of stimulating, challenging, and engaging experiences. Increased use of the school playground, trim trail, local parks, and woodland areas has provided children with greater opportunities for active play, outdoor learning, risk assessment, and exploration. Feedback from children has demonstrated high levels of enjoyment and engagement, with activities reflecting their interests and choices.

Staff knowledge and understanding of best practice guidance have continued to develop through training, professional learning opportunities, team discussions, reflective practice, and regular review of policies and procedures. This has supported

staff to remain informed about current guidance and approaches within school-age childcare, enabling them to effectively meet the needs of children, promote wellbeing, and provide high-quality play experiences. Increased confidence amongst staff has further strengthened the quality of interactions, planning, and support provided to children.

The SIMOA framework has become increasingly embedded within daily practice and is now routinely used by staff to maintain safe environments, identify areas for improvement, monitor children's experiences, and support reflective practice. Regular observations, environmental checks, and discussions within the team have strengthened processes and encouraged a proactive approach to continuous improvement. Staff have demonstrated increased confidence in recognising and responding to emerging needs, ensuring children continue to experience a safe, nurturing, and supportive environment.

Evidence gathered through children's feedback, parent comments, observations, quality assurance visits, SIMOA records, staff training records, and ongoing self-evaluation demonstrates that the planned improvements have had a positive impact and that the intended outcomes have largely been achieved. While these areas are now becoming well established within the service, they will continue to be reviewed and developed through future improvement planning to ensure sustained progress and continued enhancement of outcomes for children, families, and the wider Townhill Out of School Club community

Rationale for Change

Creation and Implementation of a Resources Catalogue

The creation and implementation of a resources catalogue has been identified as a priority to improve children's access to resources, promote independent choice, and ensure resources within Townhill Out of School Club are used effectively. Through observations, discussions with children and staff, and self-evaluation activities, we recognised that some resources are not always fully utilised due to children being unaware of what is available or resources being stored in different locations.

By completing a comprehensive audit and developing a child-friendly catalogue, children will be supported to make informed decisions about their play, explore new opportunities, and have greater influence over the resources they access. The catalogue will also support staff to monitor resources more efficiently, identify gaps within provision, and ensure future purchases reflect children's interests and emerging needs.

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

Continued Development of the Garden Area

The continued development of the garden area has been identified as a priority to enhance children's play experiences, wellbeing, and sense of belonging within Townhill Out of School Club. Feedback from children, families, and staff has highlighted the importance of creating attractive, engaging, and flexible environments that support a range of interests, abilities, and play opportunities.

Development of the garden area will provide increased opportunities for outdoor play, physical activity, creativity, exploration, and connection with nature. Alongside this, improvements to the welcoming room will help create a warm, inclusive, and nurturing environment where children feel safe, valued, and supported as they arrive at the service. Children's views and ideas will continue to influence the design and use of these spaces, ensuring they meet the needs and interests of those who use them.

This improvement supports children's health and wellbeing, promotes positive relationships, and contributes to creating environments that encourage play, learning, and meaningful participation.

Development of Welcoming Room Plan and Additional Play Spaces

The development of additional play spaces has been identified as an improvement priority to increase choice, flexibility, and opportunities for child-led play within Townhill Out of School Club. Through observations, consultations, and self-evaluation activities, we recognised that expanding and diversifying play spaces would better support the varying interests, ages, and needs of children attending the service.

Creating additional play spaces will provide children with greater opportunities to engage in different types of play, including creative, imaginative, quiet, active, and social experiences. These spaces will be designed in partnership with children to ensure they reflect children's preferences and provide opportunities for ownership and meaningful participation. Increased play spaces will also help reduce overcrowding in popular areas and create a more relaxed and positive play environment.

Children, families, and staff have contributed to identifying this priority through discussions, feedback, questionnaires, and ongoing self-evaluation activities. This improvement will enhance the overall quality of the service, promote children's wellbeing and inclusion, and ensure that the environment remains responsive to the evolving needs of the children who attend.

Care Inspectorate Evaluations

	Leadership	**Children thrive and develop in quality spaces**	**Children play and learn**	**Children are supported to achieve**
Sept 2018	Very Good (5)	Very Good (5)	Very Good (5)	Very Good (5)

	How good is our care, play and learning?	How good is our setting?	How good is our leadership?	How good is our staff team?
Feb 2019	Very Good (5)	Not Assessed	Good (4)	Not Assessed
Mar 2016	Good (4)	Very Good (5)	Good (4)	Very Good (5)
Mar 2015	Good (4)	Good (4)	Adequate (3)	Good (4)

Priority Area 1	Creation 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	Alicia Yates (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	Alicia Yates (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	Alicia Yates (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	Alicia Yates (Childcare Practitioner)	Evidence of catalogue use is visible in planning records, children's discussions	Embeds child-led practice, strengthens consultation processes, and ensures

Action/Task	Timescale	Responsibilities	Measure of success	Expected Impact
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	Alicia Yates (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	Continued Development of Garden Area

Health & Social Care Standards Link	1.15, 1.25, 2.18, 2.19, 4.19 & 4.20	**Quality Framework Link**	Play & Learning, Children's Voice & Influence, Health & Wellbeing, Environment for Play & Learning, Inclusion, Equality and Fairness & Leadership & Quality Improvement.

