

Stoneyhill After School Club Day Care of Children

Stoneyhill Primary School
Clayknowes Way
Musselburgh
EH21 6UL

Telephone: 01316 530 820

Type of inspection:
Unannounced

Completed on:
22 May 2025

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

Service provider number:
SP2004006939

Service no:
CS2006117110

About the service

Stoneyhill After School Club is registered with the Care Inspectorate to provide a care service to a maximum of 55 children at any one time aged from entry into primary school up to and including those in first year of secondary school.

The manager of the club is also the manager at Aberlady After School Club.

The club operates from the dining hall at Stoneyhill Primary School in a residential area of Musselburgh, East Lothian. Children have access to school facilities including toilets, gym hall and playground.

About the inspection

This was an unannounced inspection which took place on 14 May 2025 between 14:45 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 digital comments made by seven parents
- spoke with the staff team and manager
- 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

- Staff interacted with children in a warm, respectful and playful way. They knew the children well and responded sensitively to their needs.
- Personal planning supported consistent approaches to children's care.
- Children led their learning and were offered fun, interesting and varied activities. This effectively catered for different ages, interests, needs and preferences.
- Staff should continue to consult with children to develop the play environment.
- The manager developed a clear vision for the setting and there was a strong ethos of collaboration among the team and with the parents.
- Staff showed enthusiasm for their role and took responsibility for their professional development to help them further support 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?	5 - Very Good
How good is our setting?	4 - Good
How good is our leadership?	5 - Very Good
How good is our staff team?	5 - Very Good

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

How good is our care, play and learning?

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 1.1 - Nurturing care and support.

Children were warmly welcomed into the club when they arrived. They sought out staff to tell them about their day and were relaxed and confident with each other. Children talked to us about the club and what it was like. They were keen to share their experiences and told us that they "enjoyed coming" and that "staff were kind" and "funny".

Children were supported to develop positive relationships with each other and those caring for them. Staff used their respectful relationships with each other and with children to provide positive role models. They reminded children gently about boundaries when talking to or about each other. This was based on mutual respect and taking responsibility for how they made each other feel. One child told us "Sometimes they (staff) help us sort out arguments." The consistent approach to supporting children's self-regulation helped children develop positive social connections with their peers.

Opportunities were provided for children to make food choices and take part in making their own snack. Children told us they could go for snack when they wanted it and that they enjoyed being able to chat with friends and staff at this time. Staff had carried out work around healthy eating and supported good hydration by ensuring that there was water for children to drink throughout the session.

Information had been gathered from families and children to develop a personal plan. Staff had provided information for parents on the use of this document as a tool to enable staff to meet children's individual care and support needs. There were individual support plans in place for children who needed them. These had been developed with children and families which helped to develop a consistent approach to a child's care and support.

Very good procedures had been developed to ensure that children's health and wellbeing needs were met. Procedures for the administration of medication had been revised and improved. Information about a child's individual health needs was clearly documented in their personal plan which enabled staff to provide appropriate levels of support.

Quality indicator 1.3 - Play and learning.

There had been considerable improvements to the quality of play experiences provided indoors and outdoors in the club. Children told us "We have a really good time. There is lots to do, especially outside." "It's much better, we are allowed to do lots of 'stuff' now." Parents commented on the improved range of activities and the use of outings on longer sessions.

Children could choose to play indoors or outdoors throughout the session. Staff had ensured that both environments were set out with a range of activities for children to choose from. Children were busy and had resources to enable them to lead their own play. They had space to play in small groups and individually. Staff supported play well ensuring that additional resources were provided where necessary and helping children problem solve and master skills.

Children told us that they could choose to go out to play every day. One child added "unless it's pouring with rain and then we go to the hall." Staff promoted outdoor play but also respected that some children did not want to spend all their time outdoors. On the day of our visit children showed us the planting that they had taken part in, they played in trees, made tents and used climbing ropes. There was a good range of loose parts which supported their use of imagination and problem solving. For example, some children were trying to work out how to make a water way using pallets and a range of pipes.

Planning for play had been introduced and was beginning to be embedded in practice to ensure that it was a responsive provision to children's ideas and interests. There were some additional intentional opportunities to cover main events such as community events or festivals. Planning for play was being developed with staff to ensure that they all understood the process. The floor book had been used to share with children the experiences that they gained from their play. Children had taken part in the completion of the floor book which included helping to evaluate the quality of their experiences.

As well as active physical play there were opportunities for children to have a calm and relaxing time. Many were engaged in making face masks, playing board or card games and some children used a comfy sectioned off area indoors for reading or using listening devices for stories.

How good is our setting?

4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality indicator 2.2 - Children experience high quality facilities.

The club was provided from the dining hall within the school. As such the premises did not easily lend itself to being adapted to a care and play space but staff had made improvements to the way that the space was arranged to provide children with some sectioned off areas for play. This included the use of the mezzanine level where children had a cosy space for relaxing and quieter play.

