Prestonpans Kids Clubs
Day Care of Children

Prestonpans Infant School
West Loan
Prestonpans
EH32 9NX

Telephone: 07399 613 108

Type of inspection:
Unannounced

Completed on:
6 August 2026

Service provided by:
Prestonpans Kids Clubs

Service provider number:
SP2014012284

Service no:
CS2014325092

About the service

Prestonpans Kids Clubs is registered to provide a care service to a maximum of 130 children at any one time currently attending primary school.

The club operates from Prestonpans Infant School. At the time of inspection, they had 135 children registered for their service. They have the use of the dining hall, community room, gym hall and all outside areas. Children also have access to a cloakroom area and designated toilets.

Children from Prestonpans Primary School and St. Gabriel's Primary School also attend the service. Local amenities were close by, including parks and transport links.

About the inspection

This was an unannounced inspection which took place on 3 August 2026 between 9:15 and 15:30 and 4 August 2026 between 9:00 and 13:30. 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
- considered feedback from four families through an online questionnaire
- considered feedback from seven staff through an online questionnaire and face-to-face discussions
- observed practice and daily life
- reviewed documents relating to the care of children and the 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

- Respectful and child-centred practice meant that children were enabled to influence their experiences.
- A warm, nurturing and inclusive environment supported children's wellbeing.
- High-quality play and learning experiences promoted fun, curiosity and challenge.
- Positive partnerships with families helped them to feel informed and included.
- Self-evaluation and quality assurance processes require strengthening to support consistency.

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.

Leadership and management of staff and resources

The services vision, values and aims were effectively embedded in daily practice. Staff consistently modelled respectful interactions, ensuring children were treated as individuals and actively involved in decisions about their care and daily experiences. Children were encouraged to share their views on activities, outings and routines, with staff listening and responding positively to their ideas. This inclusive approach demonstrated the service's commitment to respect and positive relationships, creating an environment where children felt valued and listened to.

An improvement plan was in place and included what the service wanted to develop and how this would be achieved. The staff team had been involved in identifying priorities through reflection on practice. Use of the Quality Improvement Framework for the Early Learning and Childcare Sectors: School Age Children (August 2025), had supported these discussions. Families agreed that they were given opportunities to contribute to the development of the service, through emails and a parent's comment book. The service could consider recording ongoing reflection to their improvements and identify the impact of changes. The manager and staff team had identified this as an area they would like to improve on. To support the service to strengthen self-evaluation, we are re-instating the area for improvement made at the last inspection (See section "What the service has done to meet any areas for improvement we made at or since the last inspection").

Quality assurance processes had begun to improve following the previous inspection. Staff had areas of responsibility which helped support daily tasks and children's experiences. Staff training and discussion demonstrated a commitment to ongoing improvement. The service improvement plan included continued development on self-evaluation and auditing processes to improve outcomes for children. Clear guidance around processes, planned review dates, and regular audits would help improve the consistency of quality assurance across the team. As a result, the staff team would have a shared understanding of good practice, and their reflections would ensure children experience high-quality care that meets their wellbeing needs.

Staff were recruited using safer recruitment processes. Inductions were in place and supported staff to clearly understand their roles and responsibilities. Ongoing mentoring, reviews and appraisals ensured there were opportunities for reflection and to plan any further training required. This supported a previous area for improvement around staff training in being met. Staff confirmed that the manager supported them both professionally and personally. One member told us, "The manager is always there to help me". Another added, "Management are a great support". This meant children were cared for by suitable staff with the right skills and experience, which contributed to positive outcomes for children (See section "What the service has done to meet any areas for improvement we made at or since the last inspection").

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.

Playing, learning and developing

Children were confident and engaged in a range of play experiences that promoted choice, challenge and enjoyment. Resources supported children's needs, developmental stages and opportunities for active and quiet play. Staff effectively encouraged independence, problem-solving and deeper thinking by allowing children to lead their own play while providing appropriate support. This was particularly evident when children were using large construction items, where staff asked questions, gave options and praise. Children spoke positively about playing with friends, activities and community outings. Families valued the variety of opportunities available, commenting that "My child is never bored when at the club" and "There's something for all ages". As a result, children were happy, motivated and fully engaged in their play and learning.

