

Kidzcare at Bruntsfield Day Care of Children

Bruntsfield Primary School
Montpelier Park
Edinburgh
EH10 4NA

Telephone: 07971145805

Type of inspection:
Unannounced

Completed on:
22 January 2026

Service provided by:
Kidzcare Ltd

Service provider number:
SP2003002918

Service no:
CS2003042209

About the service

Kidzcare at Bruntsfield is provided by Kidzcare Ltd. The service is registered to provide a care service to a maximum of 120 children currently attending primary school at any one time.

The service is located near local amenities and bus routes, and the accommodation includes use of the hut building in the grounds of the playground and the dining room within the school. There was also access to the school gym hall and fully enclosed playground to the rear and side of the building for active play opportunities.

About the inspection

This was an unannounced inspection which took place on Tuesday 20 January 2026 between 14:15 and 17:45 and continued Wednesday 21 January 2026 between 13:00 and 17:15.

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 throughout the inspection year. This inspection was carried out by two inspectors from the Care Inspectorate.

In making our evaluations of the service we:

- spoke/spent time with children using the service
- received 35 completed questionnaires from families
- received seven completed questionnaires from staff members
- spoke to staff and the management team
- observed interactions, routines, practice and daily life
- reviewed documents
- assessed core assurances, 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 that a service is operating legally. At the time of this inspection, no improvements were identified relating to core assurances.

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.

Key messages

- The service demonstrated a strong commitment to continuous improvement. As a result, all areas for improvement that had been identified at the last inspection were met.
- Positive relationships were evident, and children appeared relaxed and happy throughout the sessions.
- The quality, safety and upkeep of the environment had improved, creating a more welcoming and secure space for children.
- Overall, children were engaged in sustained periods of play in a variety of chosen activities that interested them and supported them to have fun.
- Staff deployment had improved, resulting in safer experiences for children.
- Strengthening recording of the impact of planned experiences, and using observations to identify next steps, would support richer, more targeted play opportunities both indoors and outdoors.

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	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 these quality indicators as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality indicator: Leadership and management of staff and resources

The service recently reviewed their values with children, strengthening inclusion and ensuring their views shaped practice. Moving forward, the management team planned to gather families' views on the vision, values, and aims. This should help create a shared vision and help parents to know that their views matter. Children demonstrated strong understanding of the values, including how to keep themselves and others safe.

Self-evaluation supported clear improvements in children's care and play experiences. The service demonstrated a strong commitment to continuous improvement and had addressed previous development areas. A structured quality assurance calendar and focused improvement plan helped to sustain progress.

A partnership approach had strengthened self-evaluation and driven continuous improvement. Staff contributed actively through team discussions and leadership roles, while parents' feedback directly informed change. For example, open days were introduced in response to parental suggestions. Parents comments included, "I have noted increased efforts in communication from the club recently and feel we have been given a lot more information and transparency as parents," and "I would like to see continued efforts to encourage all parents into the setting."

Regular monitoring had helped identify gaps and take timely action, such as improving snack time experiences. Moving forward, the service need to embed systems to evaluate the impact of monitoring. This will help ensure changes continue to improve outcomes for children.

Leaders recognised the importance of recruiting and retaining a stable, skilled team to support the wellbeing of children and staff. Safe recruitment practices ensured that all staff were appropriately vetted and suitable to work with children. The induction programme provided new staff with the knowledge and skills needed to contribute positively to children's experiences. New staff worked closely with experienced colleagues, which supported their confidence, skill development, and their understanding of expectations and routines. One staff member told us, "The manager went through a comprehensive induction worksheet; this allowed me to feel confident on all different aspects of my role. Additionally, I was assigned a mentor who has been consistently available whenever I have questions, and I feel very supported by them."

Quality indicator: Staff skills, knowledge, values and deployment

Staff engaged positively with children, contributing to enjoyable experiences and strong relationships. Children told us that the staff were lovely and that they had fun with them.

Management provided a range of learning opportunities for staff to enhance their professional development. Some staff had opportunities to learn about different types of play and how to support children's learning through play. A staff member told us, "I really enjoy that Kidzcare operates a training academy where different training and education sessions are offered."

Ongoing monitoring should ensure that training is embedded so that staff can consistently deliver high quality, engaging experiences that support children's achievements. For example, there were a few inconsistencies in staff practice in relation to supporting children. Some staff were more directional in their approach, which could impact on children's self-esteem and independence.

