Broughton After School Club
Day Care of Children

Broughton Primary School
132 Broughton Road
Edinburgh
EH7 4LD

Telephone: 01315 569 117

Type of inspection:
Unannounced

Completed on:
29 July 2026

Service provided by:
Broughton ASC

Service provider number:
SP2003003104

Service no:
CS2003013326

About the service

Broughton after school club operates a day care of children service from an annex building on the grounds of Broughton Primary School, Edinburgh. They are registered to provide care to a maximum of 60 children at any one time, of primary school age. The club operates after school during term time and full days during school holidays. At the time of the inspection 128 children were registered.

Children have access to a designated club room, playground and other facilities within the school grounds. The service is close to schools, local amenities, green spaces and can be reached by public transport links.

About the inspection

This was an unannounced inspection which took place on Monday 27 and Tuesday 28 July 2026 between 09:30 and 16:45. Feedback was given on Wednesday 29 July 2026. This inspection was carried out by two inspectors from the Care Inspectorate. To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:
- spoke to and spent time with 24 children using the service
- received 10 completed questionnaires from families and spoke with four during the visit.
- spoke with staff and the management team
- assessed core assurances, including the physical environment
- observed practice and daily life
- reviewed documents.

As part of our inspections, we assess 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, no improvements were identified relating to core assurances.

Key messages

• Children experienced a safe, nurturing and inclusive environment where they felt valued, listened to and actively involved.
• Effective consultation with children, families and staff led to improvements that enhanced children's experiences, wellbeing and sense of belonging.
• Positive relationships with staff promoted children's confidence, emotional wellbeing and social development.
• Children benefitted from respectful interactions that supported them to make choices, solve problems, develop resilience and regulate their emotions.
• Partnership working with families and effective planning for individual needs helped ensure children experienced consistent, personalised support that promoted their health, wellbeing and inclusion.
• Children benefitted from a culture of continuous improvement, with leaders, staff and the committee working collaboratively to enhance the quality of children's experiences and outcomes.
• The service should ensure a consistent approach to mealtimes so all children experience a positive routine that is safe, sociable and offers fresh food options.
• The service should review the pace of their session to minimise the disruption to children's play and engagement.

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	4 - 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

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.

Quality indicator: Leadership and management of staff and resources

The team had established a positive, inclusive culture where staff, children and families were valued and involved in the life of the service. There were clear visions, values and aims that focused on supporting children's development and providing experiences that reflected their individual needs, interests and preferences. Throughout the inspection, we saw staff interactions and practice that reflected the clubs aspirations.

The service identified the review of its visions, values and aims as an improvement priority. This demonstrated recognition that these should remain relevant and be informed by the changing needs, rights and interests of children and families. Families' responses were positive to our online questionnaires stating that they either strongly agreed or agreed that they were involved in meaningful ways to develop the service. Recognising that their views mattered.

Self-evaluation and quality assurance systems were continuing to develop and reflected their commitment to improvement. The service had begun to use self-evaluation best-practice guidance, which helped to identify improvement planning and priorities for development, including refurbishments of the building. Progress was made at a pace that supported positive change. Collaboration with children, families and staff was a strength with regular consultation activities demonstrating the leadership team's commitment to delivering a quality service. Families said "We are as parents invited to regular meetings and the AGM. Our child and the children who attend get to share their views and ideas to help to shape activities." As a result, improvements were being made that positively impacted children's experiences. Strengthening how the service evidences the impact of improvements and records their journey would support further collaboration and help ensure continued positive outcomes.

Children's participation was valued and their right to have what was important to them influenced the recruitment of staff. This demonstrated that children's views mattered and they were active participants in the process. Recruitment procedures reflected safer staffing guidance, and all relevant documentation had been completed. As a result, children experienced safe and nurturing care. Induction procedures were in place and supported new staff in their role. Staff told us they received ongoing guidance from a mentor and the wider team, along with training and attending meetings. This meant they felt welcomed, included and informed.

The staff team worked well together and demonstrated strong relationships based on mutual support and a shared commitment to meeting children's needs and preferences. Staff told us they felt listened to and supported. Regular feedback opportunities enabled staff to reflect on strengths, identify development needs and access appropriate training. Mandatory training was up to date, and additional professional learning reflected the needs of children attending the service. This contributed to staff's confidence and their ability to provide responsive care.

Children play and learn 4 - Good

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.