Large boards were well used to display children's work, comments and information about children's rights, Getting it Right for Every Child and the agreed ways in which children could become a 'Stoneyhill Super Star'. There was an attractive and well maintained welcome board for parents which gave information about up-and-coming events and what was planned for the week.

There had been a significant improvement to the range of and quality of resources available for children to use. Children had been actively consulted on some purchases and asked where they thought some of the gaps were. Children were encouraged to respect their play equipment and environment by helping to tidy up. One child said "We make sure all the bits of the game are there. Nothing worse than games with no bits!"

All ELOSCN clubs had access to sports coaches. Children told us that they were "great" and 'really good fun.' Sports coaching took place twice a week and included a range of sports. Parents commented positively on the opportunities that sports coaches provided to try different sports for example, cricket, golf and tennis.

Children were cared for in a safe and well supervised environment. Children's independence was being promoted through the use of the sign in and out board as it had been identified that it was not clear all the

time who was indoors and who was outside. The manager and staff had carried out work to familiarise children with boundaries about accessing the school during club time. They carried out a 'Stoneyhill Tour' to show children which toilets could be accessed, where to wash their hands and the outdoor boundaries. Children were reminded about telling adults where they were going and that they needed adult supervision if they needed to collect belongings from the school. This had helped to re-establish safety boundaries and encouraged children to be responsible.

There were a number of assessments which helped to mitigate risks. Children took part in risk assessment discussions to ensure that they had an understanding of how their safety was promoted by staff. There was a positive attitude to children taking risks during their play. Staff discussed potential risks with children and asked them how they were going to keep themselves safe. Staff had an understanding that some children enjoyed taking more risks than others and therefore needed more explanation or support to think actions through. For example, a child wanted to tie a rope around the tree. Staff encouraged them to think about where it would be tied and how to make it safer for others. The activity was not stopped, but the child were supported to consider how to do it more safely.

Overall, the premises was clean. There was a plan to refurbish the storage area where snack was also prepared and stored as surfaces were becoming worn making them more difficult to clean. Staff had cleared the space to remove equipment and resources which were broken or not appropriate, this improved the organisation and space available for storage.

How good is our leadership?

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 3.1 - Quality assurance and improvement are led well.

Across the care provision for children and the quality of play experiences there had been some significant positive changes. The manager and staff had used self-evaluation to identify areas where they could make improvements and developed an action plan to outline how these improvements would be made. Some aspects of self-evaluation were still being embedded but staff could tell us how they were involved in the development of the club and what the priorities for improvement were.

There were effective systems in place for auditing processes and procedures. Where gaps had been identified action had been taken to improve practice or recording. Staff were involved in auditing to ensure that they understood procedures and took responsibility for the quality of their work.

Children were confident and capable of saying what they needed or wanted. Staff consulted with them regularly in a meaningful way. One child said, "We get asked a lot about what we would like." There were several examples of children being given the responsibility to make choices in a way that took account of the group as well as what they want for themselves.

Parents made positive comments about their children's experiences in the club. They said that they now have a better range of information about what is going on in the club and know how to make suggestions or comments. The manager had begun the process of encouraging parents to assist in giving feedback for self-evaluation and finding out what they need to know from the club. For example, parents were recently asked if they were aware of their child's personal plan. Responses suggested that parents did not fully understand what it was used for. Therefore, additional information was provided for them.

How good is our staff team?**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 4.3 - Staff deployment.

Staff showed an enthusiasm and fondness for the children in their care. They took time to listen and acknowledge children's feelings, valued their views and contributions and supported them to be independent and have fun. Families felt very positively about staff and told us "They know me when I come to collect my child and are always friendly and good communication." "Friendly and introduce themselves when there is a changeover." "Staff lovely and caring."

Staff worked well together to ensure effective supervision. They showed flexibility when a task took them away from their position. As a result, children experienced consistency of care throughout the session. This also supported children to have free flow between indoors and outdoors. Staff spoke to each other with kindness and respect, which provided the children with a very positive role modelling for their interactions.

Staff demonstrated a professional attitude to their role. The manager encouraged them to engage in reflective dialogue about their practice during staff meetings and informal discussions at the end of the sessions. The induction process also had an element of reflective discussion within it. This ensured that staff could reflect upon their roles and responsibilities with the manager.

As part of the professional development review the manager supported staff to identify their professional goals. The provider was proactive in their support of staff to achieve a range of childcare qualifications including the BA in Childhood Practice or SVQ4. Staff told us that they had benefitted from a range of additional courses. As well as core training such as first aid and food hygiene staff had taken part in training which included loose parts, risky play, challenging experiences and managing distressed behaviour.

The manager was peripatetic across two settings. Staff confirmed that they were very supportive and ensured that staff knew where they could be contacted on the days that they were not in the club. The provider had ensured that staff had opportunities to discuss their mental and emotional wellbeing and staff commented that the enhanced number of staff present in the club helped to promote a calm and organised atmosphere for them and for children.

