

Daddy Daycare Roseburn School Day Care of Children

Roseburn Primary School
64 Roseburn Street
Edinburgh
EH12 5PL

Telephone: 01315168876

Type of inspection:
Unannounced

Completed on:
12 December 2025

Service provided by:
Alan Balfour

Service provider number:
SP2012984423

Service no:
CS2024000010

About the service

Daddy Daycare Roseburn is registered as a daycare of children service. It is registered to provide a care service to a maximum of 50 primary school aged children. The manager is peripatetic and is the manager of another Daddy Daycare service.

The service is provided within Roseburn Primary School with access to two play spaces, gym hall and outdoor playground. Children have access to toilets in the school building. Local amenities and transport routes are available.

About the inspection

This was an unannounced inspection which took place on Tuesday, 9 December 2025 from 14:00 until 18:00 hours and Wednesday, 10 December 2025 from 14:00 until 18:00 hours. 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, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with and interacted with children
- observed practice and children's experiences
- received three responses from parents to our electronic requests for feedback
- spoke with staff and management
- received four responses from staff to our electronic requests for feedback
- 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, no improvements were identified relating to core assurances.

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.

Key messages

- Values were embedded in everyday practice, creating a positive ethos throughout the service.
- Play spaces reflected the vision and values of the service and helped children feel that they mattered.
- Robust safe recruitment practices and training were in place, ensuring staff were suitable to work with children.
- Children could contribute to the daily experiences in the club and know that their views were important.
- Staff demonstrated skill and playfulness in delivering exciting play and social experiences for children.
- Staff recognised children as individuals, meeting them at their stage of development and supporting their preferences.

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	5 - Very Good
Children thrive and develop in quality spaces	5 - Very Good
Children play and learn	5 - Very Good
Children are supported to achieve	5 - Very Good

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

Leadership 5 – Very Good

We evaluated this quality indicator as very good, where major strengths impacted positively on outcomes for children with very few areas for improvement.

Quality indicator: Leadership and management of staff and resources

The service's vision, values and aims were developed in consultation with children and were displayed attractively in the service. Children contributed to how the vision, values and aims would be put into practice; for example, to look after the club they would help with tidying up and using indoor voices. This meant that children were invested in their club. Staff role modelled value-based practice in their interactions with each other and children. As a result, children experienced a consistent approach from the adults caring for them.

Effective systems were in place to support quality assurance. Daily checks and audits were used to monitor and effect change. For example, audits of accidents and incidents were used to adjust play spaces. This meant that children were kept safe. There were approaches in place to monitor and support practice, including formal observations and feedback on play and practice of staff. There were clear roles and responsibilities across leadership roles, and this supported quality assurance and self-evaluation.

An improvement plan supported the development of the service and guidance documents were used to inform approaches to self-evaluation. Staff were actively involved in adding to the plan in response to actions being taken. The improvement plan was reflective of all the Daddy day care services to ensure a consistent approach across each service.

Children's views were sought daily through daily routines and interactions. For example, children provided feedback on snack options and made selections of snack choices for the following week. This information was stored digitally, and children were confident in using the system. The service was exploring additional ways to gather the views of children who have barriers to communication. This improvement will further promote inclusive practice.

Recruitment procedures were in place and the service applied for new staff registration with the Scottish Social Services Council. This ensured that staff were registered within timescales. As part of recruitment, new staff had the opportunity to spend time in the club. This enabled leaders to observe their practice and engagement with children. The views of children were sought as part of the recruitment process. This meant that children felt their opinions mattered and were valued. Robust systems were in place for new staff, including mentoring and additional supervision. Staff described feeling supported by leaders. Mentoring was in place for staff undertaking professional qualifications and time was allocated to facilitate reflective discussions. Annual appraisals and regular supervision meant that practice and training needs were supported. Effective systems were in place for staff to access training and audits ensured that mandatory training was up to date. The strengths of the staff team were acknowledged by a parent, who commented: "The staff are amazing and they make it such a fun place for the children."

Children thrive and develop in quality spaces**5 – Very Good**

We evaluated this quality indicator as very good, where major strengths impacted positively on outcomes for children with very few areas for improvement.

Quality indicator: Children experience high quality spaces

Children experienced an environment that was safe and secure. Effective procedures were in place for collecting children from their classrooms, with staff providing supervision. Registers were updated in response to children attending extracurricular activities. Relevant risk assessments were in place. This meant that children were accounted for. A secure entry system was used to access the service and was managed well by staff. Two-way radios were used to support communication between staff as children moved around play spaces, outdoors and indoors. Children were aware of procedures and knew to inform staff. As a result, children were kept safe.

Play spaces were attractively set up and children's preferences were considered in planning for this. For example, a variety of crafting resources were available to children across the week that allowed children to work on their project over several days at a pace that was right for them. Outdoor play was valued and children benefitted from having access to the playground. Children were provided with opportunities to play games, including football, rugby and obstacle courses. There were spaces available for children to be outdoors in the fresh air. A parent commented: "There are a number of areas in the playground supporting different activities like climbing and balancing and balls available for football etc." The school gym hall provided an additional space for physical activity in response to children's needs and interests.