Quality indicator: Playing, learning and developing

Positive relationships with staff supported children's wellbeing, emotional development and sense of belonging. Children experienced a welcoming environment where they made choices, developed friendships and engaged in play that reflected their interests. Children were involved in planning and influencing aspects of the service. For example, planning weekly activities and the summer programme. There were times during the session children's play was interrupted. We discussed this with the service and asked them to look at how this could be minimised to ensure children had more opportunities for sustained engagement and deeper learning (see area for improvement 1.)

Children were happy and settled throughout our visit. They accessed a variety of resources as the environment was organised in a way that promoted independence. Families told us "The range of activities is really impressive", "I appreciate their efforts and thinking of different activities for the kids especially during holidays." And "Staff are amazing."

Children told us they enjoyed attending the club, had fun with their friends and felt safe. This indicated that they experienced a positive and supportive place where they could relax and enjoy their time with friends. Families' responses were positive to our online questionnaires stating that they either strongly agreed or agreed that children were cared for in a safe, secure and well-maintained environment. The committee had a long-term plan in place to refurbish areas of the building. This will ensure the premises is supporting children's safety, wellbeing and positive experiences.

Interactions between staff and children were warm and relaxed, with laughter, enjoyment and genuine interest in children's experiences. Staff were respectful, caring and responsive. We observed them engaging with children at their chosen activities, helping to build positive relationships and meaningful connections. Staff demonstrated an understanding of the importance of balancing engagement with enabling children the space to play independently with their peers. Families told us staff "help their child to thrive, learn and have fun" and "There's a lovely culture in BASC, older children are kind and help the younger ones. I think this reflects the wider culture of the school community, and the afterschool club works with the school really well." This supported children to develop friendships, confidence and social skills while knowing adults were available when needed.

Some staff demonstrated good practice in supporting children to make decisions, resolve problems and regulate their emotions. They used appropriate questioning techniques and calm discussions to help children think through situations and consider different options. These interactions promoted children's confidence, resilience and emotional wellbeing. Where children required additional support, staff responded sensitively to meet their individual needs. Families also told us that staff recognised when children required support and responded appropriately. This contributed to children feeling safe, secure and valued.

Areas for improvement

1. To support positive outcomes for children, the service should review the pace of the session and minimise unnecessary interruptions. This will ensure children can remain engaged in their play, promote continuity in learning, deepen involvement, and exercise their right to lead their play.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state: 'I can choose to have an active life and participate in a range of recreational, social, creative, physical and learning activities every day, both indoors and outdoors' (HSCS 1.25)

This is to ensure that care and support is consistent with the Health and Social Care Standards which state: 'As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity' (HSCS 2.27)

Children are supported to achieve 4 - Good

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.

Quality indicator: Nurturing care and support

Children experienced warm, welcoming and nurturing approaches from staff where their wellbeing, individual needs and preferences were understood. Children were treated as capable individuals and staff listened to their views and preferences. Families' comments included "Friendly, approachable, professional and caring staff. Give great feedback and always go over and above for our child and [their] needs. They care and support [them]", "Positive, encouraging and caring staff" and " [they are] cared for by warm and responsive kind people. This meant families had confidence in the staff team to meet children's needs.

Staff worked closely with children and families to promote positive outcomes, supporting children's health and wellbeing. Strong relationships contributed to positive partnerships between staff and families. Families' responses were positive to our online questionnaires stating that they either strongly agreed or agreed they had a good relationship with staff caring for their child. Where additional support was required, staff worked closely with families to develop consistent approaches between home and the service. This helped ensure children felt included and experienced continuity of care and support.

Children benefitted from a relaxed and positive morning snack experience. They enjoyed sitting with peers and choosing from a range of healthy options, including fruit, vegetables and bread. Snack time provided opportunities for social interaction, independence and choice whilst promoting healthy eating habits. The service had made improvements to menu choices, and this was recognised by children and families. We encouraged them to continue improving the choice of alternatives to meet all children's health needs and preferences. To promote consistency in the snack time routine across the session, the service should ensure that children have the same experience and clear expectations. This should include ensuring food options are fresh and promote children to sit at the table (see area for improvement 1.)

Staff demonstrated a good understanding of children's medical needs, dietary requirements, allergies and intolerances. Information was clearly recorded, regularly updated and easily accessible to staff. Staff were knowledgeable about individual children and confidently described the support required to meet their needs. As a result, children's health and wellbeing was supported.

Medication was generally managed appropriately, and staff demonstrated a good understanding of children's health needs. Most medication was stored securely within a locked container. However, we identified that some medication for children attending the session was being stored in a basket at a low level to support accessibility. This increased the risk of other children accessing medication. We discussed this with the manager who took immediate action to relocate the medication to a safer place. This demonstrated a responsive approach to risk management and children's safety. The service should now ensure this safe practice is embedded and maintained consistently.

