Tranent Out of School Club
Day Care of Children

Sandersons Wynd Primary School
Sandersons Wynd
Tranent
EH33 1DA

Telephone: 07765 940 299

Type of inspection:
Unannounced

Completed on:
1 October 2026

Service provided by:
Tranent Out of School Club, an Association

Service provider number:
SP2003003178

Service no:
CS2008177566

About the service

Tranent Out of School Club is registered to provide a care service to a maximum of 55 children at any one time of primary school age to first year of high school. They operate term time Monday to Friday between the times of 07:15 and 09:00. Monday to Thursday 14:30 to 18:00 and Friday 11:30 to 18:00. During school holidays the service shall operate Monday to Friday between the times of 07:15 and 18:00.

At the time of inspection 38 children were registered with the club.

The club is based in Sandersons Wynd Primary School, Tranent, East Lothian. The service has exclusive use of the school dining hall. They also have access to the gym hall and outdoor play spaces within the school grounds. The service makes regular use of community spaces and local amenities.

About the inspection

This was an unannounced inspection which took place on Monday 28 September 2026 between 14:30 and 18:00 and Tuesday 29 September 2026 between 07:30 and 10:00. One inspector carried out the inspection. On both days of inspection there were 12 children present, aged from primary one to primary seven.

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

In making our evaluations of the service we:

- spoke with six children using the service,
- spoke with the manager and staff team,
- spoke with nine families using the service,
- reviewed feedback from three families and two staff,
- observed practice and daily life,
- reviewed documents relating to the care of children and management of the service.

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

- The service involved children, families and staff in evaluating and improving the service. This meant that changes were relevant to children and their families.
- The service should continue strengthening quality assurance processes, including policy reviews, risk assessments and medication reviews with families.
- The service provided a wide range of engaging, child-led play experiences based on children's interests. This resulted in children being engaged in their play.
- Warm, caring and trusting relationships with children and families supported children to feel safe, valued and confident to seek support when needed.

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	5 - Very 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 service's vision, values and aims had recently been reviewed and the final draft was ready to be shared. During the inspection we could see aspects of the vision, values and aims within the daily life of the service. For example, there were opportunities for children to be active and have access to fresh air and exercise. Consideration had also been given to spaces where children could rest and relax if they chose to. Staff engagement promoted independence and choice, whilst ensuring children were treated with kindness and fairness. This supported children to feel safe and engage confidently.

Self-evaluation processes were in place and feedback from children, parents and staff was being effectively used to plan changes. This had been gathered through surveys, discussions and reviews of key documents such as Health and Social Care Standards (Scottish Government, 2017) and the Quality Improvement Framework for Early Learning and Childcare Sectors: School Aged Childcare (HMIE and Care Inspectorate, 2025). Families shared that they felt included and consulted about making changes. One shared, "They are very welcoming, ask for ideas on improving the service and genuinely care for the kids". Another added, "We are regularly asked about new ideas and gaps that could be filled". Ongoing developments were reviewed and tracked effectively, with records remaining responsive to children's interests, emerging needs and identified areas for development. Although there was a good and embedded process in place for self-evaluation, we discussed aspects that could be expanded further. To strengthen practice, evaluating the impact of changes, including children's views on these changes, would demonstrate what worked well and identify any further actions needed.

Quality assurance systems were in place, with planned activities clearly recorded, monitored and reviewed to provide effective oversight of practice. Regular audits of medication processes, first aid resources and policies demonstrated a strong commitment to children's health, safety and wellbeing. As a result, children experienced safe, well-managed care that supported their individual needs and wellbeing. The manager showed a positive approach to continuous improvement, responding proactively when gaps were identified and implementing measures to strengthen practice. This included plans to incorporate three-monthly reviews of medication records alongside families. They also agreed that recording policy review dates and updating risk assessments would strengthen quality assurance. This would help to ensure information remained accurate and responsive to children's changing needs.

Staff development was supported through effective systems for recruitment, training, supervision and performance review. Recruitment records were in place and provided assurance that appropriate processes had been followed to support the appointment of suitable staff. Training records were well maintained and regularly monitored, supporting staff learning and development. Regular one-to-one meetings and annual appraisals provided structured opportunities to discuss performance, wellbeing and professional development. This helped support staff to be reflective and develop their skills, contributing to positive outcomes for children. Staff also shared learning from training through team meetings. We discussed adding a staff reflection section to recruitment files and training records. This would help identify further areas for support and demonstrate the impact of benefits from training on practice and outcomes for children.

Children play and learn 5 - Very Good

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.

Quality indicator: Playing, learning and developing

Children experienced a very good range of play and learning opportunities which were responsive to their interests. Children shared the activities they enjoyed, including Barbies, loom bands, playing outside and taking part in competitions. Families also expressed satisfaction with the experiences available. One stated, "Lots of choice, seems to change regularly and I see them involved in so many different things all week. My child can do a lot of different activities in each session, they love going". Another added, "My child looks forward to going and very often doesn't want to leave". The varied experiences promoted choice and supported children's wellbeing and development.

