St. Ninians Kids Club
Day Care of Children

St. Ninian's Primary School
150 Restalrig Road South
Edinburgh
EH7 6JA

Telephone: 07800 827 612

Type of inspection:
Unannounced

Completed on:
11 September 2026

Service provided by:
St. Ninians Kids Club Committee

Service provider number:
SP2003002831

Service no:
CS2003011862

About the service

St. Ninians Kids Club is registered to provide care to school-aged children. Care can be provided to a maximum of 31 children of primary school age up to 14 years. The service operates from St. Ninians Primary School in Edinburgh. Children have access to a classroom, a community room, a gym hall, and outdoor spaces.

At the time of the inspection, 50 children were registered with the service.

About the inspection

This was an unannounced inspection which took place on 8 and 9 September 2026. The inspection was carried out by one inspector from the Care Inspectorate.

To prepare for the inspection we reviewed information about this service. This included registration information, information submitted by the service, and intelligence gathered throughout the inspection year.

In making our evaluations of the service we:

- spent time with children using the service
- received feedback from seven families through an online survey
- spoke with four families during our visit
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

As part of this inspection, we assessed core assurances. Core assurances are checks we make to ensure children are safe, the physical environment is well maintained, and that a service is operating legally. At the time of this inspection, improvements were identified relating to core assurances. We have reported where improvement is necessary within 'Children are supported to achieve'.

Key messages

- Self evaluation processes were developing and supported to identify areas for improvement. While recent staffing changes had impacted the pace of improvement activity, leaders had clear plans to strengthen these processes to support a more consistent approach to continuous improvement.
- Further streamlining and organisation of quality assurance and monitoring systems would support greater consistency and oversight.
- Children were happy, settled, and confident. They experienced a welcoming environment that supported their independence, choice, and sense of belonging.
- Warm, nurturing, and respectful relationships with staff supported children's wellbeing, confidence, and sense of belonging.
- A rights-based approach helped children understand their rights, make choices, and have their views heard.
- Families were welcomed into the service and were kept informed about their children's experiences, achievements, and wellbeing.

From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

Leadership	4 - Good
Children play and learn	5 - Very Good
Children are supported to achieve	4 - Good

Further details on the particular areas inspected are provided at the end of this report.

Leadership 4 - Good

Quality indicator: Leadership and management of staff and resources
We evaluated this quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.

The vision, values, and aims for the service were reviewed to ensure they were still reflective of the needs of children and families. A focus on positive relationships and rights-based practice helped to guide staff practice and provide children and families with an inclusive and welcoming environment.

Self evaluation processes were developing and supported to assess the quality of children's experiences and identify areas for improvement. Recent changes within the staff team had resulted in a pause in some improvement activity, meaning self evaluation was not yet fully embedded across the service. Leaders demonstrated an awareness of this and had identified clear plans to re-establish and strengthen processes. As these become more embedded, they should support a more consistent approach to continuous improvement and help ensure positive outcomes for children are sustained over time.

Quality assurance processes were mostly effective and supported leaders to identify strengths and development priorities. The manager demonstrated commitment to developing the service and had a clear understanding of priorities for improvement. Streamlining and organising quality assurance systems would support a more consistent approach and help to align them with best practice. This would strengthen continuous improvement and ensure children's health, safety, and wellbeing needs continue to be met.

Children were encouraged to share their views, ideas, and suggestions about their experiences and care. A range of approaches, including discussions, mind maps, and voting systems, helped gather children's opinions and supported them to make choices about the service. As a result, children experienced meaningful opportunities to have their voices heard and valued. A children's committee had previously been established and plans were in place to reintroduce this. This could provide further opportunities for children to influence decision-making and contribute to service development.

Leaders recognised the importance of involving families in service improvement and had identified strengthening family participation as a priority for development. While feedback was gathered in a variety of ways, opportunities remained to further develop meaningful family involvement. Staff had begun to explore new approaches, including involving families in fundraising activities to encourage greater engagement and strengthen partnership working.

Recruitment processes were carried out in line with current best practice guidance and helped to safeguard children. Staff development was supported through regular supervision, one-to-one meetings, reflective practice discussions, and training opportunities. This helped staff to identify professional learning needs and develop their skills, knowledge, and confidence in their roles.

Children play and learn 5 - Very Good

Quality indicator: Playing, learning, and developing
We found major strengths in this aspect of the setting's work and identified very few areas for improvement. Therefore, we evaluated this quality indicator as very good.

