

Kids Insight @ Currie Primary School Day Care of Children

Currie Primary School
59 Curriehill Road
Currie
EH14 5PU

Telephone: 07840753799

Type of inspection:
Unannounced

Completed on:
13 January 2026

Service provided by:
Kids Insight Ltd

Service provider number:
SP2011011716

Service no:
CS2024000047

About the service

Kids Insight @ Currie Primary School provides a care service to a maximum of 70 primary school aged children at any one time of whom no more than 40 children attending primary school can attend the breakfast club.

On a Tuesday only from 22 September 2025 until 26 June 2026 a care service can be provided to a maximum of 85 primary school aged children at any one time of whom no more than 40 children attending primary school can attend the breakfast club.

Adult: child ratios will be a minimum of:

- 1:8 if the children attend more than 4 hours per day or
- 1:10 if the children attend for less than 4 hours per day or if all children are over 8 years old

The manager is also the manager of: Kids Insight (Currie) CS2015337441 based at Nether Currie Primary School 23 Thomson Crescent Currie EH14 5JR.

About the inspection

This was an unannounced inspection which took place on 07 January 2026 between 14:15 and 18:00 and on the 08 January 2026 between 14:15 and 18:00. One Inspector carried out the inspection.

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

In making our evaluations of the service we:

- spoke with children using the service
- considered feedback from 58 families through an online questionnaire
- considered feedback from nine staff through an online questionnaire
- observed practice and daily life
- reviewed documents relating to the care of children and the management of the service.

As part of this inspection, we undertook a focus area. We have gathered specific information to help us understand more about how service supports 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.

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.

Key messages

- Children were confident, happy, highly motivated, having fun and fully engaging in the rich experiences available.
- Outdoor play was a strong feature of the service, contributing positively to children's wellbeing and development.
- The service had demonstrated a commitment to continuous improvement through self-evaluation and planning.
- Staff demonstrated a strong understanding of when to observe play and when to interact, ensuring their involvement enhanced play experiences.
- Further development of medication policies and procedures would ensure continued safe administration of medication that aligns with best practice.
- Transitions into the service were well managed, supporting children's sense of security.

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 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 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: Leadership and management of staff and resources

The service had clear aims, outlined in the parent handbook and shared with new families. These focused on providing a safe, secure environment where children could have fun and feel valued, with an emphasis on creativity, constructive play, and enjoyment. The service also aimed to create a positive, friendly, and welcoming environment for children. During the inspection, these aims were evident through play-based learning and the focus on fun, which contributed to a happy ethos and positive relationships.

The service recently underwent a well-managed merger of two settings into this service. Staff consulted families and children throughout the process and acted on feedback. This resulted in a smooth transition with minimal impact on children and staff viewing this as a major achievement. The merger created opportunities to enhance provision, such as bringing peer groups together to support social development. Combining two teams required building new relationships and staff described strong teamwork and collaboration. These actions demonstrated effective management of change, safeguarding children's experiences and promoting positive outcomes.

The service had demonstrated a commitment to continuous improvement through self-evaluation and planning. Self-evaluation had focussed on core assurances and the previous quality framework. Staff reported that they had felt involved and valued, fostering a collaborative culture. Annual questionnaires had gathered staff and family feedback and managers had analysed and shared responses to ensure transparency. Most families confirmed their views had been considered, although a few noted limited consultation on service development. Feedback had highlighted requests for more space, holiday clubs, varied activities, and parents' evenings. In response, the service had introduced newsletters to develop communication, although these were not yet frequent. Children's views were gathered through annual 'All About Me' forms; however, opportunities for regular input should be increased to strengthen their influence on improvements. Moving forward, the service should continue to embed targeted self-evaluation throughout the year using best practice guidance to drive ongoing improvement.

Although core assurance checks had been completed by the leadership team, we identified areas for development in medication procedures and risk assessments. The manager should review medication policies, risk assessments and procedures to include considerations for when children are self-administering medication in the service to ensure best practice was followed. Strengthening regular quality assurance checks through regular audits, clear follow-up actions and monitoring would maintain safe and effective practice (see area for improvement one).

An improvement plan was in place with key actions identified. Improvements included familiarisation with SSSC Codes of Conduct, updating policies, designing in-house trauma training, developing a lending library, reviewing recruitment and induction and establishing an Scottish vocational qualification (SVQ) partnership with Balerno High School. The service demonstrated a clear commitment to improvement and effective use of planning to enhance practice, resulting in increased staff confidence and effective team collaboration.

Safer recruitment procedures were followed when staff joined the service and an informal induction process

supported newly appointed staff to meet children's needs. Staff commented, "I received a clear induction and ongoing support from senior staff, which has helped me understand my role, follow procedures, and feel confident working with the children". Staff reported receiving an induction and mentoring support however, documentation of induction was inconsistent and some staff commented during inspection they did not have an allocated mentor. The manager had identified the need to strengthen written induction processes and included this within the improvement plan. Reflecting on best practice guidance such as the Scottish Government's Early Learning and Childcare - National Induction Resource would strengthen induction and mentoring practice.

