Longniddry Out of School Club
Day Care of Children

Longniddry Primary School
Kitchener Crescent
Longniddry
Prestonpans
EH32 0LR

Telephone: 01875 853 161

Type of inspection:
Unannounced

Completed on:
10 September 2025

Service provided by:
Edinburgh and Lothians Out of School Care Network

Service provider number:
SP2004006939

Service no:
CS2009233779

About the service

Longniddry Out of School Club is registered with the Care Inspectorate to provide a care service to a maximum of 45 children at any one time aged from 4 years to 12 years.

The service is provided by Edinburgh and Lothians Out of School Care Network (ELOSCN).

The club is situated within the Longniddry Primary School premises. They use the dining hall and have use of the gym hall and playground. The club use areas of the local community including the local woodlands, park, library and tennis courts.

About the inspection

This was an unannounced inspection which took place on 02 September 2025 between 14:30 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 several children using the service
- reviewed comments made by four parents
- spoke with three staff, the manager and operations director
- observed staff practice and experiences for children
- reviewed documents.

As part of this inspection, we undertook a focus area. We have gathered specific information to help us understand more about how services support children's safety, wellbeing and engagement in their play and learning. This included reviewing the following aspects:
- staff deployment
- safety of the physical environment, indoors and outdoors
- the quality of personal plans and how well children's needs are being met.
- children's engagement with the experiences provided in their setting.

This information will be anonymised and analysed to help inform our future work with services.

Key messages

• Children were supported through outstandingly high quality relationships with staff.

• Personal planning was carried out collaboratively with children and parents to provide positive outcomes for children's progress and social development.

• Children were engaged and having fun. They experienced a wide range of high quality play activities.

• The environments reflected children's needs and were arranged in consultation with children.

• Children's rights and the views of children influenced the delivery of the service.

• Continuous improvement and development of the service was achieved through in depth self-evaluation and quality assurance.

• The excellent deployment of staff fully supported high quality outcomes for 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

How good is our care, play and learning?	6 - Excellent
How good is our setting?	5 - Very Good
How good is our leadership?	6 - Excellent
How good is our staff team?	6 - Excellent

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

How good is our care, play and learning? 6 - Excellent

We evaluated this key question as excellent where aspects of performance were sector leading with outstandingly high outcomes for children.

Quality indicator 1.1 - Nurturing care and support

Children experienced an outstanding level of nurturing care and support from staff who had developed meaningful relationships with them. They were warmly welcomed into the club and staff used this time to find out about each child's day. They were observant of children's non-verbal cues. For example, they noted children who came to the club and were quieter than normal or the child who was overly boisterous. Staff gave them opportunities to share information about their day and children were very comfortable, seeking staff out for assistance, support or a reflective discussion about their day. This level of nurturing support increased children's security, confidence and sense of belonging.

Staff provided positive role modelling to support respectful and responsible behaviour. They communicated with each other and with children in a quiet manner, provided clear information, and had consistent and developmentally appropriate expectations of children's behaviour. Children told us that they had recently talked about how they behaved and that staff helped them make a poster to share their agreed boundaries. This was displayed for parents to see and as a prompt for reminders and discussion. Over the course of the session there were many examples of children helping each other and staff to carry out tasks or solve issues. The approach to supporting children to have fun while being responsible and respectful of others, impacted very positively on the relationships that had been developed between children in the club.

The quality of outcomes for children were very high and supported by the understanding that all children were likely to need some degree of support. The personal planning was effective in collecting useful information about children to inform their care. In addition to the registration details, information had been collected to help staff settle children into the club and meet their ongoing needs. Children could choose to complete a short form, All About Me, which gathered information that staff could use to adapt the service to the individual child. For example, where a child had identified a favourite fruit, this had been provided at snack. Where there was a favourite activity, this had been included in the planning of experiences. This made the All About Me a useful and purposeful tool to help staff provide an individual approach to care.

Strategies for those children who needed some specific support were very well documented and planned. Staff worked closely with parents, school staff and the child to develop strategies which would help support positive outcomes. Plans were written in a child centred and positive manner. They focused on children's achievements and identified the support needed to enhance development. Plans were regularly evaluated and adapted as needs changed or progress was made. This ensured that support was at the right level for each child.

Children had the opportunity to have a healthy snack when they came into the club. To support good hydration, staff provided milk or water throughout the session and reminded children to drink, especially after physical play. The snack routine was organised, supported by staff and well-paced to give children a positive social experience and the fuel they needed for the busy afternoon. The snack menu was comprehensive and based around children's suggestions for healthy eating choices. Children also had opportunities to influence the breakfast options and took part in frequent baking and cooking activities. For example, children told us about the recent activity of foraging for blackberries and using them at snack. The

opportunities provided for children to be involved in making healthy food choices and in making their own food enhanced their experiences.