Action/Task	Timescale	Responsibilities	Measure of success	Expected Impact
Review Current Garden Area and Consult with Children – Carry out an audit of the existing garden space, identifying strengths, areas for improvement, and opportunities for development. Gather children's views and ideas through discussions, drawings, and planning activities to ensure the space	August – September 2026	Nicola Roy (Senior Childcare Practitioner)	Audit completed and children's views recorded. Clear development priorities identified and incorporated into a garden improvement plan.	Ensures the garden area is developed in response to children's interests, promotes ownership of the space, and supports meaningful participation.
Enhance Natural Play and Learning Opportunities – Introduce additional natural resources and play features such as planting areas, sensory elements, loose parts, bug hotels, nature investigation resources, and outdoor creative play opportunities.	September – December 2026	Nicola Roy (Senior Childcare Practitioner)	New resources and features introduced and regularly accessed by children. Increased participation in outdoor play and learning experiences observed.	Provides a richer and more stimulating outdoor environment that encourages creativity, curiosity, exploration, and connection with nature.

Develop Children's Involvement in Maintaining the Garden – Create opportunities for children to participate in planting, caring for garden areas, seasonal projects, and environmental initiatives.	October 2026 – March 2027	Nicola Roy (Senior Childcare Practitioner)	Children actively participate in garden projects and demonstrate responsibility for maintaining the space. Evidence gathered through observations and children's feedback.	Develops responsibility, confidence, teamwork, and an understanding of sustainability and environmental awareness.
Promote the Garden as an Extension of the Play Environment – Embed use of the garden within daily play experiences, planning opportunities, wellbeing activities, outdoor learning, and child-led projects throughout the year.	January – May 2027	Nicola Roy (Senior Childcare Practitioner)	Regular use of the garden is evident within planning, observations, and children's evaluations. Increased variety of outdoor experiences offered.	Enhances children's wellbeing, physical activity, resilience, and engagement in outdoor play and learning.
Review, Evaluate and Sustain Improvements – Monitor the impact of the garden developments through observations, feedback from children and families, and quality assurance processes. Identify future priorities and maintain ongoing improvements.	May – June 2027 termly after	Nicola Roy (Senior Childcare Practitioner)	Positive feedback received from children, families, and staff. Garden area remains well maintained, engaging, and regularly used by children.	Ensures long-term sustainability of the garden area and supports continuous improvement of outdoor play experiences and learning opportunities.

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 3	Welcoming Room Plan and Additional Play Spaces

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

Action/Task	**Timescale**	**Responsibilities**	**Measure of success**	**Expected Impact**
Review Existing Environment and Gather Views – Audit the current room layout, resources, displays, and use of space. Consult with children, families, and staff to identify what makes the environment welcoming, inclusive, and engaging.	August – September 2026	Alicia Yates (Childcare Practitioner)	Audit completed and feedback gathered from children, families, and staff. Key priorities identified and incorporated into a room development plan.	Ensures the environment reflects the needs, interests, and preferences of children, creating a stronger sense of belonging and ownership.
Develop a Welcoming Room Plan – Create a clear room layout identifying designated areas for quiet play, creative activities, construction, games, reading, wellbeing, and child-led experiences.	September – October 2026	Alicia Yates (Childcare Practitioner)	Room plan completed and shared with staff. Spaces are clearly defined and support a wide range of play opportunities.	Creates a more organised, purposeful, and child-centred environment that supports different play styles and learning experiences.

Consider accessibility, inclusion, and the effective use of available space.				
Enhance the Environment and Establish Additional Play Spaces – Introduce cosy areas, child-friendly displays, wellbeing spaces, improved resource storage, and access to additional areas such as the gym hall, playground, and outdoor spaces. Implement a daily voting system allowing children to choose which additional space or activity area they would like to access each day.	October – December 2026	Alicia Yates (Childcare Practitioner)	Additional spaces are regularly utilised. Daily voting system is embedded and children actively participate in making choices about their play environment. Increased engagement and participation observed.	Improves children's choice, independence, sense of ownership, and access to a wider variety of play and learning experiences.
Embed Children's Voice and Ownership of the Environment – Involve children in maintaining displays, suggesting improvements, organising resources, evaluating spaces, and participating in daily votes about room layout, activities, and additional spaces.	January – March 2027	Alicia Yates (Childcare Practitioner)	Evidence shows children's ideas directly influence the environment and daily provision. Children confidently contribute suggestions and participate in decision-making.	Promotes leadership, confidence, responsibility, and meaningful participation in shaping their club experience.

Monitor, Review and Further Develop the Environment – Evaluate the effectiveness of the room plan, use of additional spaces, and daily voting system through observations, consultation, and quality assurance activities. Adapt provision in response to children's changing interests and needs.	April – June 2027 and ongoing	Alicia Yates (Childcare Practitioner)	High levels of engagement observed across all play spaces. Positive feedback received from children, families, and staff. Environment remains responsive, welcoming, and well-used.	Supports continuous improvement and ensures children experience a stimulating, inclusive, and flexible environment that reflects their choices and interests.

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.