

Baldridgeburn Out of School Club Day Care of Children

Baldridgeburn Community Centre
Baldridgeburn
Dunfermline
KY12 9EH

Telephone: 07515 189455

Type of inspection:
Unannounced

Completed on:
6 October 2025

Service provided by:
Fife Council

Service provider number:
SP2004005267

Service no:
CS2003006919

About the service

Baldridgeburn Out of School Club is situated in a residential area of the north east of the city of Dunfermline, close to local amenities including shops, parks and schools. The service provides a care service to a maximum of 40 children from an age to attend primary school to 14 years.

The accommodation is provided from a local community building. Children have access to a small hall, which is the main area for the club and a larger hall for physical play activities. In addition, they have their own small garden area with direct access. The club can also access the community garden space.

About the inspection

This was an unannounced inspection which took place on 30 September between 15:00 and 18:00 hours and 2 October 2025 between 14:45 and 18:15 hours. One inspector from the Care Inspectorate carried out the inspection. We gave feedback to the management team on 7 October 2025. To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:

- Spoke with 12 children using the service
- Spoke directly with three parents/carers and gathered feedback from another 14
- Spoke with management and staff members
- Assessed core assurances, including the physical environment
- Observed practice and daily life
- Reviewed relevant documents.

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.

During this inspection we 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 experienced a nurturing, safe and supportive environment where they benefitted from positive interactions with staff who knew them well.
- Children enjoyed their time in the setting, especially the opportunity to play outdoors daily which enhanced their play experiences.
- Staffing and management practices are effectively supporting children's safety, wellbeing, and consistent care, with an emphasis on continuous improvement and family engagement.
- Ongoing improvements in personal planning, family engagement and trauma informed practice will further support children's emotional resilience and social development.

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

Quality Indicator: Leadership and management of staff and resources

We evaluated this quality indicator as good where several strengths impacted positively on outcomes for children/people and clearly outweighed areas for improvement.

Management of staffing was effective in supporting consistent care and support. Staff to child ratio was high with an additional staff member to support children's safe movement to the setting and close supervision within it. This enhanced children's safety and wellbeing. When needed, extra staff from within the cluster group of services provided cover in the setting. This resulted in all staff knowing children well and being familiar to children. This contributed to children's sense of security and connections with staff. We suggested that to support families identify who was caring for their child that temporary staff's photos could also be displayed. Two parents commented on this and told us, "I don't know all staff which would be good. Those I know are really friendly and caring and keep me updated with anything I need to know." And, "It would also be good to know who everyone is as staffing does change, is there a list somewhere?"

Safe recruitment and induction meant that staff were familiar with policies, procedures and children. As a result, new staff and volunteers were confident in their roles and able to provide children with appropriate care and support.

An improvement plan identified clear and achievable targets which were broken down into tasks with individual responsibility assigned. Staff were able to discuss the strengths and areas for improvement for the service. This enabled all staff to contribute to and support ongoing improvement. There was scope now for staff to become more familiar with and use the quality improvement framework to help them reflect on practice and progress improvement plan priorities.

Opportunities for parents to provide feedback on the service included regular surveys and comments box. These were reviewed and responded to, such as providing information on snacks. Parents spoke positively about the service and felt listened to and able to raise issues. There was scope to develop a 'you said, we did' wall to further highlight actions taken as a result of feedback received. The service also planned to further improve links with families which had been highlighted within their improvement plan. These should be progressed as parents are looking for this and commented, "Some time ago there was talk of a café which parents could attend but that seems to have been shelved which is a shame." These actions promoted a sense of partnership which allowed families to directly influence provision for their children.

Regular support and supervision sessions along with professional development and review meetings were held. These supported staff to share concerns and gain support when needed and helped identify training needs. This meant staff practice was kept under review, and they were supported to carry out their role. This contributed to positive outcomes for children.

Children play and learn 4 - Good

Quality Indicator: Playing, learning and developing

We evaluated this quality indicator as good where several strengths impacted positively on outcomes for children/people and clearly outweighed areas for improvement.