Children's health and wellbeing was actively promoted through the understanding of organisation policies and procedures. These ensured that children were well cared for and protected from harm. The organisation had provided bespoke child protection training for staff and regular discussions at team meetings supported staff to understand their shared responsibilities to protect children. The excellent communication with the school staff promoted an information sharing approach to children's wellbeing and safety. This was in line with the national policy Getting it Right for Every Child (GIRFEC) which was developed to improve the wellbeing of children by fostering a collaborative approach among services and families.

Quality indicator 1.3 - Play and learning

Children benefitted from play and learning experiences which focussed on their right to play, have fun and make choices. Staff used observations of children's interests or skills to develop the plan of activities and experiences. Children were fully involved in making suggestions and provided evaluations of enjoyment, what they had learnt or skills they had mastered.

Children were involved in the recording of their experiences through the use of a floor book, which included photos and children's comments and drawings. The floor book was used by staff to reflect on activities with children, share with new children the types of activities on offer and as information for parents.

Children were having fun and there was a high level of engagement in play throughout our visit. They could choose from a range of activities. Some such as art, craft, music and dressing up, were always on offer and others were provided as planned events linked to the observations made by staff or suggestions from children. Staff supported children's play and learning through their understanding of how school aged children developed and progressed. They had ensured that there were a range of opportunities which would be suitable for the younger children but could be adapted and enhanced to engage older children in the club. As a result children directed their own play experiences which enhanced their enjoyment and learning. Parents commented "My child regularly partakes in games, sports, fun activities such as water fights and trips to the swing park and beach. They really enjoy the range of activities on offer. There is also the option to get involved in quieter activities after a busy day, such as drawing, crafts or building Lego." "Very good at offering different activities, allowing play and downtime in different zones."

Children could choose to play indoors or outdoors throughout the session. Children told us "We get outside to play 4 out of 5 days. If it is really windy or wet we use the gym hall." "We go to the park, the woods and the beach, which is really good fun." Outdoor play opportunities provided a wide range of experiences including den building, tree climbing and loose parts play. Staff understood the importance of physical activity, which was supplemented by a range of sporting opportunities provided by trained sports coaches. The sports coaching was pitched at all levels of ability and parents commented on the excellent opportunities it provided for children to experience some sports that they had not had access to, such as cricket and golf.

Children's play experiences were enhanced by staff who understood the importance of how and when to interact with children during their activities. They did not direct play but were involved when invited or when their input could enhance play experiences. For example, children were trying to work out how make robots from craft materials. Staff supported discussion and enabled children to adapt their designs to make them stand independently. This enabled children to extend their own thinking or develop their skills in ways which were meaningful to them.

How good is our setting? 5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children therefore we evaluated this key question as very good.

Quality indicator 2.2 - Children experience high quality facilities

The club was provided from the school dining area. Staff ensured that the space was arranged to be a welcoming, and inviting children's play environment. Children's right to play and be cared for in a well maintained environment was supported by the organisation of the space. There were areas for personal belongings, quieter play, comfortable seating and a dedicated space for snack. The manager was negotiating with the school to access a room which could be used by the older children as their 'club space'. This would give them additional independence and responsibility.

Resources were of high-quality and activities were set out attractively which indicated to children that their right to play mattered and encouraged them to be respectful of their environment. Consideration had been given to the range of resources. For example, there were resources suitable for older children and smaller scale items and equipment for the younger children who had just started school. Loose part play was very popular and well provided for. The range of multi-use and everyday objects was extensive and available in quantities that enabled children to use them in a number of ways. These resources supported children to think critically and work together.

To support children's safety, security and choice to play indoors or outdoors the manager and staff had carried out work with children to establish an understanding of safety routines and how to take care of themselves and each other. Staff had developed clear roles and responsibilities for supervising children indoors and outdoors. Children used a self-registration system to indicate if they were in or out. They had carried out familiarisation walks of the play environments to establish perimeters and identify no go areas. Risk assessments were used with children to ensure that they were aware how to mitigate risks in the environment and when out in the community. The benefits of risks during play were well supported and understood by staff who helped children explore their limits, develop self-confidence and independence.

Children's health was well supported through the infection prevention and control practices. Handwashing was well monitored, role modelled and supported by staff. Food preparation followed good practice guidance and resources and play areas were clean and well maintained.

The manager and staff had a very good understanding of confidentiality and the need to protect children's personal information. There were organisational policies and procedures to support good practice, such as general data protection requirements (GDPR), where information needed to be stored or shared with other professionals.

How good is our leadership? 6 - Excellent

We evaluated this key question as excellent where aspects of performance were sector leading with outstandingly high outcomes for children.

Quality indicator 3.1 - Quality assurance and improvement are led well.

Children and staff had developed a shared vision for the club which focused clearly on the rights of children. These were prominently displayed, actively promoted and used by staff to ensure that every child had an opportunity to influence the pace of the session, activities and take ownership of their club.