Children were busy, engaged, and enjoying their play experiences. They appeared happy, settled, and confident. Children told us they enjoyed attending the club and spoke positively about the activities available. Spending time with friends was highlighted as a valued part of their experience which contributed to their sense of belonging and enjoyment.

Children were meaningfully engaged in a wide range of experiences which supported their interests and curiosity. Children could lead their play independently through accessible resources, allowing them to have ownership of their learning. Children's choice was furthered through opportunities to choose whether to play indoors or outside.

Staff were responsive to children's requests and recognised when support was needed. For example, staff sensitively supported a child who shared that they were feeling sad and helped them re-engage in play at their own pace. Positive interactions were evident throughout the session, with staff taking time to chat with children, respond to their individual needs, and join in play. This helped build positive relationships and supported children's enjoyment and wellbeing.

A range of documents sampled showed that children were consulted about their experiences, with their ideas and suggestions used to plan and evaluate activities. Staff gathered children's views in a variety of ways and reviewed them throughout the planning process. This ensured experiences reflected children's interests, preferences, and emerging ideas.

Staff documented children's progress and achievements across areas such as social development, physical skills, and health and wellbeing. This helped staff recognise children's progress and informed planning for future experiences. Children were encouraged to take ownership of their learning through 'My Goals', where they identified personal targets and aspirations. More regular review of these records could help monitor children's progress more effectively.

Children are supported to achieve 4 - Good

Quality indicator: Nurturing care and support
We evaluated this quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.

Children experienced nurturing relationships with staff. Staff greeted children warmly as they arrived at club, creating a positive atmosphere. Interactions were consistently caring, kind, and respectful. This contributed positively to children's wellbeing and sense of belonging. Children arrived confident and eager to engage in their experiences. This highlighted that they felt safe, secure, and settled within the service.

Snack times were reviewed during the inspection. While children were able to access food and drinks throughout the session, current arrangements did not always support consistent hand hygiene, supervision, or social interaction. The manager recognised the benefits of a more consistent snack routine and, by the second day of the inspection, children were coming together for snack. This provided a positive social experience, supported children's wellbeing, and provided a more consistent approach to health and safety.

A rights-based approach helped children to make choices and have their voices heard. Children developed an awareness of personal safety through programmes, such as PANTS and Pantosaurus, while age-appropriate discussions supported their understanding of rights. Activities such as 'Matter Splatter' provided

meaningful opportunities for children to share what was important to them and take an active role in decisions about their experiences.

Personal plans contained meaningful information about children's interests, preferences, and wellbeing needs. Developed in partnership with families, they helped staff provide care that was responsive to children's individual circumstances and experiences. We discussed opportunities to further strengthen these records by clearly documenting review dates and introducing a system to track any updates or changes.

The service had developed wellbeing indicator documents to help children share how they wished to be cared for. Children created their own 'All About Me' records, capturing their likes, dislikes, interests, and preferences. This ensured children's views were reflected within their plans and supported a personalised approach to care.

Staff demonstrated a good understanding of children's health and wellbeing needs and how these were being supported. However, there were opportunities to strengthen medication procedures. This included ensuring healthcare records are sufficiently detailed and where families identify a child may require medication, this is obtained and available within the service as soon as possible. The manager had taken steps to address this following our visit. The service should continue to develop medication procedures and recording systems to ensure staff have access to accurate, up to date information. This will support a consistent approach to meeting children's health needs (see area for improvement 1).

Families were warmly welcomed into the service and staff took time to share information about children's experiences and achievements. Families spoke very positively about the service, highlighting caring staff and effective communication as key strengths. As a result, families felt informed, included, and confident in the care and support their children received.

Areas for improvement

1. To support children's health, wellbeing, and safety, the provider should strengthen healthcare recording systems and procedures to ensure staff have access to accurate, up to date information about children's health needs and required support.

This should include, but not be limited to, ensuring healthcare information is sufficiently detailed and that medication and associated documentation are available promptly when required.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'Any treatment or intervention that I experience is safe and effective' (HSCS 1.24).

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.scot.

Detailed evaluations

Leadership	4 - Good
Leadership and management of staff and resources	4 - Good

Children play and learn	5 - Very Good
Playing, learning and developing	5 - Very Good

Children are supported to achieve	4 - Good
Nurturing care and support	4 - Good

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