Burnbank Out of School Care
Day Care of Children

2 Donaldson Street
Burnbank
Hamilton
ML3 0NS

Telephone: 01698 477 498

Type of inspection:
Unannounced

Completed on:
11 September 2026

Service provided by:
Childcare in the Community a Scottish Charitable Incorporated Organisation

Service provider number:
SP2017012912

Service no:
CS2017355811

About the service

Burnbank Out of School Care is registered to provide a care service to a maximum of 30 children attending school up to the age of 16 years at any one time.

Care is provided from within Burnbank Family Centre in Hamilton, South Lanarkshire. The service has exclusive use of one playroom and access to toilets within the building. There is nearby access to a local public park. The service is close to schools, shops, transport links and other amenities.

About the inspection

This was an unannounced inspection which took place on Monday 7 September 2026 and Tuesday 8 September 2026. Feedback was provided on Friday 11 September 2026. The 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 information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with nine people using the service and 11 families
- spoke with five staff and management
- observed practice and daily life
- reviewed documents.

Key messages

• The setting had a relaxed and welcoming atmosphere where children's safety, happiness and enjoyment were prioritised.

• Improvement plans should include clear evidence of progress, as well as identified next steps.

• Planning was responsive to children's needs. However, the service should consider how to extend children's learning over time.

• There was a sense of community amongst children and staff which showed us that children felt a sense of belonging.

• Parents were welcomed warmly into the service and children enjoyed showing their parents what they had been doing.

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	5 - Very Good

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

Leadership 4 - Good

Quality Indicator: Leadership and management of staff and resources

We evaluated this quality indicator as good, where there were important strengths within the settings work, and some aspects which could benefit from improvement.

The setting had a relaxed and welcoming atmosphere where children's safety, happiness and enjoyment were prioritised. Children were comfortable and confident as they moved around the space. This positive ethos was consistently reflected in practice throughout the inspection.

Clear aims and objectives were available for visitors, and these were complemented by a mission statement that helped shape the culture of the setting. We discussed with the manager ways the aims and objectives could be developed through meaningful engagement with children and families. This would ensure they remained relevant to the setting.

Quality assurance processes were well organised and included medication records, accident and incident forms, and monthly monitoring. These helped the management team reflect on their strengths and identify areas for improvement. An improvement plan was in place and recognised the service's strengths. However, progress and next steps were not always clearly recorded, and some planned actions had not been completed. The service should ensure improvement plans include clear evidence of progress, evaluation of actions taken, and identified next steps. This will help support continuous improvement and the delivery of a high-quality service (see area for improvement one).

Parents were invited to comment on policies sent by email, complete an annual consultation, and provide feedback through exit questionnaires. They were also involved in reviewing their child's personal plan. The leadership team expressed they wanted to further enhance this as they recognised the importance of working collaboratively with parents.

Recruitment processes were well organised and followed safer recruitment guidelines. Staff were encouraged to take a lead role in their ongoing learning and development and were supported by mentoring programmes. One staff member told us, "New staff are guided through policies, procedures, and daily routines, and ongoing mentoring helps them develop their skills and provide high-quality care".

The staff team communicated well together. Staff meetings were held monthly, with minutes detailing a variety of discussion points. For example, policy review, training needs and reflecting on their agreed tasks. Staff relationships were positive and warm, and this was seen within the setting as they worked together. Staff were happy and settled at their work and they said they felt supported in their role. One staff member said that their "My wellbeing is recognised and supported by the management team, who promote a positive and supportive work environment. Leaders are approachable and understanding. This support helps me feel valued".

Areas for improvement

1. The service should ensure that evidence and evaluations of improvement planning work are recorded and next steps implemented. This will support the delivery of a quality service.

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).

Children play and learn 4 - Good

Quality Indicator: Playing, learning and developing

We evaluated this quality indicator as good, where there were important strengths within the settings work, and some aspects which could benefit from improvement.

Children were happy and engaged in experiences within the service. Staff interacted positively with children, and it was clear that they knew them well. We observed opportunities for children to be creative and engage their imaginations through role play opportunities and crafts/drawing. A group of children were folding paper to create hidden drawings and enjoyed showing these off to each other. A child told us, "I like it because we go to the park across the road after school some days. In the holidays I like going on the minibus and going trips. The ladies are good and they make good snacks."

Children had opportunities for outdoor active play, as well as opportunities to relax and rest indoors. A parent said, "Sometimes I have found my child relaxing on the couch, I'm glad to see them chilling as they must feel comfortable in the environment." A staff member played a card game for an extended time with a group of children, who were engaged and fully involved in the game. The staff member was on the floor with children, reminding them of the rules, helping them understand the game to keep it progressing. Children were laughing, having fun and enjoying the company of the staff member. This highlighted meaningful play opportunities in a nurturing environment where children feel safe, comfortable and emotionally secure.

There was a variety of experiences on offer and toys available for children to explore. This included board games, books, drawing materials, dolls house, cars and garage and other team games. Children were confident accessing more toys and knew where to find what they were looking for. A parent said, "There is a good mix of activities within the playroom, and they appear mainly child led. We like the fact they utilise the local park and others nearby after school to allow children to be outdoors after a day of learning."

