



Duloch Out of School Club

Improvement Plan 2026 - 2027

Context

Duloch Out of School Club is located within the dining hall area of Duloch Primary School. Children also have exclusive use of the school gym hall and a large enclosed outdoor playground. The surrounding areas of Duloch Out of School Club provide us with access to local parks, woodlands, a public library, and shops.

The service operates Monday – Friday during term time for morning sessions (7.30 – 9.00) and afternoon sessions (14.45 – 18.00). The service continues during school holidays, offering a variety of session options between 07.30-18.00.

Staffing:

A dedicated team of:

- 1 Senior Childcare Practitioner
- 5 Childcare Practitioners

Staff positively encourage the children to participate in a varied and stimulating variety of activities both indoors and out. Duloch Out of School Club strive to promote a happy, caring, and secure environment where the children will be stimulated and can develop self-confidence, self-esteem and self-motivation. The friendly and caring staff are there to help the children to build trust and confidence. The staff aim to develop a partnership with parents based on openness, honesty and a common concern and responsibility for the development of the child.

The Childcare Services aim is to provide a high quality, affordable, and flexible childcare service that supports parents and carers in accessing or sustaining employment, training, or further education with the confidence of knowing that their child is cared for in a safe, secure, fun and stimulating environment.

Our policies and procedures reflect various statutory and non-statutory guidance, in particular the Health and Social Care Standards and the United Nations Convention on the Rights of the Child (UNCRC) (1990) putting the child at the centre of our focus. Article 3 states best interests of the child, ensuring the best interests of the child is a top priority in all decisions and actions that affect children within the service.

Previous Improvement Areas

1. Loose Parts Play (Indoors and Outdoors)

- Loose Parts have begun to be sourced. Indoor Loose Parts are present at the art table for children to use.
- The clear out has provided space for the collection of bigger Loose Parts, including further items for the Mud Kitchen.
- The termly Newsletters have highlighted and prompted items we're looking for, asking for any donations if possible.
- Training session on Loose Parts scheduled for Feb 2026.
- Den building equipment has been sourced and added to outdoor play equipment.
- Observations of the children enjoying both sets (den building and mud kitchen) of resources and widening children's play experiences while outdoors.
- First set of staff attended Loose Part Play Training. RB, CB, AI & AM booked to attend the next session.
- ❖ This improvement area has significantly developed within the setting with children being more involved in imaginative play using loose parts. Most actions have been completed, and some areas continue to flow into this year's improvement plan to allow for this to become embedded practice, ensuring staff continue to promote loose parts play with children.

2. To provide high quality interactions and challenge for children

- Quality Improvement Framework discussed and outlined with staff at recent cluster meeting.
- Staff attended the Care Inspectorate and HMIE session to support understanding of the use of and expectations of the new Framework. A QR code link has been displayed on Parent's Information board.
- A recent team meeting seen a review of how Floorbooks are used within the setting, what these are used for and the expectations. This included conversations and guidance on the promotion of quality interactions and use of questioning to further children's critical thinking skills.
- Training Audit in Jan 2026 will flag individual training requirements.
- Training session was removed from self-paced Oracle course. Training being reviewed and will return as a Teams session.
- Use of Floorbook has increased and is now becoming embedded practice. N.S – link Frameworks and Play Types to evidence in Floorbook.
- First set of staff have attended Team training session. RB, CB, AI and AM are booked on to next set of training.

- ❖ This improvement area has significantly developed within the setting with all actions having been complete. Children have had access to quality play opportunities and activities with their evaluations, thoughts and ideas being evidenced within the Floorbook and further action taken by staff. Satisfaction Survey highlighted parents' positive response regarding activities and opportunities available for children.

3. Quality Assurance / Control / Paperwork

- Medication audit carried out in line with relevant guidance and policies and procedures.
- Medication audit renewed service wide, supporting Seniors to carry out checks and managers to carry out reliable audits.
- Club clear out and organisation has supported in everything having a place helping staff in the organisation and completion of necessary paperwork.
- In line with Quality Assurance calendar, a senior's calendar for other to do list jobs is being created.
- Quality Assurance moved to run Aug – Jul in line with school term. 2025 QA finalised Dec 25. Current QA will run Jan 26 – Jul 26 before starting new year Aug 26.
- Meeting with Seniors to go over new QA documents and calendar to set expectations and their role and involvement with QA.