Daily outings into the local community and further afield provided opportunities that supported children's curiosity, physical development and sense of fun and excitement. Children told us they enjoyed visiting local parks and going on trips to the beach. Families also spoke positively about the opportunities children were given to explore the wider community. Staff demonstrated skills in consulting with children in meaningful ways. For example, when deciding which park to visit, the group had different views. Staff supported the children to discuss and agree a compromise so that both parks could be included in the day's outings. This demonstrated to the children that they were listened to, valued and able to influence decisions that affected them. This helped to build their confidence, decision-making skills, and sense of belonging.

Staff interactions were warm, welcoming and encouraging. Staff allowed children time to become fully involved in their play. For example, groups of children were observed creating den spaces with mats and beanbags. Staff demonstrated a good understanding of children's play, knowing when to give them space and when to offer support. This allowed for play to develop naturally, with children taking the lead, which supported their independence, confidence and social skills. Staff also used open-ended questions during activities and interactions. This encouraged children to think creatively, solve problems and extend their learning.

Children were actively involved in planning play experiences, with staff regularly seeking their views and interests. Floorbooks captured children's voices and supported reflection on their learning. Staff responded flexibly to children's emerging interests, allowing them to lead play. For example, a planned potato-printing activity evolved into children cutting potatoes to make chips. Staff skilfully extended this interest by providing appropriate tools and facilitating discussions about cooking at home. The staff responded enthusiastically in enabling the children to take the chips home to cook. The experience encouraged cooperation, conversation and peer support, and was revisited the following day when children prepared more potatoes for snack. Families also shared positive feedback about their children's enjoyment of this activity at home. As a result, children felt listened to and valued, enhancing their engagement, confidence, motivation and enjoyment of play and learning. To further improve outcomes for children, the service could consider how children's progress is planned for, observed and recorded within their individual files.

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.

Nurturing care and support

Staff created a nurturing and inclusive environment where children felt welcomed, supported and had fun. Praise was used effectively to build confidence and encourage participation. Conversations were light-hearted and engaging, with staff taking time throughout the day to check in with children. As a result, children were happy, relaxed and secure in the setting. They confidently approached staff for support, conversation and reassurance. This helped children to develop positive relationships, a sense of belonging and emotional wellbeing.

Children experienced well-supported transitions that promoted their confidence and wellbeing. Arrangements for joining the club were tailored to individual needs, helping children settle successfully. Children moving from infant school to Primary 4 were supported through planned visits with club staff. This helped them become familiar with the route, playground and school staff, reducing anxiety and building confidence. Staff also used their knowledge of children's preferences and needs to support transitions throughout the day. This included providing access to calming activities or spaces. As a result, children felt secure, valued and supported to engage fully in their experiences at the club.

Children enjoyed planning and preparing a variety of healthy snacks and breakfasts. They had opportunities to self-serve, build independence, and develop practical life skills. On the second day of inspection, children prepared vegetables for snack time, building on a potato-cutting activity from the previous day. Children were encouraged to influence the menu, with their suggestions for snacks and breakfasts recorded in a floorbook. They spoke positively about foods they enjoyed, including fruit kebabs. Families were satisfied with the food provided, with one commenting, "Great selection of food available at breakfast and snack time, always something different each day." Lunch was a relaxed and positive social experience, with staff sitting alongside children and engaging them in conversations about daily activities and home life. This promoted children's positive mealtime experiences.

Children's personal plans supported their health and wellbeing needs. Information included children's likes and dislikes and were completed with their involvement. Children who needed additional support had strategies in place, which were regularly reviewed with families. Registration forms contained permissions and contacts and were updated annually, with evidence that phone numbers were updated as required throughout the year. Files contained update sheets where staff recorded any discussions with families around changes that may impact children's wellbeing or care needs. However, not all personal plans were formally reviewed alongside children and families every six months. Therefore, the area for improvement around personal plans had not been met. All personal plans need to be reviewed every six months. This would help personal plans stay accurate, up to date and support children's health, wellbeing and individual needs (See section "What the service has done to meet any areas for improvement we made at or since the last inspection").

Medication plans were in place and aligned with registration information. To strengthen practice, these should be formally reviewed with parents every three months. This would ensure staff can respond promptly and appropriately in an emergency (See section "What the service has done to meet any areas for improvement we made at or since the last inspection").