Children were mostly engaged in their play and were supported by staff who were responsive to their requests and needs. This meant children were able to extend their play, make requests for additional resources which helped to sustain their interest. Staff engagement could now be developed further to support and challenge children's learning and understanding during their play. More open ended questioning would support children to develop problem solving and thinking skills.

The rhythm of the session, allowed children to lead and direct their play and make choices as to where they wanted to play. Children were given regular opportunities through mind mapping to share their views on some matters which affected them such as snack ideas, outings, resources and holiday activities. This supported them to feel valued. There was scope to further develop opportunities for children's consultation and participation and their understanding of rights and responsibility. We discussed setting up a children's committee as children shared some great ideas which they felt were important. They told us they could, "set up a buddy bench for when anyone feels sad and they could sit there and someone would come and talk to them." This would support children to feel listened to, respected and valued whilst developing their understanding of citizenship.

Provision of play resources and activities stimulated children and met their interests. This was mostly responsive. Parents commented positively on outdoor play opportunities and told us, "My child loves that they can play outside wrapped up all year round." Planning with children could be developed to support enhanced provision for children's arrival to the setting to quickly enable them to engage in a choice of play activities and experiences. This should reflect and also identify different play types to ensure children are provided with variety and interest in their play.

Children were building responsibility as they were encouraged to help with tasks and were able to be 'helpers' with snack preparation. This contributed to them developing independence and built pride in their contribution.

Use of the local community during term time provided children with some variety along with increased opportunity for physical activity. This included visiting the local parks, and the school trim trail. Occasional use of the community garden for using a fire pit provided children with some risky play experience. Further opportunities to engage with the local community to support new learning experiences could be considered. For example, making links with the bowling club and having regular input with the community gardening group. This would help children understand their local environment and feel part of the community.

Children are supported to achieve 4 - Good

Quality Indicator: Nurturing care and support

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

Children experienced calm, quiet and warm interactions from staff. Parents spoke positively about the staff team and how important they were to their child. They told us, "I would like to thank everyone for being lovely to us all." And, "The staff are always friendly and helpful." This promoted children's secure attachment and emotional safety.

Children were supported well to maintain their own personal care. They confidently described when they would wash their hands and why, reducing their risk of cross infection, and staff were vigilant in reminding children such as after playing in the mud outside. This supported children's wellbeing.

Children were comfortable in the setting as they were able to move freely across a large space which included an outdoor area. They told us they were happy and said, "Of course I have friends here." There was opportunity to further enhance children's confidence and enjoyment in the setting with a buddy system and other ideas as identified by children themselves. This would also provide children with additional responsibility which would build their confidence, self esteem and accountability.

Children's health was supported through appropriate accident reporting, management of allergies and safe administration and recording of medication. Forms were held which recorded all relevant information for sharing with families. This clear reporting built trust with families and ensured that children's specific health needs were met.

Children's safety was supported as staff regularly refreshed training in child protection and demonstrated a good understanding of procedures they would follow. This enhanced children's protection from harm.

Snack time supported a high level of independence which children really enjoyed. They told us they wore gloves and aprons to "stop germs" and that grapes were cut "so we don't choke." One parent commented, "Attending this service has been key to making them a successful learner, has grown their confidence, has made them take on responsibility and really feel part of the group." Food was healthy, varied and nutritious and children told us they enjoyed snacks. Drinks were available at all times enabling them to remain hydrated. The social aspect of mealtimes should be closely monitored to ensure staff consistently sit with children. This would support children's emotional development, develop language and social skills, encourage healthy eating habits and maintain a calm and predictable routine.

Children's personal information was up to date ensuring their wellbeing in an emergency. Children's 'All About Me' folders have been recently re-established and should be kept under review to support children's engagement and ownership of these. This would support staff in meeting their current needs and interests. Personal plans were not yet fully identifying specific strategies for support. These should be developed to record the approaches staff described and the voices of the child and parents. There was also scope to foster stronger links with the school to support a consistent and shared approach.

There was scope to further support staff understanding around trauma and using this to support approaches to enable children's resilience. Development of beautiful, inviting calm spaces for rest and relaxation, would support children's quiet discussions and alone time. This would improve children's ability to regulate their emotions and build social skills.

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

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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