

Granward After School Club Day Care of Children

Wardie Residents Club
125 Granton Road
Edinburgh
EH5 3NJ

Telephone: 07974 842 406

Type of inspection:
Unannounced

Completed on:
7 October 2025

Service provided by:
Granward After School Club LLP

Service provider number:
SP2015012475

Service no:
CS2015336718

About the service

Granward After School Club provides a care service to a maximum of 60 primary school aged children at any one time. Within the maximum of 60 children, a maximum of 10 children may use the service, who are in their last year at nursery.

The service is provided within Wardie Residents' Club premises located in North Edinburgh. The building comprises of a large hall with two smaller halls, kitchen, and toilet facilities. Children benefit from access to an enclosed outdoor play space at the rear of the property. The service is close to local shops and amenities.

About the inspection

This was an unannounced inspection which took place on 2 October 2025 between 14:30 and 17:45 and 6 October between 14:00 and 17:45. The inspection was carried out by one inspector from the Care Inspectorate.

To prepare for the inspection we reviewed information about the service. This included previous inspection reports, information submitted by the service and intelligence gathered since registration.

In making our evaluations of the service we:

- Spoke with children using the service
- Reviewed feedback from nine families
- Spoke with three staff and the management team
- Observed practice, staff interactions, and daily life
- Reviewed documents
- assessed core assurance, including the physical environment.

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 the service is operating legally.

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 warm, nurturing interactions from staff who knew them well.
- Children had fun throughout the session and actively led their own play and learning.
- There was scope to involve children and families in a more meaningful way to influence positive change within the service.
- Staff had established strong working relationships and had created a positive ethos, which promoted a supportive environment for children and their families.

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 heading as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.

Quality indicator: Leadership and management of staff and resources

The vision, values and aims of the service were promoted by staff through their practice and experiences offered. For example children and families were warmly welcomed into the service. This created an inclusive and supportive environment. A child-centred approach ensured that children's voices were heard. For example, a children's committee provided structured opportunities for children to express their views and influence change. This fostered a sense of ownership and empowerment.

Quality assurance processes, including self-evaluation, and improvement planning supported the service's ongoing development. The improvement plan had identified key priorities to support improvement. These included outdoor provision, quality assurance, and parental engagement. Moving forward we suggested the streamlining of the improvement plan, to help give a clearer focus for parental involvement.

A monitoring calendar identified quality assurance and self-evaluation processes, for example, personal plans, staff practice, and training. We discussed the auditing of medication and ensuring reviews were carried out three monthly. This would support the service to identify and highlight any action taken or required to support children's care and wellbeing needs.

Opportunities to include families in the service and welcome their feedback was provided through questionnaires and informal chats, newsletters, and online platforms. Parents shared "Staff and the service is well organised and there is good communication" and "I don't think anything could be better, they are doing such a great job".

Feedback from children and families directly informed service development. For example, a parent sign-out form was introduced in response to suggestions. This let parents know that their suggestions and opinions mattered, and informed the delivery of the service. Children contributed to planning elements such as snack menus and play activities. Consultation with children and families created an opportunity for staff and leaders to reflect on practice and enhance the quality of engagement.

Families could be confident in the staff team as they were recruited through safe and robust procedures. The manager recognised the value of skilled, experienced staff in promoting children's wellbeing. Staff reported feeling well-supported through induction and effective mentoring, contributing to a confident and capable workforce. Shared values of the staff team fostered a positive, nurturing environment for children and families.

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.

Quality indicator: Playing, learning and developing

Children were happy and had fun playing independently and in small groups. Resources were reflective of their interests and as a result, engaged them in sustained play. These included Lego, art and crafts, small world toys and dressing up. Additional activities introduced were in response to observations of play and children's suggestions. For example sunflowers were available as a still art activity in response to a child's interest. As a result, children directed their own play experiences which enhanced their enjoyment and learning. Children told us they enjoyed the club and told us there was lots to do including "Den making at the forest" and "Making slime".

Overall, resources and experiences promoted children's creativity and curiosity, however, the service should continue to develop more natural and open-ended play materials. This would extend learning and enhance creativity and imagination. Parents told us "There is a huge variety of games and tasks for the children to get involved in" and "My child loves playing football in the neighbouring field". One parent suggested more focus on sustainability and less use of plastic.

Staff showed enthusiasm in their interactions with children and showed their play experiences and ideas were valued. They were supported to follow their interests, and staff were responsive to their requests. For example, additional resources were provided for house and den building. These could be further strengthened through more effective questioning to deepen learning and broaden experiences. For instance, opportunities to explore children's interests in weddings and Chinese food could have further extended children's thinking and decision making skills. Children's achievements were valued, and artwork was displayed to share with families. For example, children were keen to show us display boards of their self-portraits.

Children had daily access to physical activity throughout the session, either in the outdoor space or in the field close to the club. The outdoor space provided opportunities for football and basketball, and children told us they often made dens with "tables crates and covers". The field was accessible on most days and provided children with space to run and time to explore a more natural environment.

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.

Quality indicator: Nurturing care and support

Children benefited from warm, nurturing interactions with staff who knew them well. They received attentive, supportive care, enjoyed their time at the club, and had formed clear friendships. This fostered a sense of respect and belonging. All parents who responded to our online survey agreed with the statement 'Overall, I am happy with the care and support my child receives in this setting'. Comments we received from parents included "Staff are always friendly and helpful. I know my children are safe".

Staff were welcoming and responsive to children when they collected them from school. Good relationships had been built with school staff which supported a smooth transition for children. The walk back to the setting was well planned and staff chatted with children about their day's events.

Personal planning was effective in gathering information about children to inform their care. This included registration details, medical and health needs including dietary requirements. Children could choose to complete an All About Me form, which gathered information that staff could use to adapt the service to the individual child. For example, where a child had identified a favourite food, activity, or interest, this had

been included in the planning of experiences. Personal plans were completed in partnership with families and updated regularly. This resulted in children's needs being consistently met as all staff had access to current information relating to individual children.

Families were warmly welcomed by staff which fostered strong partnerships and a positive and comfortable environment. Staff took time to update parents on their child's day and shared any other relevant information. This provided consistent opportunities for meaningful communication and relationship-building.

Children's medical needs were supported by the safe storage of medication and information about the action to be taken by staff was documented. Staff had a good understanding of children's health needs. We discussed where some changes should be made to medication forms. For example, ensuring that medication was clearly named and 'as required' clarified as on prescription medication.

Children experienced snack times that were sociable, relaxed, and unhurried. They enjoyed sitting with friends to eat and chat about their day. Children's independence was promoted as they collected their plates and self-served their food. This gave them a sense of responsibility and ownership of routine. Children were actively involved in shaping the snack menu, however, we encouraged the inclusion of healthier options in line with best practice guidance. Menu boards were displayed for children, we reminded the service to display all food options. This would promote inclusive communication for children with dietary needs or preferences.

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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