Ladybank
OUT OF SCHOOL CLUB

Improvement Plan

2025 - 2026

Context

Ladybank Out of School Club operates from the annexe located within the grounds of Ladybank Primary School. The service is registered to provide day care for a maximum of 16 primary school-aged children at any one time. Children attending the club have access to a variety of spaces that support their learning and development, including a small playroom, garden, gym hall, dining area, outdoor playground, and local green spaces.

The club aims to provide a welcoming, inclusive, and safe environment where children can enjoy fun, enriching play experiences. We are committed to supporting children in making self-directed choices that promote their wellbeing. Our team values the positive impact that high-quality care can have on children and their development.

To ensure we continually meet the needs of our children and families, we work in close partnership with the school, families, and the children themselves. We actively listen, respond, and reflect on our practice to promote positive, respectful relationships with everyone involved.

The vision of Ladybank Out of School Club is to deliver high-quality childcare that nurtures confident, happy, and responsible children. We strive to empower children to make informed choices in an environment that is both safe and nurturing.

Previous Improvement Areas

Development of Space

Focus

- Address the limitations of the small annexe room due to increased attendance.
- Expand usable indoor space by decluttering and better utilizing the annex.
- Use additional school spaces (e.g., gym hall) for varied activities, including quiet/nurturing areas.

Key Improvements:

- Create child-led, risk-assessed play areas.
- Improve storage and layout to allow better resource access.
- Collaborate with the school for access to larger or alternative areas.

Loose Parts Play

Focus:

- Enhance children's curiosity, imagination, and leadership through open-ended materials.
- Build on staff training in loose parts play.

Key Improvements:

- Develop outdoor storage to support loose parts availability.
- Involve children in sourcing and organizing materials.

- Partner with families and the local community to expand resources.

Child-Led Planning

Focus:

- Encourage children's input and independence in daily planning.
- Make planning and documentation more visible and accessible.

Key Improvements:

- Introduce “All About Me” activities to inform planning.
- Create and maintain child-friendly displays.
- Increase parental engagement and visibility into their children’s experiences.

Rationale for Change

Ladybank Out of School Club is committed to continuously improving the quality of care and experiences we offer to children and families. Our previous improvement plan laid strong foundations in the areas of child-led planning, development of play spaces, and loose parts play. These areas have seen significant progress, but ongoing evaluation and feedback from children, families, and staff have highlighted opportunities for further development.

As the number of children attending the service continues to grow, so does the need to maximise the use of our environment both indoors and outdoors to ensure it remains flexible, inclusive, and stimulating. There is a need to further embed children’s leadership and decision-making in the daily life of the club, ensuring they have real opportunities to shape their play, learning, and surroundings.

Our focus on Loose Parts Play has opened new opportunities for imaginative, open-ended experiences. However, to fully embed this into our practice, continued collaboration with families and the wider community is essential. We must also support staff confidence in delivering child-led and risky play experiences safely and effectively.

Additionally, ongoing reflections have shown the importance of strengthening planning processes and documentation. These should not only be accessible and engaging for children but also inclusive of their voices and experiences in meaningful ways that can be shared with families.

This year’s plan builds on our existing strengths while addressing identified areas for further growth. Our rationale for change is rooted in the desire to:

- Respond to children's evolving needs and interests.
- Strengthen our collaborative partnerships with families, the school, and the community.
- Enhance the quality and accessibility of our environment.
- Promote a culture of reflection, inclusion, and continuous improvement in 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?
September 2022	Very Good	Very Good	Good	Good

	Quality of the Care & Support	Quality of the Environment	Quality of the Staffing	Quality of the Management & Leadership
August 2016	Very Good	Not Assessed	Not Assessed	Not Assessed
September 2013	Good	Good	Very Good	Very Good
October 2012	Good	Good	Good	Good
January 2012	Weak	Good	Nor Assessed	Not Assessed
August 2012	Weak	Good	Not Assessed	Not Assessed

Priority Area 1	Promoting Children's Voice and Participation		
Health & Social Care Standards Link	1.1, 2.27	**Care Inspectorate QI Link**	1.3, 2.3

Action/Task	Timescale	Responsibilities	Measure of success	Expected Impact
Introduce "Child Voice Journals" or scrapbooks for children to record their ideas, likes, and plans	August – October 2025	All staff	100% of children have journals by end of October. Children's ideas visible in planning..	Children feel listened to, more engaged in shaping their play experiences
Develop and maintain a visual weekly planning wall co-created with children.	September 25 - Ongoing	All staff	Weekly wall displays updated by children; planning shows responsiveness to their input	Increases child-led planning and encourages ownership of club activities
Gather regular child feedback through group time discussions and activity evaluation	Ongoing	Keyworker	Monthly feedback summaries in floor book or journals	Children develop communication and decision-making skills
Involve children in risk assessments for their play areas and activities	Ongoing	Senior to lead	Risk assessments co-created and displayed; children use them in daily practice	Children develop responsibility and awareness of safety while gaining confidence and autonomy

Ongoing Evaluation

Priority Area 2	Strengthening Family Engagement and Communication		
Health & Social Care Standards Link	4.8, 1.17	**Care Inspectorate QI Link**	2.7, 3.1

Action/Task	Timescale	Responsibilities	Measure of success	Expected Impact
Launch a "Family Feedback Wall" and distribute half-termly paper/digital surveys	September 2025 - Ongoing	Senior to coordinate	Minimum 60% of families engage per term; comments visible and actioned.	Families feel heard and involved in decision-making and service improvement.
Host termly “Show & Share” sessions or informal family open afternoons	Termly	Childcare practitioner	Family attendance logged; positive verbal or written feedback gathered after each event	Families gain insight into their child’s experiences and develop stronger relationships with staff
Introduce a “You Said, We Did” board and share updates in newsletters.	From Oct 25	Senior	Board updated monthly; families report that feedback is acknowledged and acted on	Promotes trust and partnership between staff and families.
Share child achievements and planning through digital updates or physical displays.	Ongoing	All Staff	Regular updates shared with families and children	Enhances transparency and allows families to celebrate their child’s development

Ongoing Evaluation

Priority Area 3	Embedding Reflective, Inclusive Practice Among Staff		
Health & Social Care Standards Link	3.14, 4.19	**Care Inspectorate QI Link**	3.1, 4.1

Action/Task	Timescale	Responsibilities	Measure of success	Expected Impact
Introduce a monthly team reflection log linking child/family voice to planning	September 25 - Ongoing	Senior	Logs submitted and discussed at meetings	Enhances staff's ability to adapt planning to meet individual needs
Schedule reflective discussions on child voice and inclusive practice into team meetings	Monthly	All Staff	Action points documented; examples of change in practice recorded	Builds a culture of learning and responsiveness
Provide training on inclusive communication and supporting children with ASN	November – January 25/26	Childcare Manager All Staff	Staff surveys show increased confidence; improved inclusion practices observed	Children with additional support needs experience more meaningful engagement
Audit planning for diversity, child voice, and accessibility	Quarterly	Senior	Audits completed; improvements recorded and shared	Promotes equality, ensures all voices are reflected, and strengthens inclusive delivery of care

Ongoing Evaluation