- ❖ This improvement area has now been completed and is continuing to be embedded into practice within the setting in line with Quality Assurance updates. Staff have commented on the ease of paperwork copies having a place and being aware of where to find these.

Rationale for Change

Following a review of service delivery and stakeholder feedback, we have identified several key areas for development to enhance the quality of care and outcomes for children. They reflect our commitment to continuous improvement and ensuring that our service remains responsive, inclusive, and child centred.

Our focus areas for 2026 – 2027 have been identified through consultation with staff, parents and children through a variety of methods such as service wide satisfaction survey, verbal feedback, staff meetings, quality assurance audits and observations.

These priorities are:

1. Meaningful Floorbook Practice

- This area has been identified through staff consultation, management observations, and quality assurance processes. The staff team have worked hard to develop the use of Floorbooks, using them effectively to gather children's ideas and views, as well as to evaluate activities, snacks, and practice. As we continue to embed this approach, we aim to further strengthen the connection between Floorbook entries, best practice guidance, and relevant frameworks. This will help demonstrate the clear link between children's voices, reflective practice, and the theory that underpins high-quality experiences and outcomes.

2. Contributing to our Local Community

- This has been identified in conjunction with staff and children. Following the efforts by the children and staff collecting for the local Foodbank, litter picking and helping local community planting efforts, the children and staff are keen to continue to support their local community. Staff are looking to enhance this by providing children further opportunities to be involved in their local community meaningfully.

3. Develop and embed best practice in line with the Quality Improvement Framework supporting the formation of the new staff team.

- This improvement area has been identified through discussions with existing staff members. Due to recent staffing changes including a Senior Childcare Practitioner change and the introduction of three new Childcare Practitioners in post, we feel this would be a good area to focus on to ensure the team have shared principles and ways of working in line with best practice.

Care Inspectorate Evaluations

	How good is our care, play and learning?	How good is our setting?	How good is our leadership?	How good is our staff team?
April 2025	Good	Good	Good	Good
Aug 2024	Adequate	Adequate	Weak	Adequate

	Quality of the Care & Support	Quality of the Environment	Quality of the Staffing	Quality of the Management & Leadership
Oct 2018	Very Good	Good	Not assessed	Not assessed
June 2015	Good	Very Good	Very Good	Very Good
June 2014	Adequate	Good	Good	Adequate

Priority Area 1	Meaningful Floorbook Practice
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Health & Social Care Standards Link	1.6, 1.9, 1.30, 1.31, 2.22, 3.14, 4.7, 4.11, 4.19, 4.23	Quality Framework Link	Leadership Self-evaluation, quality assurance and implementing change Staff skills, knowledge and values Children thrive and develop in quality spaces Children influence and affect change Children Play and Learn Children's engagement Child-centred planning
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Action/Task	Timescale	Responsibilities	Measure of success	Expected Impact
Floorbook Evidence: Showing knowledge of best practice guidance through linking with evidence in the Floorbook.	Nov 2026	Ross Ballingall (Senior Childcare Practitioner) Claire Best (Childcare Practitioner) Abbie Izatt (Childcare Practitioner) Annilie Muller (Childcare Practitioner) Kerry Green (Childcare Practitioner) Julia Rejowska (Childcare Practitioner)	Floorbooks are regularly updated with children's voices, observations, photographs, and evaluations. Children are actively involved in contributing to Floorbooks. Floorbooks clearly demonstrate the planning cycle and children's influence on experiences. Staff consistently use Floorbooks as a tool for reflection and planning.	Children's voices are captured and acted upon more effectively. Planning becomes increasingly responsive to children's interests and ideas. Children feel listened to, valued, and involved in decision-making. Stronger evidence of child-led practice and continuous improvement within the setting.
Strengthen links to best practice guidance	Nov 2026	Ross Ballingall (Senior Childcare Practitioner) Claire Best (Childcare Practitioner)	Floorbook entries clearly identify relevant links to the Health and Social Care Standards, Play Principles,	Staff develop a stronger understanding of how everyday experiences and opportunities align with best practice frameworks.