The environment was thoughtfully organised, with areas for construction, creative experiences, games and imaginative play. Comfortable spaces for relaxation included a book area, cosy corner and den-building materials. This enabled children to make choices about how they spent their time while supporting their emotional wellbeing.

A wide range of experiences supported children's creativity and learning. Hama beads encouraged concentration and sustained engagement, while loom-band activities promoted fine motor skills, perseverance and problem-solving. Construction resources, including Lego, supported creativity and design skills, with children's achievements celebrated through competitions. Small world and role-play experiences encouraged imagination, storytelling and social interaction. The range of resources ensured children could access meaningful play that reflected their interests.

Children settled quickly, and confidently accessed resources. They demonstrated high levels of engagement, often leading and directing their own play. Children adapted the environment creatively, using loose mats to create dens and enclosed spaces. This supported imagination, communication and teamwork. Positive relationships were evident throughout the session, with children laughing, chatting and playing cooperatively. Older children showed kindness and care towards younger children, including making loom-band bracelets for them.

Staff interactions were warm, nurturing and encouraging. They recognised children's efforts and achievements, providing praise and support when activities became challenging. As a result, children demonstrated confidence, resilience and a willingness to persevere. Staff valued children's views and responded positively to suggestions, reinforcing that their opinions were respected and could influence the service.

Planning arrangements were thorough and responsive. Staff used children's interests, observations, "All About Me" information and seasonal events to plan experiences. Effective monitoring helped ensure all children's interests were considered throughout the year. Activities were regularly evaluated and children's feedback gathered to inform future planning. Children's achievements, interests and progression were recorded through individual files and a Floorbook. The introduction of instant cameras had increased children's participation and ownership in documenting their experiences.

Children also benefited from strong links within the local community, including visits to parks, libraries, care homes and other community spaces. These experiences enriched learning and helped develop confidence,

social skills and a sense of belonging. Wider excursions during holiday programmes further enhanced opportunities for exploration and enjoyment.

To further strengthen outcomes, staff should continue developing the consistency of observations and enhance adult interaction outdoors. This would maximise opportunities for extending learning through play and conversation. Overall, children experienced a highly engaging, nurturing and child-centred play environment that supported positive outcomes across all areas of their development.

Children are supported to achieve — 5 - Very Good

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.

Quality Indicator: Nurturing care and support

Children experienced very good care and support from staff who had developed warm, nurturing, and trusting relationships with them. Staff were welcoming and attentive, helping children settle confidently into sessions and creating an environment where children felt safe, valued, and respected. Positive interactions were evident throughout the inspection. Staff knew children well and responded sensitively to their individual needs, ensuring support was tailored and responsive. Conversations during breakfast and snack times were relaxed and meaningful, with staff showing genuine interest in children's experiences, thoughts, and achievements. Families praised the care given to their children by staff. Comments included, "There is a genuine caring atmosphere in the club" and "My child feels safe enough to show staff members how they are feeling". As a result of these caring approaches, children appeared happy, confident, and comfortable seeking support and engaging with others.

Effective systems were in place to gather, record, and review information about children. Enrolment details, permissions, personal plans, and healthcare plans were current and contained relevant information to support children's health, wellbeing, and individual needs. Records demonstrated that plans were regularly reviewed and updated by staff. Detailed healthcare plans, including asthma and allergy care plans, provided clear guidance for staff and helped ensure children received appropriate support. Wellbeing support plans were also in place and demonstrated ongoing monitoring of children's needs. As a result, children benefited from consistent care that reflected their individual circumstances and promoted their wellbeing.

Medication was stored securely, records were well maintained, and regular checks supported safe practice. Monthly audits provided effective oversight of medication management and expiry dates. During the inspection we had identified that family reviews of medication plans were not always completed within the required timescales. This had been due to a misunderstanding of legislation. However, the manager took immediate steps to rectify this. This demonstrated a proactive approach to maintaining children's safety and wellbeing.

Mealtimes were positive social experiences. Children were encouraged to wash their hands, supporting healthy hygiene practices. They were actively involved in preparing snack areas, setting tables, and making choices about food, helping to develop independence and confidence. Healthy breakfast and snack options were available. Children were able to serve themselves in ways that reflected their age and stage of development. Staff sat alongside children, creating a calm and sociable atmosphere where children could relax, build relationships, and develop communication skills.

Partnerships with families were a key strength of the service. Communication between staff and families was open and effective, supporting the sharing of important information about children's needs and wellbeing. The use of "My Life" forms provided valuable opportunities for families and children to share information about achievements, significant events, and changing family circumstances. This helped staff maintain a good understanding of children's lives and ensured support remained responsive and meaningful. Parents spoke highly of the service and consistently reported that their children were happy, well supported, and enjoyed attending. Overall, children experienced nurturing, responsive care that promoted positive outcomes and wellbeing.

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	5 - Very Good
Nurturing care and support	5 - Very Good

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