Craigy ASC
Day Care of Children

Craigentinny Primary School
4 Loganlea Drive
Edinburgh
EH7 6LR

Telephone: 07544405993

Type of inspection:
Unannounced

Completed on:
1 October 2026

Service provided by:
Craigy ASC LTD

Service provider number:
SP2024000324

Service no:
CS2024000298

About the service

Craigy ASC is a daycare of children service registered to provide a care service for up to 50 children at one time, of an age to attend primary school. The manager is peripatetic and is also the manager of the following service: CS2014324599 Social Ball Kids.

The service operates from Craigentinny Primary School, Edinburgh, which is located in a residential area with access to transport links and local amenities. The accommodation used by the service consists of the dining hall and toilet facilities. Children have direct access from the dining room to the school grounds for outdoor play opportunities

About the inspection

This was an unannounced inspection which took place on Tuesday 22 September 2026 between 14:30 and 17:00. We returned to the service on Thursday 24 September 2026 between 14:30 and 17:10. 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, complaints 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 and three parents onsite
- spoke with staff and management
- observed practice and children's experiences
- reviewed documents.

We received no responses from staff or parents to our online survey sent out via the service.

As part of this inspection, we assessed 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, improvements were identified relating to core assurances. We have reported where improvement is necessary within the relevant quality indicator.

Key messages

- Children were confident and having fun in a secure environment, with warm relationships with staff and other children.
- Quality assurance and self-evaluation processes were developing and could be strengthened to improve outcomes for children.
- Children's influence over the play environment could be developed more intentionally to encourage children's leadership.
- Knowledge about children's play interests could be used more meaningfully to plan for children's skills development.
- Strong bonds between children and staff meant children were confident seeking support, reassurance and comfort.
- A commitment to outdoor play contributed to children's development and wellbeing.
- Staff knowledge about children's needs and preferences could be used to develop personal planning.

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	3 - Satisfactory / Adequate
Children thrive and develop in quality spaces	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 3 - Satisfactory / Adequate

Quality Indicator - Leadership and management of staff and resources

We evaluated this quality indicator as satisfactory/adequate where strengths just outweighed the weaknesses.

The service aims to provide children with a safe and enjoyable environment where they can develop confidence and independence. We saw confident children having fun in a safe environment, with warm relationships with staff and other children. While children had opportunities to make choices, such as leading their own play, the service could do more to plan for children's independence. Families had access to information about the service aims. The service could further develop opportunities to gather feedback from families to help ensure its aims reflect the current needs of children attending.

Aspects of the service improvement plan, such as child protection training, was contributing to staff knowledge and confidence. Children benefitted through a review of resources that identified the provision of more problem-solving and construction toys. Future actions planned such as reviewing snack arrangements with the children, demonstrated the service had awareness of where improvements could be made. Actions in the improvement plan was being undertaken by the leadership team and we discussed the potential of distributive leadership opportunities to involve staff members and make use of their skills. Further communication and sharing of the improvement plan with families could also support greater opportunities for feedback and involvement in service improvement.

Quality monitoring processes to evaluate the effectiveness of practice were developing. While some systems were in place, further development was needed to ensure they consistently supported positive outcomes for children. For example, while the staff carry out daily safety checks, overall risk assessments for the environment were not specific to the spaces at this service location, or recently updated. This meant the underlying reflection of spaces did not support the content of the daily checks. Wider quality monitoring of the play spaces and staff practice could also highlight that spaces and experiences were meeting children's play needs and skills development. (See Area for Improvement 1).

A structured induction process supported new staff to build relationships with children. New staff told us they felt supported through their induction and valued the guidance provided by an assigned mentor. This support helped them develop confidence in their role, strengthen their understanding of expectations and feel included as valued members of the staff team. Children's safety and wellbeing was promoted through safe recruitment processes. The service used an app for the staff team to communicate service priorities and as a reflective space for professional dialogue. Developing more structured opportunities for reflection, evaluation and the sharing of professional learning could help embed good practice and further enhance outcomes for children.

Areas for improvement

1. To improve outcomes for children, the provider should develop quality assurance systems which will improve the quality of the provision in line with best practice. These should include, but not be limited to, planning and evaluation of the service with consideration to best practice guidance and national frameworks, review of policies and risk assessments.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

Children thrive and develop in quality spaces 4 - Good

Quality Indicator - Children experience high-quality spaces

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.

Children had familiar, welcoming spaces that were secure. A doorbell on the dining hall door announced visitors and parents, contributing to the safety and wellbeing of children. Processes were in place to minimise risk to children and support staff to account for children at all times. Children had ownership of a system to sign in and out of the outdoor play space and alert staff when they were going to the toilet. This helped ensure children were safe in spaces. Staff deployment across indoor and outdoor spaces responded to children's play needs and ensured children were well supervised.

Children's health and wellbeing were effectively supported through infection prevention and control measures. The shared school toilets contributed to a clean and healthy environment for children. Handwashing routines, such as before eating snack, supported good personal hygiene and minimised the risk of infection. This meant the routine and environment were helping keep children safe.