We spoke to the Children's Voice Co-ordinator, which was a role developed with children to increase the opportunities to give their opinions, ideas and influence change. The co-ordinator was very clear about the remit of the role and how they planned to support children to share their views. They stated that "Some (children) might not tell staff what they think. But they will tell me and I can pass that on." This role was being used to support children to engage with the excellent range of opportunities that were already in place to develop their club.

Children were provided with high quality support and experiences through the use of in-depth self-evaluation. The manager had developed the system for self-evaluation using good practice documents as bench marking tools. This supported the continuous improvement of the club. Staff and children were actively involved in the self-evaluation process which had resulted in a regularly evaluated and updated improvement plan. There were examples of smaller 'quick win' evaluations where staff or children had identified gaps in the service or where staff wanted to test changes that they had made.

The manager of the club provided strong collaborative leadership to the staff team and extended this approach to children. This inclusivity for staff and children helped them feel valued and respected and that their contributions mattered.

The auditing of policies and procedures supported the safety and well-being of children. Where gaps were identified action was taken to address this. For example, the need for increased risk assessment where a pattern of falls or accidents was identified. Staff were included in carrying out the auditing procedures to help them become familiar with expectations of completing records or carrying out tasks such as maintaining clean and organised or risk assessments.

Opportunities for parents to be involved in the club through questionnaires and a range of shared information such as the improvement plan had been offered. However, the engagement from parents was limited. The manager was proactive in trying to ensure that parents had opportunities to be part of the life of the club. They had developed other ways in which to share information through face to face feedback about what children had been doing, e-mails, newsletters and information noticeboards at collection points. A parent commented "The staff are very approachable and responsive to questions we have. We receive answers to emails and texts very quickly and it's never a problem to ask someone at drop off or pick up if we have something to discuss".

How good is our staff team? 6 - Excellent

We evaluated this key question as excellent where aspects of performance were sector leading with outstandingly high outcomes for children.

Quality indicator 4.3 - Staff deployment.

Children received an outstanding level of care from staffing levels and deployment that ensured children's experiences were of a consistent high quality across the session. The continuity of staff supported children to build strong relationships which enhanced their feelings of confidence and security. The staffing level and observational skills of staff impacted positively on the supervision, support and safety of children across the play areas.

The staff group provided a mix of skills, experience and an overall enthusiasm for their role. They worked smoothly as a team using their individual areas of interest and skill to support children. They shared

responsibilities and tasks equitably, stepping in to support each other where necessary. There was a high level of communication between the manager and staff before and during the session. Information sharing ensured that staff were prepared for the session. For example, where there was feedback from the school regarding individual children or from parents to indicate that there were changes to plans for pick up or other groups. This supported effective transitions during the session.

Staff used their understanding of child development to support high-quality experiences. There were clear roles and responsibilities for staff which had been developed by the organisation. These included an expectation of reflective practice which took place at team meetings and through the regular support and supervision sessions and the annual appraisal system. A wide range of professional development opportunities were provided through childcare qualifications, training identified through self-evaluation processes and training to support individual interests. The focus on professional development supported staff to understand current themes within childcare and develop high-quality experiences for children.

Staff recruitment and development was supported by clear and consistently followed organisational policies and procedures. The induction of new staff was adapted to their role and provided in depth information for staff on their responsibilities. It also outlined what staff could expect from their employer in terms of opportunities for training and progression within the organisation. Senior staff in the service provided mentoring to the less experienced staff to foster professional confidence and growth.

What the service has done to meet any requirements we made at or since the last inspection

Requirements

Requirement 1

By 31 October 2024, the provider must ensure that where employees of the organisation are used as childcare staff to meet adult: child ratios and have care responsibilities for children they must:
a) Begin the process of registration with a recognised body as detailed in the information provided by the Scottish Social Services Council
b) Receive clear and effective induction for their role as a childcare staff member.

This is in order to comply with Regulation 9(2)(b) and (c) of the The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011.

In making this requirement we took account of the Health and Social Care Standards (HSCS) which state: 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their organisational codes.' (HSCS 3.14.)

This requirement was made on 19 September 2024.

Action taken on previous requirement
The provider had ensured that all staff who were used to meet the adult : child ratios were now registered with the Scottish Social Services Council.

An induction process had been developed for sports coaching staff to ensure that they were familiar with the responsibilities of the role. Additional training such as child protection had been provided as well as regular appraisal and expectatnios of further training.

Met - within timescales

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

How good is our care, play and learning?	6 - Excellent
1.1 Nurturing care and support	6 - Excellent
1.3 Play and learning	6 - Excellent

How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good

How good is our leadership?	6 - Excellent
3.1 Quality assurance and improvement are led well	6 - Excellent

How good is our staff team?	6 - Excellent
4.3 Staff deployment	6 - Excellent

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