Lasswade Out of School Care
Day Care of Children

Lasswade Primary School
7a Pendreich Drive
Bonnyrigg
EH19 2DU

Telephone: 0131 663 7181

Type of inspection:
Unannounced

Completed on:
30 April 2026

Service provided by:
Bonnyrigg Community Childcare Partnership

Service provider number:
SP2003002903

Service no:
CS2003014879

About the service

Lasswade Out of School Care provides a breakfast and after school club to a maximum of 60 children of primary school age.

The setting is situated within Lasswade Primary School, in Bonnyrigg, Midlothian. Children have access to other areas of the school including the Gym Hall and Playground spaces for outdoor play. The service is close to parks and other local amenities.

About the inspection

This was an unannounced inspection which took place on Tuesday 28 March 2026 between 07:30 and 09:00 and 15:00 and 18:00. 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 previous inspection findings, registration information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with children using the service
- reviewed on line feedback we received from two families and spoke with four during inspection
- spoke with staff and management
- 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 warm, nurturing care to help them feel safe, confident and valued.
- Positive relationships and staff interactions supported children's wellbeing and engagement.
- Children were active in their play and developing independence, including during daily routines.
- Play opportunities were generally positive, though not always consistently challenging, particularly for older children.
- Outdoor experiences were enjoyable but limited at times by resource availability and organisation.
- Leadership and personal planning processes need further development to ensure consistent, high-quality experiences for all children.

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 key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality Indicator: Leadership and management of staff and resources

Leaders had established a clear set of Vision, Values and Aims, which supported a nurturing, play-based approach where children experienced a strong sense of belonging. Staff confidently articulated these, describing the setting as, "not just a place to play, but a place to belong". This was reflected in practice, where children were observed to be confident, independent and emotionally secure. For example, during breakfast club, children independently managed routines such as preparing food, which supported the development of life skills, confidence and self-esteem. Warm, respectful interactions further contributed to children feeling valued and included. Families reinforced this, with one noting that staff had been, "really supportive with their child's care and needs" and that their child had "come on so much socially and academically".

Leaders had begun to review the Vision, Values and Aims with staff and parents, demonstrating a commitment to improvement and shared understanding. However, children's views had not been included at the outset of this process. As a result, there was less assurance that the service's vision was fully informed by children's lived experiences or that outcomes for children were consistently shaping decision-making.

Families spoke positively about the approachability of staff, with one commenting that staff were, "very open, happy and willing to do anything to help support the learners". Communication was also highlighted as a strength, with families reporting they were, "kept up to date... via the Famly app on what is happening at the club". This supported strong relationships with families and contributed to children feeling secure, well supported and connected between home and the club.

There was evidence of developing self-evaluation processes. Leaders had introduced audits, engaged in professional learning and identified priorities to improve outcomes for children, such as enhancing environments and strengthening support for individual needs. However, quality assurance processes were not yet consistently effective in identifying and responding to aspects of practice that impact children's experiences. For example, gaps in some personal plans meant that there was potential for not all children's needs to be fully understood or supported. Feedback from children, including reports of boredom, had not yet led to changes that improved engagement. In addition, some resources were not consistently maintained, which limited the quality of play experiences available.

The current peripatetic management arrangements meant that leadership presence was not always consistent. This reduced leaders' oversight of daily practice and limited their ability to fully understand and respond to children's experiences across the setting. As a result, there was less assurance that improvements were consistently embedded and that good, consistent practice was being effectively promoted and sustained across the team. For example, children's experiences were not always consistent due to variation in staff understanding and implementation of procedures. Different approaches to managing staffing and access to outdoor play had the potential to result in children experiencing different expectations and levels of freedom, depending on staff decisions. The provider agreed, a more consistent

and shared understanding of practice was needed to ensure children experienced fairness, predictability and continuity (see area for improvement one).

Overall, while there were clear strengths in relationships, ethos and emerging improvements, leadership processes were not yet sufficiently robust or consistent to ensure high-quality experiences for all children at all times. Further development was needed to strengthen leadership oversight, embed effective quality assurance systems and ensure children's views meaningfully inform improvement.

Areas for improvement

1. To support positive outcomes for children, the provider should strengthen oversight of the day-to-day running of the service. Leadership should ensure there is consistent monitoring of practice, a clear shared understanding of expectations and that all staff follow agreed procedures across the setting.
This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I use a service and organisation that are well led and managed' (HSCS 4.23).

Children play and learn 4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality Indicator: Playing, Learning and Developing

Children experienced positive, inclusive and enjoyable play opportunities and were settled, confident and engaged across the session. On arrival, children moved quickly into play and independently accessed a range of activities. They demonstrated familiarity with routines and environments, which supported their sense of security and belonging. Children interacted positively with their peers, showing cooperation, turn-taking and shared enjoyment, contributing to their social and emotional wellbeing.

Staff engaged well with children throughout the session, supporting play, extending interactions and creating a warm, responsive environment. Children approached staff confidently when needed and were responded to in a calm, reassuring manner. This supported children to feel safe, respected and able to seek help, contributing to high-quality interactions and positive relationships.