Children had some influence over the play environment through their requests for toys or help with play in the moment. We saw children draw or write their requests on a whiteboard to share with staff. Experiences such as badminton and loombands were added to play options to reflect children's wishes. The service could consider using children's voice and skills more intentionally to develop play spaces. This could encourage children's leadership at the service. Additionally. staff reflecting on play types and the 'The Playwork Principles' (a framework for supporting children's self-directed play) could support a planned approach to developing play spaces.

The value of outdoor play was evident in the service. We observed children working together in creative, problem-solving play in the outdoor space such as recreating Roblox using large blocks and dominoes. Children engaged in chase games with staff members. This reflected the choice, engagement and flexibility in their play as well as the importance of active play in children's development. Staff contributed to active play opportunities by checking the safety of outdoor space and identifying risks and maintenance issues. Children had the choice of a range of school and service outdoor equipment. While daily checks had taken place in the outdoor space, staff could be more vigilant to broken toys belonging to the school. For example, we supported staff to assess the safety of a moonboot bouncing toy where the strap was broken and could not be used safely by children.

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 setting's work and some aspects which could benefit from improvement.

Children's independence and choice was promoted as they had an opportunity to engage with their interests at their own pace. We observed children in deep play at times, using problem-solving and construction toys. Other groups of children engaged with board games which promoted social skills. Staff listened respectfully to children regarding their needs and choices, for example a staff member worked with a child who wished to draw bluebells, providing resources and encouragement. The arts and crafts table was a focus of creativity and exploration. Children were able to lead their own ideas such as creating light sabres or castle models. This reflected children's confidence in following their own interests and developing creativity at the service.

Staff reflected themes and children's developing interests in some aspects of play experiences. For example, on the first day of the inspection, a child created an autumn themed model and shared their interest with staff. By the second day, staff had introduced autumn-themed Hama bead templates, extending this interest for the child and their friends. This meant that staff were in tune with children's interests and responded by developing the play space to support children's development. Staff told us they did not have a system for planning and evaluating children's play and experiences. We spoke with the service about processes to plan for children's play and life skills development more consistently (See Area for Improvement 1).

Children's interests and play were shared with families by sending a photo occasionally. Staff told us this could be extended with a brief description of the child's experience and how skills or interests were being developed at the service. This could support meaningful observations of children's experiences and sharing with families. Discussions in the service to define this approach regarding content and regularity of shared observations would support the staff team to develop observations of children's play and skills development.

Staff were responsive and provided children with gentle encouragement as they supported their engagement in various play opportunities. Some staff effectively sustained children's interests and encouraged meaningful engagement, for example when reading books. There was scope to further develop interactions to extend children's thinking. Supporting deeper conversations and maximising on children's skills development could support staff to build on the warm interactions already in place.

Recent improvements to the environment had increased children's engagement, such as magnetic tiles and a GraviTrax marble run that encouraged problem-solving and construction. Staff reported that the start of sessions were set up with familiar resources daily. In discussion with staff, they evaluated one space with small world toys as providing less engagement for children. Introducing loose parts to extend children's creativity, and offering more gender-neutral play options could promote children's engagement further.

Areas for improvement

1. To promote the learning of all children the provider should support the staff team with processes to plan for and evaluate the skills development of children. Planning of provision should be embedded in the routines and play for the children to support them to grow and learn.

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

'As a child, I have fun as I develop my skills in understanding, thinking, investigation and problem solving, including through imaginative play and storytelling' (HSCS 1.30), and:

'As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open ended and natural materials' (HSCS 1.31).

Children are supported to achieve 4 - Good

Quality Indicator - Nurturing care and support

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.

Strong bonds between children and staff meant children were confident seeking support, reassurance and comfort. Warm, nurturing relationships supported a positive transition from school to the service, particularly for younger children in P1 and P2. Daily routines in the club, such as snack time and collection routine contributed to children's familiarity and security at the service. As a result, child were relaxed and happy in their surroundings and one child told us: "This is the best place."

An unhurried snack time gave children a relaxed and well-supervised experience. Well managed allergy and dietary needs contributed to children's safety while eating. Children had some choice during snack time, such as choosing from a fruit bowl. However, snack choices were limited and did not consistently reflect healthy eating guidance, with options including crackers and jam. We discussed opportunities to review snack provision to increase children's access to healthier choices and to involve them in planning, preparing and self-serving snack. This would help promote healthy eating habits, independence and the development of life skills.

Staff knew children well and had recent personal planning information available on updated registration forms. Significant information related to children's medication management and allergies was up-to-date and well managed. 'All About Me' forms included information about children's play preferences and interests, including some ways of supporting individual children's emotions and comfort. These were in the process of review with families since the start of the new school year. We encouraged the service to prioritise review of this information. This up-to-date information about children's preferences, interests and emotional needs could enhance children's experiences at the service.

We spoke with a few parents during the inspection visit who told us their children enjoyed the club and that they were satisfied with the service delivered. The service shared information with families using termly newsletters, through digital communication and verbally during pick up times. Families were invited to provide feedback during verbal discussions and reminded in the newsletter that their views were valued. Developing approaches to capture more feedback and suggestions from families could promote partnership working and connections with families. This would help ensure families have meaningful opportunities to influence service development and ongoing improvement.

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

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Leadership and management of staff and resources	3 - Satisfactory / Adequate

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Children experience high quality spaces	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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Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.gov.scot

0345 600 9527

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