

LASC Childcare Services Ltd (Rosewell) Day Care of Children

Rosewell Pavillion
Rosewell Park
Rosewell
EH24 9DN

Telephone: 01314482505

Type of inspection:
Unannounced

Completed on:
3 November 2025

Service provided by:
LASC Childcare Services Ltd

Service provider number:
SP2003003106

Service no:
CS2013322032

About the service

LASC Childcare Services Ltd (Rosewell) is one of six services provided by LASC who are a voluntary organisation operating in the Midlothian area. The setting is registered to provide a day care of children service to a maximum of 79 children at any one time aged from six months to currently attending primary school. Of those 79 no more than eight are aged under two; No more than 15 are aged two to under three and; No more than 16 are aged three to those not yet of primary school age; No more than 40 are of primary school age. School age children may only be cared for before and after school hours during term time only.

The service operates from Rosewell pavilion close to local schools, parks and shops. The service comprises three Early Learning and Childcare playrooms, a large kitchen and two gardens. Out of School Care is provided in a multi-use hall with direct access to an open outdoor space. Toilets, nappy changing rooms and an accessible toilet are located throughout the building.

About the inspection

This was an unannounced inspection which took place on 27 October 2025, between 08:00 and 18:00. This 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 and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:

- spoke with children using the service and their family members
- spoke with staff and the manager
- assessed core assurances, including the physical environment
- received 11 completed questionnaires from families and nine from staff
- observed practice and daily life
- reviewed 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, improvements were identified relating to core assurances. We have reported where improvement is necessary within Leadership Heading.

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

- Improvements in leadership within school-aged childcare have led to better outcomes for children.
- Almost all staff strongly agreed that their wellbeing needs were being met by leadership.
- The quality and consistent use of personal planning should be improved to support positive outcomes for all children.
- Most staff were warm, kind and caring, creating a nurturing environment for 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

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

Leadership and management of staff and resources

The service's vision values and aims had been reviewed and updated following the last inspection. Leaders had worked with staff, children and families to create a shared vision that reflected the services aspirations. Values such as, communication and inclusion had a positive impact on overall service improvement. Supporting all staff to reflect on how these values influence daily practice would strengthen relationships and promote a shared understanding across the service.

The service had actively gathered families views to support improvement. One family commented, "We are asked regularly by management for feedback and encouraged to give our thoughts on the service". The service gathered children's views through floor books, observations and conversations. Most school-aged children told us they felt listened too, however, a few said their views were not always acknowledged. The service could continue to explore creative ways for children to share ideas and respond clearly, so every child knows their voice matters.

In school-aged childcare, the appointment of a new manager working closely with the service manager strengthened communication with families, enhanced the learning environment and improved quality assurance systems. These changes have positively influenced the overall quality of care provided to children. Within early learning and childcare, the redevelopment of the garden created a safe, engaging space that promoted physical development and wellbeing. A celebratory 'garden party' marked the opening, fostering stronger relationships and community connections. One family shared, "I have been more engaged recently; we came along to the garden opening party and the team are always willing to discuss the wider service".

Quality assurance had improved across the service and a previous requirement had been met. Auditing and monitoring systems were in place for early learning and school-aged childcare and had begun to identify areas for improvement. For example, school-aged childcare staff had used the SIMOA (Care inspectorate) resource to reflect on safety. The service manager had initiated training to strengthen staff knowledge of play and interactions. These actions created a safer, more organised environment. Some gaps remained in the auditing of personal planning, medication and consistent high-quality practice. The service should embed robust quality assurance, auditing and monitoring systems to ensure effective care and support that positively impact outcomes for children. (See Area for improvement 1)

The induction programme was personalised, effective and staff told us they felt supported. The newly appointed school-aged childcare manager had received consistent support through regular meetings with senior leaders and other managers. Peer support and mentoring enabled staff to identify strengths and areas for development. Ongoing mentoring and support for all staff would contribute to improvements being sustained.

Consideration could be given to staffing arrangements within playrooms. For example, avoiding the placement of multiple new or cover staff in the same room may help maintain consistency and quality of care for all children. Leaders were encouraged to model good practice and carry out regular staff and room observations. This would support ongoing improvement, particularly in targeted areas such as, the preschool room and school-aged childcare.

Areas for improvement

1. To support children's wellbeing and promote the continued development and improvement of the service the manager and staff team should ensure robust self evaluation, quality assurance and auditing is taking place and is effective. This should be well organised, so it is achievable, reviewed and monitored over time.

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

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.

Playing, learning and developing

Children were generally engaged and having fun across the service. Younger children explored their environment, practiced sharing and built confidence in movement, while babies enjoyed sensory play with seasonal items. Responsive activities, such as nature walks to look for spiders, encouraged curiosity and extended interests. Preschool children engaged in creative and imaginative play indoors and outdoors. However, there were missed opportunities for deeper, more meaningful play. More flexible, child led routines would support richer learning experiences. In school-aged childcare, children enjoyed themed crafts and outdoor play. Older children suggested more board games, working pens and updated bracelet sets. Reviewing indoor and outdoor resources and adjusting tidy-up times could further enhance engagement and enjoyment.

Staff interactions varied across the service. With younger children, interactions were warm, responsive and supported learning through stories, songs and thoughtful questioning. Preschool staff could further reflect on how their interactions build on children's ideas and interests. Higher-quality, interactions would provide children with more opportunities to extend their thinking, practice new skills and learn in a way that is meaningful to them. Using best practice guidance, such as *Realising the Ambition* (Scottish Government, 2020), would support this. In school-aged childcare, interactions were mostly respectful and fun, though some were task-focused rather than child-centred, which could affect engagement. Moving forward staff should continue to reflect on enhancing play opportunities for all children.