Action/Task	Timescale	Responsibilities	Measure of success	Expected Impact
Develop a simple prompt sheet to help staff identify links to: Health and Social Care Standards Play Principles Quality Framework SHANARRI Indicators Include these links within Floorbook entries.		Abbie Izatt (Childcare Practitioner) Annilie Muller (Childcare Practitioner) Kerry Green (Childcare Practitioner) Julia Rejowska (Childcare Practitioner)	Quality Framework and SHANARRI Indicators. Staff demonstrate increased confidence in recognising and recording how activities support best practice guidance. Links to national guidance are evident within planning, observations and evaluations.	Floorbooks provide clear evidence of the quality of children's experiences and outcomes. Children's voices, experiences and achievements are more effectively captured and evaluated.
Promote reflective staff discussions Include Floorbook reviews as a standing agenda item at team meetings.	Nov 2026	Sian Broadley (Childcare Manager) Ross Ballingall (Senior Childcare Practitioner) Claire Best (Childcare Practitioner) Abbie Izatt (Childcare Practitioner) Annilie Muller (Childcare Practitioner) Kerry Green (Childcare Practitioner) Julia Rejowska (Childcare Practitioner)	Staff regularly contribute to discussions, sharing reflections, successes and areas for development. Evidence of reflective discussions is seen in the quality and consistency of Floorbook entries. Staff demonstrate increased confidence in evaluating practice and identifying improvements.	A culture of reflective practice is embedded across the staff team. Staff develop a shared understanding of meaningful Floorbook practice and quality expectations. Continuous improvement is supported through regular discussion, feedback and collaboration. Children benefit from higher-quality experiences that are informed by ongoing reflection and evaluation.
Professional learning Provide training and discussion opportunities on meaningful Floorbook practice.	Dec 2026	Sian Broadley (Childcare Manager) Ross Ballingall (Senior Childcare Practitioner) Claire Best (Childcare Practitioner) Abbie Izatt (Childcare Practitioner)	Staff participate in training and professional discussions focused on meaningful Floorbook practice. Staff can confidently explain the purpose of Floorbooks and how they support children's voice, planning and evaluation.	Staff develop greater confidence, knowledge and skills in using Floorbooks effectively. Best practice guidance informs planning, observations and evaluations more consistently.

Action/Task	Timescale	Responsibilities	Measure of success	Expected Impact
Explore examples from other services and best practice guidance documents.		Annilie Muller (Childcare Practitioner) Kerry Green (Childcare Practitioner) Julia Rejowska (Childcare Practitioner)	Examples of learning from training and best practice guidance are reflected in Floorbook entries. Increased consistency and quality is evident across all Floorbooks.	A shared understanding of high-quality Floorbook practice is embedded across the team, supporting continuous improvement.
Introduce children and staff evaluation Develop a simple evaluation section for each Floorbook entry. Encourage staff and children to reflect on: What worked well? What did children enjoy? What could be developed further? What should happen next?	Jan 2026	Ross Ballingall (Senior Childcare Practitioner) Claire Best (Childcare Practitioner) Abbie Izatt (Childcare Practitioner) Annilie Muller (Childcare Practitioner) Kerry Green (Childcare Practitioner) Julia Rejowska (Childcare Practitioner)	Children and staff regularly contribute their thoughts and reflections on activities and experiences. Evaluations clearly identify what worked well, what children enjoyed, areas for development, and next steps. Evidence shows that feedback gathered through evaluations is used to inform future planning. Children's views are consistently captured and influence decision-making.	Children develop a greater sense of ownership and involvement in the planning process. Staff gain a deeper understanding of children's interests, preferences and emerging needs. Reflective practice is strengthened through regular evaluation and discussion.
Quality assurance and monitoring Carry out regular management reviews of Floorbooks. Use provided templates to provide constructive feedback and identify next steps for development.	Ongoing	Sian Broadley (Childcare Manager) Ross Ballingall (Senior Childcare Practitioner) Claire Best (Childcare Practitioner) Abbie Izatt (Childcare Practitioner) Annilie Muller (Childcare Practitioner) Kerry Green (Childcare Practitioner) Julia Rejowska (Childcare Practitioner)	Monitoring and quality assurance show an increase in the quality and depth of reflective Floorbook entries. Staff receive clear guidance on strengths, areas for development and next steps. Monitoring shows increasing consistency, quality and meaningful reflection across all Floorbooks.	High-quality Floorbook practice is consistently embedded across the service. Staff feel supported to reflect on and continuously improve their practice. The service can clearly demonstrate continuous improvement and alignment with best practice guidance and frameworks.

Action/Task	Timescale	Responsibilities	Measure of success	Expected Impact
			Staff engage positively with feedback and demonstrate ongoing development in their practice.	A culture of professional reflection, accountability and quality improvement is strengthened across the staff team.