All children had personal plans and 'All About Me' information in place. These documents contained useful information about children's interests, routines, preferences and support needs. Where additional support was required, meetings with families and relevant professionals had taken place to identify strategies and agree next steps. This helped ensure children received consistent and responsive support. Personal plan information was reviewed in line with guidance. As part of the review, the service should ensure that "All About Me" information is updated regularly with children to reflect what matters to them.

A new observation format had recently been introduced as part of children's plans with a focus on the wellbeing indicators. This approach was at an early stage to identify ways to support development and wellbeing. The manager recognised the importance of continuing to develop staff confidence and understanding in relation to meaningful observations. This commitment to improvement should help strengthen how information is used to support individual children to make progress at a pace that is right for them.

Families were welcomed into the service, and staff took time to speak with them. Feedback from families was positive, with many commenting on the caring nature of staff and the positive experiences for children. The service had a website containing key information, policies, procedures and staffing details. Families also received regular updates through emails and other communication methods. Most families told us they felt well informed and received information in a timely manner.

The service benefitted from a supportive management committee. Members were committed to the ongoing success of the service and worked collaboratively with management and staff to support improvements. Regular committee meetings, health and safety reviews and planning discussions demonstrated a proactive approach to governance and continuous improvement. Staff told us they felt supported by the committee and valued the positive working relationships that had been established.

Areas for improvement

1. To promote children's health, safety and wellbeing, the service should ensure consistency in the snack time routine. This should include but not limited to, children eating at tables, selecting healthy choices from fresh foods that have been appropriately stored, offering children more opportunities to lead the snack routine and prepare food choices.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state: 'I take part in daily routines, such as setting up activities and mealtimes, if this is what I want'(HSCS 2.21)

This is to ensure that care and support is consistent with the Health and Social Care Standards which state: 'If appropriate, I can choose to make my own meals, snacks and drinks, with support if I need it, and can choose to grow, cook and eat my own food where possible' (HSCS 1.38)

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

To support children's health and wellbeing, the provider should ensure all children have a personal plan that details their individual needs, choices and progress.

This information should be used to care for, and support children effectively. Plans should be reviewed by parents to reflect children's current needs.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My personal plan (sometimes referred to as my care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15).

This area for improvement was made on 15 May 2024.

Action taken since then

Children had personal plans in place that had been reviewed in line with guidance. Plans included a new updated form that focused on observations and linked to the well being indicators. All About Me Information in personal plans recorded what was important to children. We reminded the service to ensure this part of the plan was reviewed and updated. Progress had been made and this area for improvement had been met.

Previous area for improvement 2

To support children's health and wellbeing, the provider should ensure staff know what necessary steps they should take in caring for children with prescribed medication and in an emergency situation.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCC) which state that:
'My care and support meets my needs and is right for me' (HSCS 1.19); and
'If I need help with medication, I am able to have as much control as possible' (HSCS 2.23).

This area for improvement was made on 2 June 2025.

Action taken since then

Staff completed relevant training in relation to meeting children's individual healthcare needs and medication requirements. Staff were knowledgeable about procedures and actions they should follow and were more confident about recognising the signs and symptoms that require administration of medication. Progress had been made and this area for improvement had been met.

Previous area for improvement 3

To support children's health and wellbeing, the provider should ensure that children are provided with a healthy, balanced snack that is inclusive of dietary requirements. This should include but not limited to being informed by current guidance, and in consultation with children, through menu planning.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I can choose suitably presented and healthy meals and snacks, including fresh fruit and vegetables, and participate in menu planning' (HSCS 1.33).

This area for improvement was made on 15 May 2024.

Action taken since then

The service had taken steps to improve food choices to reflect a more balanced, healthier selection that met children dietary requirements and preferences. Children and families recognised these improvements. We encouraged the service to continue to develop the meal time experience, offering a wider selection of alternative foods. We recognised progress had been made in this area for improvement had been met.

Previous area for improvement 4

To support children's care, learning and experiences, the provider should make quality assurance processes more robust. This should include, but is not limited to, ensuring the desired and actual outcomes for any improvements are documented and ensure self-evaluation approaches are informed by best practice documents.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

This area for improvement was made on 15 May 2024.

Action taken since then

Quality assurance processes were more established and supporting positive outcomes for children through effective change. The service used best practice guidance and tools to engage in self evaluation for improvement. This included identifying their strengths, actions, and clear time scales. We encourage the service to clearly evidence this progress. We identified progress had been made in this area for improvement had been met.

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	4 - Good
Playing, learning and developing	4 - Good

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

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