Children had ownership of how they shared their personal information. Children completed all about me sheets, that detailed their likes, dislikes and interests. Children would be encouraged to update this as part of personal planning or as often as they liked. For example, a child wanted to record that he had a new dog in his family. This enabled children to share information that was important to them and play experiences were made available to support this.

The views and opinions from children were valued and actively sought. Children had the opportunity to contribute to monthly newsletters and added to suggestion boards that were actioned by staff. A children's committee was in place and members had leadership roles in gathering and sharing information to the club community. For example, children had responsibility for taking photographs and editing newsletters.

Daily leadership roles were available to children through being a snack helper and setting up activities. The Care Inspectorate keeping children safe SIMOA campaign had been introduced to children who carried out risk assessments for outdoor play and could confidently speak about how to keep safe. This meant that children had the opportunity to take responsibility for the service and develop leadership skills.

Systems were in place to ensure the safe storage of personal information. This included paperwork stored in locked cupboards, and digital security for applications used. This meant that information and images were secure and available only to relevant individuals.

Children play and learn 5 - Very Good

We evaluated this quality indicator as very good, where major strengths impacted positively on outcomes for children with very few areas for improvement.

Quality indicator: Playing, learning and developing

Approaches to planning were balanced between planned opportunities and responsive to children's interests. Children spoke enthusiastically about the activities available and they could make suggestions or ask for resources, and staff ensured this was provided. For example, some children wanted to make comic books; staff discussed with them what they would need and resources were provided. This let children know that their interests and requests were encouraged and supported. Long-term planning incorporated festivals and seasonal events, while reflective tools, such as big books with photographs and comments, enabled staff to evaluate practice and capture children's voices. This meant that planning was purposeful and child centred.

The environment offered a wide range of experiences that promoted choice, creativity, and regulation. Opportunities such as crafts, board games, physical play, and structured snack times were balanced with quiet areas and outdoor play. This meant that children were engaged in sustained play, with activities that were of interest to them and allowed them to follow their own ideas. For example, a child was busy building a house for their teddy and the crafting resources were made available over several days so that the child could create at their own pace. A parent commented: "There are lovely quiet areas separate to play areas where they can take time out if they want to." A member of staff had recently introduced crocheting to the children. This had a positive impact on children's development and wellbeing as they learnt new skills and persevered with aspects they initially found difficult. A child explained that it was their favourite activity, and their parent recognised the calming effect it had on them.

Staff were well attuned to children's personalities, play preferences and needs, knowing when to check in with children during play and when to allow children to lead their own play. Staff were accessible to children by being in play space areas. This meant that children could invite staff into play while being supervised. Staff used considered questions and thoughtful interactions that encouraged children to be curious. For example, a sensory activity developed over the session as children engaged and experimented with it.

Children are supported to achieve 5 - Very Good

We evaluated this quality indicator as very good, where major strengths impacted positively on outcomes for children with very few areas for improvement.

Quality indicator: Nurturing care and support

Children were welcomed into the service by staff, who asked about their day and were interested in what children were sharing. Children were relaxed and comfortable in the company of staff and engaged with

them throughout the session. This let children know that they were valued and important, and created trusting relationships.

Children experienced mealtimes that were relaxed and unhurried. A rolling snack allowed children to choose when they had snack. Staff sat alongside children, modelling positive interactions and ensuring safety. Children told us they had a choice of snack and enough to eat. Healthy options were consistently available, and children influenced choices, which empowered them and promoted healthy lifestyles. The management of allergies and dietary requirements were managed well. Separate preparation and serving areas ensured safety and considered menu planning promoted inclusivity for all children's food choices.

Established personal plans were developed in partnership with children and parents, and were reflective of current guidance and linked to Getting it Right for Every Child (GIRFEC) wellbeing indicator. Information provided ensured that staff were able to meet the needs of children. Staff had a good knowledge of children's needs and spoke confidently about these and what supports were in place. Additional support plans and strategies of support were developed and reviewed to meet the changing needs of children over time. A parent commented: "They (staff) build up good knowledge of my children and know them well. I feel that they look out for them and are responsive to any changes in mood." As a result, children were receiving care that supported their development and wellbeing.

Families were meaningfully involved from the point of registration with the service. Staff worked in partnership with parents to share information, attend professional meetings, and implement agreed strategies. This meant that children received consistent care and support through collaborative approaches.

Child protection policies and procedures were displayed in the service and information and contact details were accessible to staff, children and families. This created a transparent approach to child protection. Staff had a good knowledge of the procedures and what to do if there were concerns. Child protection training was up to date for the team.

The management and administration of medication was effective and in line with current guidance. Staff were aware of children's healthcare plans and medication needs. This meant that children's health and wellbeing was supported.

Stay and play sessions strengthened families' relationships with the service; with parents spending time in the service sharing experiences with their child. Feedback was actively sought and used to inform improvement planning, with meaningful changes such as availability of holiday club care to support families' needs.

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	5 - Very Good
Leadership and management of staff and resources	5 - Very Good
Children thrive and develop in quality spaces	5 - Very Good
Children experience high quality spaces	5 - Very Good
Children play and learn	5 - Very Good
Playing, learning and developing	5 - Very Good
Children are supported to achieve	5 - Very Good
Nurturing care and support	5 - Very Good

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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

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