Families highlighted opportunities for outdoor and community play, noting there were, "lots of outdoor risky play opportunities" and "experiences in the playground but also in the community during holiday club". Children were motivated by these opportunities, with families sharing that children, "love the choice of different activities" and particularly enjoyed being outdoors, such as playing football.

Most children were observed to be happy and relaxed, engaging in a variety of experiences both indoors and outdoors. Play opportunities, including creative, construction and imaginative activities, supported children's enjoyment, social development and independence. Where outdoor play was well supported such as football and play on the large equipment, children demonstrated high levels of enthusiasm and sustained engagement, showing motivation and interest in their play. Families suggested further opportunities to enhance experiences, such as, "more opportunities to go into the community" and "external visitors... like dance or sport".

On the day of the inspection, children benefited from the opportunity to move freely between indoor and outdoor spaces, supporting autonomy and decision-making. Staff presence generally supported children's

safety and participation, with communication systems used effectively to supervise children moving between areas. However, at times, inconsistencies in the organisation and availability of outdoor resources limited children's ability to sustain varied and meaningful play. While the outdoor environment provided good opportunities for physical play, the range and accessibility of equipment did not always fully support challenge, exploration and progression. Leaders agreed to review the system for taking resources outdoors to ensure there was a wide range available each session.

While children's experiences were positive overall, there was some variation in how well play opportunities met the needs of all age groups. Some older children shared that activities did not always provide sufficient challenge or interest. Observations supported this, with some experiences being more suited to younger children. This meant that opportunities for progression and challenge were not always maximised for all children. To improve outcomes, the setting should ensure that planning and resourcing consistently provide appropriate challenge and progression for all age groups, particularly older children. Leaders acknowledged this and through consultation with children, agreed to review the range of experiences and resources available to ensure they better met the needs and interests of all age ranges.

Planning and assessment approaches were in place and staff described using longer-term planning to support activities. However, systems to consistently capture children's views, evaluate experiences and inform further planning were still developing. Documentation mainly recorded activities rather than clearly demonstrating how experiences were adapted or extended to support progression. Strengthening how children's views were gathered and used would further enhance the relevance and quality of play experiences. While one family noted that their child was, "asked on a weekly basis if there is any new things he would like to do", this was not yet consistent across practice.

Overall, children experienced good quality play opportunities which supported their wellbeing, confidence and enjoyment. While there were some inconsistencies in challenge, resourcing and evaluation processes, these did not significantly impact on children's overall positive experiences. Further development of planning and resource provision would ensure that all children consistently experience high-quality, engaging and appropriately challenging play as they grow and develop.

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, responsive and nurturing care which supported their emotional wellbeing and sense of security and trust. On arrival, children were welcomed positively by staff, who took time to check in on how they were feeling. Children demonstrated secure attachments with staff, approaching them confidently for reassurance and support when needed. Staff interactions were calm and attentive, helping children to feel safe, listened to and understood. This contributed to children feeling valued and respected and supported them to settle quickly into the environment. As a result, children were observed to be relaxed, confident and ready to engage in play. These positive relationships supported children to develop trust, build confidence and experience a strong sense of belonging within the setting.

Families strongly valued the support provided, with one stating that their child, "is listened to and their needs are met". They highlighted the importance of, "staff support, staff enthusiasm, knowing my child's needs and access to their favourite things to do," demonstrating that children felt understood and supported

as individuals.

Daily routines, particularly breakfast and snack times, supported children's wellbeing and independence. These times were calm, organised and predictable, enabling children to feel secure and develop a sense of responsibility. Children independently followed routines such as washing their hands and preparing their own food, including making their own toast, which supported the development of practical life skills, confidence and independence. Staff used these times effectively to engage in conversations with children, further strengthening relationships and promoting inclusion.

Systems were in place to support personal planning, with children's information securely recorded and regularly updated. This demonstrated an understanding of the importance of gathering information to support children's individual needs and wellbeing. Partnership working with most families contributed positively to this, ensuring that children's backgrounds and experiences were recognised and valued.

However, personal planning did not consistently result in clear, meaningful outcomes for children. While information was recorded, it did not always provide staff with sufficiently clear guidance on how to consistently support children's needs in day-to-day practice. As a result, children may not always have experienced the same level of understanding and support from all staff, particularly at times when staffing changed. Leaders agreed that strengthening how information was gathered and translated into practical, consistent approaches would further enhance children's experiences and ensure they were consistently supported.

Families reported high levels of involvement, with strong agreement that they were, "fully involved in their child's care, including developing and reviewing their personal plan". Effective communication systems supported the sharing of information about children's daily experiences, helping families to feel connected and informed. Visible information within the setting also contributed to families feeling included and aware of routines and activities. Families valued how staff were, "very informative" and kept them up to date, supporting strong partnerships and trust.

Overall, children experienced a nurturing and supportive environment where they felt safe, valued and included. Positive relationships and well-established routines supported their wellbeing, confidence and independence. While personal planning processes were in place, further development was needed to ensure they consistently led to clear, shared approaches that fully supported each child's individual needs. Strengthening this would ensure all children experience consistent, high-quality care and support at all times.

Complaints

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

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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