Ongoing Evaluation

Priority Area 2	Contributing to our Local Community
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Health & Social Care Standards Link	1.10, 1.25, 2.27, 3.13, 3.25, 4.8, 4.19, 5.1, 5.11	Quality Framework Link	Children Play and Learn Children's engagement Child-centred planning Children thrive and develop in quality spaces Children influence and affect change
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Action/Task	Timescale	Responsibilities	Measure of success	Expected Impact
Consult with the children about what they would like to be involved in within the community. For example: Litter picking Community garden Care Home Visits	Initial consultation: August 2026	Ross Ballingall (Senior Childcare Practitioner) Claire Best (Childcare Practitioner) Abbie Izatt (Childcare Practitioner) Annilie Muller (Childcare Practitioner) Kerry Green (Childcare Practitioner) Julia Rejowska (Childcare Practitioner)	Children regularly share their views through involvement in discussions, surveys, Floorbooks, or planning meetings. Evidence that children's suggestions are reflected in community projects and activities. Increased number of children participating in decision-making opportunities.	Children feel listened to, valued, and respected. Provides further opportunities for involvement within their local community. Increased confidence in expressing opinions and making decisions.
Connect with community links to further knowledge of areas of the community that the children could get involved with.	August 2026	Ross Ballingall (Senior Childcare Practitioner)	Positive links made with the community. Increased number of partnerships with local groups, organisations, and community members. Children participate in community events, visits, or projects throughout the year.	Children develop a stronger sense of belonging within their local community. Improved understanding of the roles people and organisations play in supporting the community. Opportunities for children to develop social skills, confidence, and community awareness.

Action/Task	Timescale	Responsibilities	Measure of success	Expected Impact
			Positive feedback received from community partners and families.	
Provide children with information from community links giving autonomy to choose what they would like to get involved with first.	October 2026	Ross Ballingall (Senior Childcare Practitioner) Claire Best (Childcare Practitioner) Abbie Izatt (Childcare Practitioner) Annilie Muller (Childcare Practitioner) Kerry Green (Childcare Practitioner) Julia Rejowska (Childcare Practitioner)	Children are offered a variety of ways to support their community (e.g., fundraising, litter picking, creating cards, volunteering projects, environmental initiatives). Children can vote for community projects they wish to participate in. Increased participation in community initiatives due to children having ownership of activities.	Children develop a sense of responsibility and citizenship. Increased motivation and enthusiasm to contribute positively to their community. Children gain confidence in making choices and seeing the positive impact they can have on others.
Ongoing review and feedback from children and staff on each community engagement session.	Ongoing Review, evaluate and extend learning after each session.	Ross Ballingall (Senior Childcare Practitioner) Claire Best (Childcare Practitioner) Abbie Izatt (Childcare Practitioner) Annilie Muller (Childcare Practitioner) Kerry Green (Childcare Practitioner) Julia Rejowska (Childcare Practitioner)	Feedback is gathered from children and staff after each community engagement activity through discussions and evaluations within the Floorbook for evidence. Evidence of feedback being used to adapt and improve future community engagement opportunities. Increasingly positive feedback from children and staff regarding their experiences. Regular review of activities demonstrates continuous improvement and responsiveness to suggestions.	Children are active participants in their local community, developing confidence, feeling empowered to influence decisions, build meaningful community connections, and contribute in ways that reflect their interests and strengths. Staff develop greater confidence in planning and delivering community-based learning opportunities. A culture of reflection and continuous improvement is embedded within the service, leading to higher-quality experiences and outcomes for children.

Ongoing Evaluation

December 2025 / January 2026 – OOSC and families collected for the local Foodbank. The children were delighted to take part in this and had the chance to speak with Foodbank volunteers about the work they do. Children felt good that they had helped their local community and voiced that they would like to do be part of more opportunities.