Families were warmly welcomed into the service, fostering positive and trusting relationships. Feedback was positive, with families describing staff as "always friendly and they keep me updated on everything that's been going on". Another noted that, "staff always welcome you and have good communication". Families also valued that "Any concerns are taken on with an assertive and professional approach", helping them feel confident, informed and reassured. This meant children benefited from strong partnerships between staff and families. This helped promote children's wellbeing and provided consistency in the support they received, enabling them to feel safe and secure.

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 overall wellbeing, the system for personal planning should be developed, maintained and include monitored support strategies for children who need them. These should be reviewed with families every six months or sooner if there is a change in a child's circumstances or wellbeing. This would ensure children's changing needs were reflected and that personal plans adhere to current practice guidance.

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 a 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 24 July 2025.

Action taken since then

Personal plans were renewed annually, and some information was updated as required. However, these were not being routinely reviewed with children and families every six months. Staff demonstrated a good understanding of individual children, and support strategies were in place for those who needed them. These had been reviewed with families and provided guidance for staff on how to support children's wellbeing. The manager recognised inconsistencies within some personal plans and included this as a priority within the service development plan. Planned staff training, alongside the introduction of audits and use of Care Inspectorate guidance, would support greater consistency and accuracy within children's records and help staff respond effectively to individual needs.

In addition to personal plans, medication information had not been reviewed within the expected timescales. The manager took prompt action to address this and had started updating the records by the second day of the inspection. This will help keep information accurate and up to date, supporting the safe administration of medication and children's wellbeing.

This area for improvement was not met.

Previous area for improvement 2

To ensure that outcomes for children and families continuously improve, the service should further develop the improvement plan and quality assurance systems, to include but not limited to, personal planning, planning for play and professional development for staff. Self-evaluation processes should be further developed and take into account the views of children, families and staff.

This is to ensure that care and support is consistent with Health and Social Care Standards (HSCS) which state that:

'I experience high-quality care and support based on relevant evidence, guidance and best practice'. (HSCS 4.11); and 'I use a service and organisation that are well led and managed' (HSCS 4.23).

This area for improvement was made on 24 July 2025.

Action taken since then

Self-evaluation processes supported meaningful reflection on practice and helped staff develop a shared vision for improvement. The use of self-evaluation tools and the Quality Improvement Framework (August 2025), informed development planning. Children were actively involved in shaping experiences through daily discussions, activity planning and menu choices. Families were given opportunities to share their views, although increasing participation remained an area for development, as identified by the service. Self-evaluation processes could be strengthened by recording the impact of changes made and including feedback from children and staff. This would provide clearer evidence of outcomes over time and help identify further areas for improvement

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Positive progress had been made in quality assurance since the last inspection. Some records were reviewed within expected timescales. However, medication reviews and updates to registration and contact information were not always monitored consistently. Clear role expectations, regular audits and an annual review calendar would strengthen quality assurance processes. This would support a consistent approach across the staff team, improve oversight of key records and help maintain accurate, up-to-date information for children and families.

This area for improvement had not been met

Previous area for improvement 3

To support and strengthen the skills, knowledge and experience of the staff team. The provider should ensure that effective arrangements and processes are in place for developing the staff team. This should include but not limited to, ensuring all staff are supported to develop the skills they need through professional learning, practice observations, reflective practice and effective feedback from the manager.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I have the confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes' (HCSC 3.14).

This area for improvement was made on 24 July 2025.

Action taken since then

The service had effective processes in place to support staff practice, which began during induction and continued throughout employment. Appraisals provided opportunities for staff to reflect on their practice.

While also enabling management to acknowledge achievements, offer praise, and identify areas where additional support may be required.

Staff were supported to develop their knowledge and skills through a range of learning opportunities. These included long-term training programmes delivered by external organisations, as well as mandatory training such as child protection and first aid. This was strengthened by ongoing in-house professional development, supported through discussion around guidance documents and the Quality Improvement Framework (2025). This could be strengthened through a more structured review of practice following team discussions. This would help identify improvements and actions to support professional development and service improvement.

Training records were regularly monitored to ensure the manager remained aware of individual and team development needs and could plan training accordingly. Progress within the service's self-evaluation processes had enabled staff to take a more active role in reflecting on and improving practice. This collaborative approach was having a positive impact on outcomes for children.

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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