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 health and wellbeing, the provider should ensure that there is a consistent and effective approach by staff for the ongoing assessment, development and review of all children's personal plan information.

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 my 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 7 May 2024.

Action taken since then

All children had a personal plan in place. These contained enough information about children's individual needs to enable staff to support their health and wellbeing.

A system had been implemented to develop support strategies for children who needed them. The manager and staff reviewed plans regularly to assess if they were effective in supporting children and adapt them where necessary.

This area for improvement was met.

Previous area for improvement 2

To ensure that the process for snacks and lunches provide children with positive experiences the manager and staff should evaluate the snack routine to ensure it meets with good practice and organisational procedures.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I can enjoy unhurried snack and meal times in as relaxed an atmosphere as possible.' (HSCS 1.35.) and

'I can drink fresh water at all times.' (HSCS 1.39.)

This area for improvement was made on 7 May 2024.

Action taken since then

Staff had developed a system of rolling snack which enabled children to chose when they wanted to have snack.

On the day of our visit snack was well planned and provided children with opportunities to sit and chat with staff and each other.

Staff had worked with children to develop healthy snack choices in line with good practice guidance.

This area for improvement was met.

Previous area for improvement 3

Children should have opportunities for fun and learning in the club. To enable this the range, organisation and quality of play activities provided for children needed to be improved.

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

'As a child, my social 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).

This area for improvement was made on 7 May 2024.

Action taken since then

The range and quality of play experiences for children had been significantly improved to provide children with a wider range of interesting and fun play experiences. Children told us that the club was fun and that they could choose from a good range of experiences indoors and outdoors.

This area for improvement was met.

Previous area for improvement 4

To support children's choice and to enable them to lead their own play the system for planning play activities and recording outcomes from play should be developed by the provider and staff.

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

'As a child, my social 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).

This area for improvement was made on 7 May 2024.

Action taken since then

Work was continuing to develop a system for planning play experiences based on children's interests and ideas. Good progress had been made to record the experiences children had and there was evidence that some activities had been extended to provide different and more in-depth play and learning opportunities.

This area for improvement was met.

Previous area for improvement 5

Consideration should be given to the layout and provision of play spaces in the club to ensure that children have access to comfortable, well furnished and resourced areas for play and relaxation.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I am able to access a range of good quality equipment and furnishings to meet my needs, wishes and choices' (HSCS 5.23).

This area for improvement was made on 7 May 2024.

Action taken since then

The service was provided in a dining hall which presented challenges when trying to make a warm, welcoming and interesting environment. However, staff had considered the areas available for children and provided a cosy area using soft furnishings, low level lighting and some dividers which had been used to section off areas for different play activities.

Staff had developed the large wall displays which also enhanced the environment and developed a welcome board for parnets which gave the hall a club identiy.

This area for improvement was met.

Previous area for improvement 6

Children's health should be promoted by infection prevention and control practices which ensure the environment is clean and well maintained. This includes monitoring the handwashing procedures for children and staff to make sure it is effective. Improving the checking of equipment for storing or heating food.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I experience an environment that is well looked after with clean, tidy and well maintained premises, furniture and equipment.' HSCS 5.24).

This area for improvement was made on 7 May 2024.

Action taken since then

The manager and staff had cleared and organised the storage areas to ensure that they could easily be cleaned. Food storage was suitable and there was a re-furnishment plan for the area used for snack preparation and storage.

Handwashing was suitable and staff ensured good infection prevention control practice when carrying out food preparation and first aid.

This area for improvement was met.

Previous area for improvement 7

Children should experience a high-quality service which is evaluated and continuously improved. To do this the manager should increase their knowledge of self-evaluation and quality assurance. This will enable evidence-based practices to be developed.

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).

This area for improvement was made on 7 May 2024.

Action taken since then

The manager and staff had carried out a number of evaluations based on good practice guidance to enable them to identify improvements.

Quality assurance was carried out regularly and was resulting in the identification and addressing of potential gaps in policies or practice.

This area for improvement was met.

Previous area for improvement 8

To enable parents and children to be actively involved in the life of the club. Parents and children should be consulted with in a meaningful way to actively inform the development and improvement plans.

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

'I am supported to give regular feedback on how I experience my care and support and the organisation uses this to improve' (HSCS 4.8).

This area for improvement was made on 7 May 2024.

Action taken since then

The system for planning of experiences focussed on the opinions and interests of children. The floor book contained evaluations made by them and throughout our inspection staff actively consulted with them about a range of issues including snack and the pace of the session.

The manager and staff had begun the process of involving parents through the asking of questions to gauge their understanding of what went on in the club and provide feedback. Information was given to parents as a result of these questions. For example, staff asked if parents knew what a personal plan was? As there was a mixed response the manager issued an information sheet to parents to explain the document and how it was used to support their child.

This area for improvement was met.

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?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very Good
How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good
How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good
How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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