

Burnbrae Out of School Care Day Care of Children

Burnbrae Primary School
144 Burnbrae Road
Bonnyrigg
EH19 3GB

Telephone: 01316 637 181

Type of inspection:
Unannounced

Completed on:
16 January 2026

Service provided by:
Bonnyrigg Community Childcare
Partnership

Service provider number:
SP2003002903

Service no:
CS2016347147

About the service

Burnbrae Out of School Care provides a breakfast and after school club to a maximum of 60 children at any one time from an age to attend primary school to 15 years.

The setting is situated within Burnbrae Primary School, in Bonnyrigg, Midlothian. Children have access to other areas of the school including the Dining Hall, Expressive Arts Room, Gym Hall and Playground spaces for outdoor play. The service is close to parks and other local amenities.

About the inspection

This was an unannounced inspection which took place on Wednesday 14 January 2026 and Friday 16 January 2026. The inspection was carried out by one inspector 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 children using the service
- considered feedback from eight families through an online questionnaire
- considered feedback from five staff through an online questionnaire
- observed practice of 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 gathered specific information to help us understand more about how services 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.

This information will be anonymised and analysed to help inform our future work with services.

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.

Key messages

- Children benefit from warm, trusting relationships with staff, which supports their confidence, security and enjoyment in the setting.
- Staff are reflective and committed, but would benefit from clearer guidance on vision, values and quality assurance processes to strengthen consistency.
- Children experience positive, engaging play, though some areas of the environment need improved resourcing to fully support sustained, high quality play.
- Daily routines promote children's independence and choice, particularly through snack routines and opportunities to contribute their ideas.
- Support for children with additional needs is strong in practice, but needs clearer, up to date documentation to ensure consistency across the team.

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.

Quality indicator: Leadership and management of staff and resources.

Leadership provided committed and caring direction, resulting in a staff team that reflected on their practice and engaged openly in discussions about improvement. Staff told us that they were strongly committed to creating a safe, nurturing and positive environment for children. They said that ensuring every child had a happy experience each day was central to their work. Staff described wellbeing, emotional security and strong relationships as key values within the setting and they felt the service consistently worked towards maintaining high standards and improving practice.

Staff reported positive relationships with managers and felt confident raising concerns and seeking support. These conditions contributed to a culture where staff felt valued and able to improve their practice. However, not all staff were fully aware of the service's vision, values and aims. Strengthening staff understanding in this area would better align practice with the service's intended direction.

Leaders used an online system called Famly effectively to support appraisal and reflection. Staff accessed a quarterly programme of training, including child protection and first aid, with some renewals pending. Staff recognised the importance of trauma informed practice, although training in this area had not yet been fully embedded.

Families consistently described staff as friendly, respectful and knowledgeable, expressing high levels of trust and confidence in the care provided. They told us the service's location on school grounds enhanced safety, supported smooth transitions and contributed to a strong sense of continuity and community for their children. Families valued day to day communication through the Famly app but wanted greater visibility of longer term developments and service improvements. The manager was receptive to this feedback.

Leaders created opportunities for staff to reflect collaboratively, including during a full staff meeting which focused on the school age childcare framework. Staff reported that they felt fully involved in self evaluation processes. They explained that regular team meetings gave them the opportunity to reflect on the previous week, discuss what had gone well and identify what could be improved. Staff also told us that they contributed to development plans and took part in appraisal discussions that focused on service improvement. They felt their input was listened to and helped shape ongoing changes within the service. As a result, staff were supported to be involved in promoting continuous improvement.

While staff engaged in making improvements, they were less clear about how quality assurance and self-evaluation processes were planned, recorded and reviewed. Some staff were unsure which audits were undertaken or how findings informed change. Sharing the most recent improvement plan was identified as a necessary next step to strengthen collective ownership of improvement.

Discussions during the inspection highlighted that some resources were not age appropriate for the children attending. The service manager assisted with the planning by offering weekly themes. The children were then consulted on these themes and then this provided ideas for the children's activities and

experiences. The children may benefit from more meaningful child-led play and learning which allowed the resources, environments and experiences to work together to refocus the planning.

New staff benefited from a structured induction that covered policies, health and safety, child protection and role expectations. Staff told us that the induction process was clear and supportive. They said that new staff received a tour of the setting, an explanation of routines and procedures and guidance on policies and registers. While some staff described having a mentor or senior colleague supporting them, others reported that they did not have consistent mentoring. Despite this, staff felt well prepared and confident in their roles after completing induction. They felt well supported by experienced colleagues and quickly built positive relationships with children. Families recognised this consistency and welcomed the confidence and approachability of new staff.