During inspection the manager took swift action to ensure the deployment of staff ensured support workers were effectively supervised by more senior staff. Support workers must work under direction/supervision of more senior staff and never be left alone with children. This was discussed with the manager, who made immediate adjustments to staffing to rectify this. Staff employed in practitioner or leadership roles should be registered according to their role with Scottish social services workers (SSSC). Addressing this would strengthen compliance, safeguard children and ensure staff roles aligned with professional standards. The manager and provider had the capacity to take this forward and planned adjustments accordingly.

Areas for improvement

1. To ensure the continued safety and welfare of the children, the manager should review policies, procedures and risk assessments of medication to ensure they include when children are self-administering medication in the service. The manager should carry out regular quality assurance checks to ensure practice aligns with care inspectorate best practice guidance, 'Management of medication in daycare of children and childminding services' (2025) to maintain safe and effective practice.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11).

Children thrive and develop in quality spaces 5 – Very Good

We found major strengths in this aspect of the setting's work and identified very few areas for improvement; therefore we evaluated this quality indicator as very good.

Quality indicator: Children experience high quality spaces

The service operated from Currie Primary School hall, providing children with a spacious indoor environment and direct access to the outdoor playground. Indoors, staff created well-defined areas within the large hall, including quiet zones, art and craft spaces, construction play and snack areas. This thoughtful layout supported a variety of play types and allowed children to freely choose activities, creating an engaging and welcoming environment. Through the school reception and along a corridor, Children had access to the school toilets which staff supervised sensitively to ensure safety while respecting privacy and dignity. Outdoors children had access to a large playground space. This included a multi purpose sports ground, large grassed area, trim trail, slides and loose parts play. These high-quality spaces promoted choice, active play, creativity and wellbeing, supporting positive experiences for all children.

Environmental risk assessments were in place and effectively contributed to children's safety. Staff understood their responsibilities and maintained a safe environment for play. One family commented, "I feel kids insight goes above and beyond to maintain strict safety parameters and ensure the kids are happy and

safe". Families expressed confidence in the service's safety measures, describing staff as proactive and attentive. We asked the service to further develop their medication risk assessment to include, children self-administering medication to reflect the safety measures they had in place. This will be included in area for improvement one under the 'Leadership' heading.

Families expressed concern over the lighting within the outdoor area during darker evenings. Whilst we acknowledge these concerns, staff were observed managing this well through staff deployment, the use of high-visibility vests, torches and finger lights to ensure safety. These measures support children's wellbeing and provide reassurance to families that the environment is safe and well managed.

Children had opportunities to influence and effect change through sharing their ideas in "All About Me" forms. These forms were completed annually, providing valuable insight into children's ideas. Whilst this supported children to influence change, relying solely on this process limits children's ability to influence change regularly throughout the year. To further strengthen opportunities for children to voice and influence change the service should implement additional methods for gathering views regularly. This would promote continuous participation and ensure children feel empowered to shape their environment and experiences on an ongoing basis.

The service demonstrated a strong commitment to protecting children's personal information, fully complying with relevant legal requirements and best practice guidance. Efficient and well-organised record-keeping systems were in place, ensuring that sensitive data was stored securely and managed appropriately. This approach supported confidentiality and promoted trust between families and the service.

Children play and learn 5 – Very Good

We found major strengths in this aspect of the setting's work and identified very few areas for improvement, therefore we evaluated this quality indicator as very good.

Quality indicator: Playing, learning and developing.

Children had access to a wide variety of play and learning experiences that promoted choice, creativity, and wellbeing. They told us they enjoyed activities such as drawing, Minecraft magnatiles, magnetic blocks, hama beads, lego, arts and crafts and painting. We observed children highly engaged in creative play with construction resources. Children experienced fun and meaningful activities that met individual needs, although some families suggested more planned activities for older children. One family commented, "My child tells me that they like to play football, plays in tents, snooker, and play outside with his friends. They can engage in many more activities there like playing chess, doing arts and crafts etc". Overall, children were confident, happy and highly motivated, fully engaging in the rich experiences available.

Children had daily opportunities to access outdoor play, which supported their wellbeing and physical development. Families consistently praised the service for promoting outdoor play, even in poor weather and darker afternoons, with staff ensuring children were equipped with jackets and finger torches for safety. During summer months, organised games such as football and rounders were provided, alongside visits to the local park. Children spoke enthusiastically about outdoor experiences and were engaged in football, obstacle courses and imaginative play with loose parts, such as creating a "science lab". These experiences demonstrated that children had choice and freedom to explore, promoting active play, creativity and social interaction. Overall, outdoor play was a strong feature of the service, contributing positively to children's wellbeing and development.