Children experienced a mix of planned and spontaneous play, with staff developing planning approaches supported by the local authority. Observations in younger rooms were meaningful and responsive, while preschool planning offered varied experiences but could better extend play holistically. Key workers identified learning priorities and some observations showed progress. Leaders were building staff knowledge of play to create richer, child-led learning. In school-aged childcare, activities had improved and children's ideas were gathered but regular evaluation with children and offering more choice would strengthen engagement and support child-led play.

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.

Nurturing care and support

Overall, staff were warm, kind and caring, creating a nurturing environment for children. Most staff knew children well and had developed positive relationships. Younger children experienced responsive, individualised care. Interactions in school-aged childcare had improved since the last inspection, with a relaxed and fun atmosphere. However, this was not consistent across the service and a few staff were not supportive of children's wellbeing. As a result, children were not always understood or skilfully helped to express their needs. Staff could reflect on their practice to ensure interactions are consistent, positive and respectful to promote children's confidence, emotional security and wellbeing.

Transitions and routines were generally well managed, helping children feel safe and secure. Settling-in visits promoted an individualised approach. Staff respected sleep routines and children were settled with their comforter's safety was promoted as staff stayed with the children. Younger children's, transitions were calm and paced to suit children, for instance smaller groups going for lunch helped create a positive, calm nurturing transition into mealtime. Leaders within school-aged childcare had improved routines since the last inspection. Safety processes and organisation for transition to and from school and outdoor play were stronger. Moving forward, the preschool routines could be more flexible and child-led to reduce waiting times and promote choice.

Overall, mealtimes were positive, organised and provided a calm, sociable experience for children. Families were positive about the range of healthy options and how the service considered their children's dietary needs, intolerances and allergies. They commented that alternatives were always available and, where possible, matched what other children were having so they did not child miss out. Children's independence was promoted through pouring their own drinks and self-serving. Older children were encouraged to wash their plates and cutlery and at snack time healthy choices were available. Staff sat alongside children, ensuring safety and supporting conversations about food and daily experiences. As a result, mealtimes offered opportunities for children to develop independence, social skills and healthy eating habits. The service could consider how all children are encouraged to remain hydrated throughout the day, including at meal and snack times.

Personal planning was in place and reviewed regularly, with families positive about the service's approach and use of digital tools. Wellbeing logs supported individual needs but some were incomplete or lacked clear strategies. To strengthen practice, the service should ensure consistent, high-quality personal planning by including clear strategies, regular evaluations and using the GIRFEC wellbeing indicators to provide a shared language for assessing and planning for children's wellbeing and progress. (See Area for improvement 1)

Medication was stored appropriately and paperwork supported safe administration. Audits were mostly effective but one expired emergency medication was missed during a previous check. The service acted promptly to resolve this and put temporary measures in place. To ensure children's healthcare needs are fully met, audits must be robust and consistently identify issues. (See Area for improvement 1, under the heading 'Leadership')

Families were welcomed and included in the service and staff had built good relationships with them. Almost all families reported positive connections with staff, praising their friendliness and interest in their children's lives. Engagement in school-aged childcare improved through daily interactions, digital updates. The new manager and consistent staff strengthened communication and relationships. Further opportunities for families to engage with the service included daily conversations, digital updates, open evenings and calls. Events such as, the garden open day brought families together and deepened engagement. These opportunities and experiences created a supportive environment and strengthened relationships with families.

Areas for improvement

1.

To ensure children receive care and support that meets their individual needs and supports their overall wellbeing, the provider should review children's personal plans. These should be meaningful, working documents that support children's care. They should include strategies to support children's wellbeing and document progress made.

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 a 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).

What the service has done to meet any requirements we made at or since the last inspection

Requirements

Requirement 1

By 30 June 2025, the provider must ensure children receive a high quality of care and support where there is continuous improvement.

To do this the provider must:

a) Implement regular, robust quality assurance audits and ensure effective monitoring and auditing of quality assurance processes. This must include but not limited to, ensuring children's medical information and personal plans are reviewed and updated in line with best practice guidance.

b) Develop meaningful family engagement and ensure the views of all families are collected, analysed and lead to service improvement.

c) Ensure roles and responsibilities of staff and leaders are clearly identified to ensure consistent and effective implementation of high-quality practice.

This is to comply with Regulation 3 of the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210) and 4(1)(a) (Welfare of users) of the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

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).

This requirement was made on 26 February 2025.

Action taken on previous requirement

Children received a good standard of care and support. Regular audits had been introduced to strengthen quality assurance. Although gaps were found in medication and personal planning audits, these were mainly resolved during the visit, with positive steps taken to improve accuracy. These enhanced processes positively impacted the overall quality of care. An area for improvement has been identified to ensure auditing and quality assurance is robust and effectively supports all children and service improvement. (See Area for improvement 1, under the heading 'Leadership')

Efforts to engage families led to service improvements. The service reached out to families using school-aged childcare, whose views had not been regularly gathered. Communication through digital platforms, questionnaires and informal conversations at drop-off and collection provided valuable feedback on strengths and areas for improvement.

Leadership within the school-aged childcare service had strengthened following the appointment of a new manager and a more consistent team. Clear roles and responsibilities were established, leading to more consistent and effective practice across the service.

Met - within timescales

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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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

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