April 2026 – Children took part in a community litter pick as part of the holiday itinerary

Priority Area 3	Develop and embed best practice in line with the Quality Improvement Framework supporting the formation of the new staff team.
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Health & Social Care Standards Link	3.1, 3.3, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 3.19, 3.20, 3.22, 3.25, 4.3, 4.5, 4.9, 4.11, 4.17, 4.23, 4.24	Quality Framework Link	Leadership Staff skills, knowledge and values Child are supported to achieve Nurturing care Personal planning Children thrive and develop in quality spaces Quality of interactions Child-centred planning
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Action/Task	Timescale	Responsibilities	Measure of success	Expected Impact
Implement a buddy/mentoring system	August 2026	Ross Ballingall (Senior Childcare Practitioner) Claire Best (Childcare Practitioner) Abbie Izatt (Childcare Practitioner)	All new staff are allocated a buddy. Buddy system supports confidence and development. Increased confidence and competence is observed during practice.	New staff feel supported, valued and connected to the team. Knowledge and best practice are shared more effectively. Strong professional relationships are established early.
Support induction and onboarding of new staff	October 2026	Sian Broadley (Childcare Manager) Ross Ballingall (Senior Childcare Practitioner) Claire Best (Childcare Practitioner) Abbie Izatt (Childcare Practitioner)	All new staff complete the induction programme within agreed timescales. Staff demonstrate understanding of key policies, procedures and service expectations. Staff feel welcomed, supported and confident in their role.	New staff settle into the service more quickly and confidently. Consistent practice is established from the outset. Children benefit from staff who understand the service's values and expectations.

Action/Task	Timescale	Responsibilities	Measure of success	Expected Impact
Develop understanding of best practice guidance ‘A quality improvement framework for the early learning and childcare sectors: School age childcare quality indicators’ School age childcare quality indicators Manager to hold training session with staff regarding Quality Improvement Framework and Best Practice Guidance.	August 2026	Sian Broadley (Childcare Manager) Ross Ballingall (Senior Childcare Practitioner) Claire Best (Childcare Practitioner) Abbie Izatt (Childcare Practitioner) Annilie Muller (Childcare Practitioner) Kerry Green (Childcare Practitioner) Julia Rejowska (Childcare Practitioner)	All staff have read and discussed the Quality Improvement Framework. Staff can confidently describe how the framework relates to their role and practice. Key messages from the framework are referenced during team meetings and self-evaluation meetings. Evidence of the framework informing practice is observed within the setting.	Staff have a clear understanding of quality expectations and best practice. Greater consistency in approaches across the team. Improved confidence in delivering high-quality experiences for children.
Embed reflective practice through self-evaluation of current practice against the Framework: Use Challenge Questions	Ongoing: Implementing from August 2026	Sian Broadley (Childcare Manager) Ross Ballingall (Senior Childcare Practitioner) Claire Best (Childcare Practitioner) Abbie Izatt (Childcare Practitioner) Annilie Muller (Childcare Practitioner) Kerry Green (Childcare Practitioner) Julia Rejowska (Childcare Practitioner)	Regular and meaningful self-evaluation activities are completed using challenge questions. Staff contribute to reflective discussions during meetings and supervision sessions. Areas for improvement are identified and actioned. Evidence of service improvements resulting from self-evaluation is recorded.	Staff become more reflective and confident in evaluating their practice. Improvements are identified early and addressed effectively. Better outcomes and experiences for children. A culture of continuous improvement is embedded within the service.
Provide Professional learning opportunities.		Sian Broadley (Childcare Manager) Ross Ballingall (Senior Childcare Practitioner) Claire Best (Childcare Practitioner)	Staff attend relevant training, workshops, or learning sessions. Learning is shared with colleagues and reflected in practice.	Increased staff skills, knowledge, and confidence. Enhanced quality of interactions and experiences for children.

Action/Task	Timescale	Responsibilities	Measure of success	Expected Impact
		Abbie Izatt (Childcare Practitioner) Annilie Muller (Childcare Practitioner) Kerry Green (Childcare Practitioner) Julia Rejowska (Childcare Practitioner)	Staff report increased knowledge and confidence in key areas. New approaches and ideas are implemented within the setting.	Staff feel supported in their professional development. Best practice is consistently applied across the service.
Promote best practice across the team		Sian Broadley (Childcare Manager) Ross Ballingall (Senior Childcare Practitioner) Claire Best (Childcare Practitioner) Abbie Izatt (Childcare Practitioner) Annilie Muller (Childcare Practitioner) Kerry Green (Childcare Practitioner) Julia Rejowska (Childcare Practitioner)	Regular opportunities are provided for staff to share ideas and examples of effective practice. Good practice is discussed and celebrated during cluster meetings. Staff demonstrate consistent approaches aligned with service values and policies.	Improved teamwork and professional collaboration. Increased consistency in the quality of care and support provided. Staff feel valued and motivated to continually improve their practice. Children benefit from high-quality, consistent experiences.

Ongoing Evaluation