Children were confident in seeking support and staff responded warmly with caring, supportive interactions. Staff demonstrated a strong understanding of when to observe play and when to interact, ensuring their involvement enhanced rather than interrupted children's experiences. Staff were actively engaged in play, particularly in areas such as football, loom bands and crafts where there was a consistent, positive approach which helped sustain children's engagement. One family told us, "Children often come out with their hair having been braided or lovely bead designs and with stories about positive interactions with staff. It shows that staff are spending quality time with the children". This skilled balance of interactions promoted choice, independence and high-quality play experiences.

Children's planning had been captured through annual "All About Me" forms, completed during individual discussions about interests and learning goals. Staff talked with children about what they wanted to learn, how this would be supported and how progress would be measured. For example, a knitting club was introduced following children's requests, demonstrating staff responsiveness. Staff also gathered children's views on the recent merge of two clubs and summarised priorities to revisit later. This approach provided valuable insight into preferences and supported meaningful experiences. As children completed the form annually, some waited extended periods before accessing activities detailed on their 'all about me', which could impact individual engagement. However, we observed staff responding immediately to resource requests during play, showing flexibility and commitment to choice. One family commented, "Maybe need more staff organised games as sometimes they report having been a bit bored". Not all children had yet completed forms and the process was time-consuming for one staff member. To strengthen responsiveness, the service should explore additional ways to continue to gather children's ideas regularly and act on interests in the moment.

Children are supported to achieve 5 - Very Good

We found major strengths in this aspect of the setting's work and identified very few areas for improvement; therefore we evaluated this quality indicator as very good.

Quality indicator: Nurturing care and support

Children were warmly greeted by club staff, and their friend's. Staff were responsive to individual children and support was provided when needed. Staff listened to children and responded to their needs, wishes and choices. One family commented, "A kind and warm team, it's plain to see the children are totally at ease with staff and are really well looked after". The welcoming environment encouraged social connections with friends and created a happy and trusting environment for children to be.

Transitions into the service were well managed, supporting children's sense of security. Younger children were collected from school, and older children registered on arrival. On the few occasions when older children didn't arrive at the club staff acted promptly and effectively by contacting families to ensure children's safety. This demonstrated a strong commitment to safeguarding and responsive practice.

Structured routines helped provide consistency and security for children. All children were invited for snack on arrival and access to quiet areas and outdoor play was offered from around 15:45. While this routine supported stability, it limited choice for children who may have preferred outdoor play or a calm space immediately after school. When the relaxing and quiet space on the stage was offered children engaged positively with this space, removing their shoes and settling comfortably, showing its importance for their wellbeing. One child suggested creating an additional quiet area in the main hall, as the stage was not available earlier in the session. This feedback highlights the value children place on having access to calm, nurturing spaces. Introducing greater flexibility in daily routines, for example, enabling children to choose

when to have their snack and allowing earlier access to outdoor or quiet spaces would better support children's wellbeing and comfort after the school day.

Medication was stored securely in a locked cabinet, with individual containers and consent forms in place. This demonstrated good practice and supported children's health needs. To further strengthen safety and fully align with best practice guidance, some improvements were identified. The manager took prompt action to address most identified gaps, helping ensure children's safety. Strengthening systems through more detailed risk assessments, updated policies, regular quality-assurance checks and frequent review of consent documentation will further enhance safety (see area for improvement one within 'leadership' heading).

Children experienced a sociable snack time that promoted independence and choice. Children self-served from shared dishes, selecting fruit and spreads for bagels and were encouraged to tidy away their dishes, supporting responsibility. Children reported enjoying a variety of options and could request alternatives when needed. The service was reviewing snack menus to align with best practice guidance, ensuring snacks remain nutritious and supported wellbeing.

Personal plans were in place for all children and included key details such as emergency contacts, medical information and support needs. Plans were reviewed every six months in line with best practice. "All About Me" forms were completed annually with children to capture interests, hobbies, and wellbeing needs, supporting staff to effectively support any identified need. Most families felt involved in reviews and valued open communication, reporting confidence in updating plans when circumstances changed. However, some families were unclear about personal plans or reported limited involvement beyond annual updates. Sharing clearer information with families about the process would strengthen engagement and ensure plans continue to remain relevant and effective.

Families reported positive connections with staff, describing them as friendly, approachable, and consistent. Communication was generally strong through verbal updates, texts, and emails, helping parents feel informed and confident in the care provided. Most families felt comfortable raising concerns and praised senior staff for being visible and proactive. However, some families expressed limited connection with the service, noting they did not always know staff well and wanted more information about activities, snack menus, and staff roles. Display boards with staff photos and snack menus were underused and not easily accessible at collection points.

The service should review how this information is shared and consider care inspectorate best practice guidance 'Me, My Family and My Childcare Setting' (2024) which highlights the benefits of families being physically present in the setting. Reflecting on this as part of ongoing self-evaluation would help strengthen relationships and continue to build meaningful connections with families.

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 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

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