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 warmly welcomed on arrival at both breakfast and after school, followed familiar routines independently and moved confidently between activities. Staff supported children to socialise and take part in activities of their choice. As a result, children were happy, settled and confident in the setting. Children spoke positively about attending, describing the club as, "really, really fun" and staff as, "so kind" and "always happy to help". Families echoed this, highlighting that children enjoyed spending time with friends, felt secure and frequently spoke at home about their experiences. Families emphasised that choice, friendships and having fun were what mattered most to their children, which were reflected in children's positive experiences in the club.

Outdoor play was encouraged, with children accessing the smaller outdoor area and when available, the larger playground and gym hall. Activities included team games, skipping, racket games and imaginative play, supporting positive peer interaction and inclusion. Families valued opportunities for outdoor play, although some said they would welcome more consistent play outdoors. Access was occasionally limited due to shared school spaces and some outdoor resources that belonged to the school were incomplete. We had a quality improvement discussion around the resources upon and the positioning of the pallets within the outdoor space. The pallets belonged to the school, so the manager would do the upmost to rectify the situation, working with the headteacher.

Staff told us that children were actively involved in shaping their play and that their voices were consistently sought. Staff said they regularly asked children for craft ideas, gym games and suggestions for new resources and observed children's engagement to decide which activities and resources to provide.

However, play opportunities were inconsistent, with some areas poorly resourced or not age appropriate, limiting children's choice, independence and sustained engagement. Although improvement actions were identified, the book area still lacked comfortable seating, meaning children did not have an inviting space to relax, read or self-regulate after a busy school day. Weekly themes were evident but did not consistently add value or connect meaningfully with children's interests or play, reducing their impact. A more intentional and age-appropriate approach to resourcing and planning was needed to further support children's wellbeing, enjoyment and a consistently high-quality before and after school experience.

Children demonstrated strong cooperation skills, sharing resources and helping one another during snack time and group play. Board and card games promoted turn taking and positive peer relationships, while table tennis supported coordination, teamwork and friendly competition. Staff interactions were consistently warm, respectful and supportive. Staff sat with children, asked open questions, encouraged thinking and supported problem solving during their play. Staff reported that training had helped them understand different types of play and how to enhance children's learning experiences.

Families described staff as attentive, friendly and actively involved in play, not simply supervising. This was clearly evident in practice when we observed a staff member supporting children to play a self-directed game of "Traitors". While they did not fully understand the rules the children had created, they played along, listened to their explanations and valued children's ideas, strengthening confidence, creativity and ownership in their play. As a result, children experienced positive relationships with staff and felt secure to express themselves and take the lead in their play.

Children engaged deeply in creative and construction play. Hama beads were particularly popular, offering opportunities for focus, creativity and pride in their work. Children and families repeatedly mentioned Hama beads, drawing and crafts as favourites. Staff supported this well through encouragement and praise. A group of children worked collaboratively to build a car track, negotiating roles and solving problems together. These experiences supported friendships, creativity and social development. Some families suggested they would welcome more frequent access to creative opportunities, including at breakfast club. The manager was receptive to this feedback.

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 experienced nurturing, respectful and responsive care throughout the inspection. Staff knew children well, responded sensitively to their needs and promoted a calm, inclusive atmosphere. Children and families consistently described staff as kind, caring and trustworthy. One child told us, "I have been coming here for most of my life and I really trust the staff", while families described the team as exceptional, welcoming and knowledgeable. This supportive approach helped children feel secure, valued and able to enjoy positive, meaningful relationships within the service.

At snack time children helped themselves using tongs and spoons, chose their food, voted on snack options and contributed ideas for future menus. Families and children commented positively on snacks, with one family highlighting how staff accommodated a child's selective eating needs by sourcing specific foods. Several families told us their children regularly talked at home about the snacks they had enjoyed.

Support for children with additional needs was a clear strength in practice, though this was less well reflected in documentation. Staff demonstrated warmth, skill and sensitivity, with a strong understanding of individual communication cues and agreed support strategies. Families and staff spoke positively about the impact of these approaches across home and the service. However, written guidance outlining these strategies was not sufficiently detailed or up to date. Clearer, more consistent documentation was needed to ensure continuity of support across the staff team, particularly where staff roles vary.

Robust systems were in place to manage medication safely and effectively, ensuring staff could meet

children's health needs consistently. Staff were confident in following procedures and in knowing children's individual requirements, contributing to a safe and secure environment.

Families spoke very positively about the service and said their children were happy and keen to attend. Communication through the Family app was valued, particularly updates, news and notifications. Families felt welcomed into the service and able to speak to staff at pick-up times. Some families were less clear about their involvement in personal planning, suggesting this could be strengthened through clearer communication and more regular opportunities for review.

Overall, children experienced nurturing, respectful and responsive care within a calm and inclusive environment. These positive relationships underpinned children's wellbeing and sense of security and provided a strong foundation on which the service could continue to build. By improving the consistency of documentation, enhancing quiet and relaxation spaces and strengthening play environments, the service could further enhance children's wellbeing and experiences.

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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