Children benefited from the safe use of digital technology. Effective monitoring and use of tools such as a timer helped children understand routines, transitions and time limits. Children responded positively, accepting when an activity had ended and moved smoothly to other experiences. The concept of self-regulation was being effectively supported.

Children were listened to and were given opportunities to make choices about things that mattered to them. They voted on trips, help decide what food was on the menu, and took part in preparing snacks. One child proudly told us, they had chosen the snack that day and had enjoyed helping to cut up the fruit. Staff valued children's ideas and opinions and made sure they were included in decisions.

Planning was immediate and responsive, and staff listened to the children. A child told us they enjoyed playing tig outside, and later in the day the child was observed in the park playing tig. Staff consulted with children about play and responded quickly to their needs. However, there were limited opportunities to extend children's learning over time. The service should ensure intentional planning is incorporated as a part of a balanced approach. This should include next steps in planning, to support children's progress (see area for improvement two).

Areas for improvement

1. The service should ensure intentional planning is incorporated into their approach to effectively recognise children's knowledge, understanding, skills and achievements. This should include next steps in planning, to support children's progress.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "I can be meaningfully involved in how the organisations that support and care for me work and develop" (HSCS 4.6).

Children are supported to achieve 5 - Very Good

Quality Indicator: Nurturing care and support

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.

Staff responded warmly and kindly to children, taking an interest in their lives and listening to them. We observed staff chatting to children at school collection, sharing details about their weekend and taking a real interest in each other's lives. We observed staff checking in on children when they entered the service. They asked after their wellbeing and chatted about the things they were playing with. Children responded well to this, and it was clear there were trusting and warm relationships established between staff members and children. A parent told us "The staff are extremely welcoming, friendly and caring. You can really tell they care about your child. There is lots of options for play and I love that they also take the kids to the park on warmer days."

There was a sense of community amongst children. They chatted together about being at school, and shared information about other peers. One child talked to us about their friend joining the service and said they were excited about that. Children of all ages had built friendships and enjoyed playing together. Children had a sense of belonging within the service and had developed positive relationships with their peers.

Staff were skilled in supporting children through challenging situations. We observed one staff member using distraction to help a child move away from a difficult situation, while another responded calmly and confidently when faced with conflict. In both instances, staff were respectful and consistent, helping the children understand expectations and how to find a positive outcome.

Parents were warmly welcomed into the playroom at collection time. They were able to see their child play or join in if they chose to. Children were happy to see their parents arrive and were observed taking them to show them something they had been playing with before leaving. A parent said, "The staff, I feel, go over and above to support my child. They interact with my younger child on pick up, and they remember their name which I appreciate." This highlighted strong, positive relationships between staff, children and families, within an inclusive environment.

Parents regularly reviewed personal plans to ensure they were suitable and effective. Needs and interests were discussed and agreed by the key worker and the child and reviewed by the manager before being shared with families. One parent said, "The staff really know our child very well and encourage and support them to be themselves."

Children enjoyed healthy, nutritious snacks that reflected current dietary guidance and helped decide weekly menu options. They developed independence by helping to prepare and serve snacks, such as spreading butter and serving themselves. Children were familiar with the snack menu, confidently telling us that pancakes were planned for that day and that milk and water was available. Staff also encouraged children to stay hydrated by checking whether they wanted their water bottles refilled before going to the park. Parents valued the displayed weekly menu, noting that their child could talk about the snacks they had eaten and those coming up later in the week.

Overall, Children experienced a warm, inclusive environment that promoted belonging, positive relationships, wellbeing, and independence. A child told us, "Burnbank aftercare is a sunshine and makes me feel excited."

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

The needs of children should be recorded in the written plan, and these should reflect individual children. Plans need to be reviewed at least once in every six months. Where individual risk assessments would benefit a child, these should be put in place and reviewed with the personal plan.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that "My personal 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 29 May 2018.

Action taken since then

The needs of children were recorded in the written plan, and reflected individual children. Plans were reviewed at least once in every six months. Where individual risk assessments would benefit a child, these were in place and reviewed with the personal plan.

Previous area for improvement 2

Management should review the effectiveness of the methods of consultation with parents and children. They should consider giving parents open-ended questions or using the "three stars and a wish" approach so that feedback helped development. Action taken on any suggestions made by parents or children should be shared with parents and children.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that, "I can be meaningfully involved in how the organisations that support and care for me work and develop", "I am actively encouraged to be involved in improving the service I use, in a spirit of genuine partnership" and "I am supported to give regular feedback on how I experience my care and support and the organisation uses learning from this to improve." (HSCS 4.6, 4.7, and 4.8)

This area for improvement was made on 29 May 2018.

Action taken since then

The management team had effective systems in place to consult with parents. Actions taken on any suggestions made by parents or children was shared with them.

Previous area for improvement 3

A development plan specific to this service should be agreed. This should link to the organisation's identified priorities while being individual to this service.

This is to ensure care and support is consistent with the Health and Social Care Standards which state, "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 29 May 2018.

Action taken since then

A development plan specific to this service was in place. Organisational and service priorities were identified and were impacting positively.

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

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