Children's were safer as improvements had been made to staff deployment. Staff were alert and responsive to children, helping to support improved supervision and support. Staff were given opportunities to work in all areas of the service and with all colleagues. Working across all areas supported consistent practice and team capacity. Management agreed to make further improvements to staff deployment to support when children accessed both toilet areas in the main building. This would reduce the risk of children being able to leave the premises unattended through unsecured exit points. Systems to track children's whereabouts supported safety, but recording processes require strengthening to ensure accuracy.

Staff felt supported and valued. One staff member told us, "We have team meetings every morning. Conversation and feedback is encouraged, and I feel heard and that my ideas are considered."

Children thrive and develop in quality spaces 4 - Good

Quality indicator: Children experience high quality spaces

We evaluated this quality indicator as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

The quality, safety and upkeep of the environment had improved, creating a more welcoming and secure space for children. This included new toilets and the redecoration of the annex. Staff managed entrances well to ensure that all visitors were safely monitored. One parent told us, "Management and all the staff are very personable and get on well with the kids they care for. It is a safe space and the children seem happy."

A broad range of toys and equipment were kept clean and well-maintained. This meant children experienced an environment with equipment that met their developmental needs. Displays of their artwork and photos created a child friendly environment that valued their contributions.

We identified that more attention could be given to adding homely touches to further support children's wellbeing and comfort. Developing more cosy and quieter spaces would give children more opportunities for rest and relaxation after the school day. For example, staff could move cosy areas in the dining hall to a quieter location and further develop the quiet area in the annex. Increasing space and adding more soft furnishings would enhance feelings of nurture and homeliness. Addressing the cold corridor leading to the boys' toilets would also improve comfort. The service agreed to address these areas through future improvement planning.

Daily outdoor play promoted children's physical development, confidence and ability to manage risk. A parent told us, "My child enjoys the option to be outside full time during their time at the service. They enjoy the range of age groups they are able to play with." Effective supervision ensured safe movement across areas, with adjustments made in response to weather conditions. For example, when rainfall increased, the adventure area was closed because it became slippery. The management team agreed to review the lighting and work with the school to make improvements.

Infection control and food hygiene routines minimised the spread of infection. Supporting all children to wash their hands consistently would strengthen health outcomes, particularly before and after eating.

Management had responded well to advice given at the previous inspection and had changed routines to improve child led opportunities. As a result, children could choose more freely when to access experiences and planned activities, supporting their independence and choice. Moving forward, further use of the gym hall and reviewing the timing of tidying would ensure play resources remain available throughout the session.

Effective record keeping and secure storage protected children's personal information. Staff understood their responsibilities well, ensuring consistent and safe information management.

Children play and learn 4 - Good

Quality indicator: Playing, learning and developing

We evaluated this quality indicator as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Children were happy, settled and fully engaged in a wide range of chosen activities. They made informed choices about their play and were given time and support to express their views. Systems such as well-timed circle times and activity boards ensured children's ideas shaped daily experiences. This helped them to feel valued and motivated. A parent told us, "The club always seem to have a lot going on, our child is forever bringing some creation home or telling us about the exciting games they play in the gym hall."

Staff used their knowledge of children to plan meaningful activities that promoted creativity, problem solving and confidence. Experiences such as sushi making supported skills development and encouraged children to try new challenges. While play opportunities were varied and enjoyable, access was sometimes limited by waiting for spaces. For example, during the breakfast club not all children could engage physical games. This was because there was not enough space for them to join their peers who were already in the gym hall. Reviewing free flow arrangements would increase children's choice and independence. The service should continue to evaluate and develop their approach to free flow play. This would give children more choice to access a range of experiences as they wished.

A broad range of play materials available across spaces included crafts, construction, small world and books, which stimulated children's interests and creativity. For example, some real-life materials supported children's creativity and promoted role play. Some loose parts were available outdoors, supporting children to problem solve, work together and be creative. A parent told us, "My child gets plenty of fresh air, they love the crafting and frequently comes home with handmade bracelets etc. They look happy and exhausted at the end of Friday afternoon." Staff could consider if the range and depth of resources and opportunities for children to self-select and make choices could be extended. To support this, they could review play experiences and how these support children's developing skills. Further consideration around maximising core play materials such as dough, paint and sand would enhance opportunities to maximise creativity.

Children's play was supported by caring and attentive staff who responded with genuine enthusiasm to children's play and their ideas. Interactions were warm, responsive and supportive. Staff joined children's play, encouraged discussion and celebrated their ideas, which strengthened relationships and built children's confidence. Children regularly invited staff into their play, showing they felt safe, respected and listened to. Further development of responsive engagement, including open-ended questioning and scaffolding, would extend children's thinking and curiosity.

Staff used their own skills and interests, for example, sports expertise, to enrich experiences and support children to learn new skills. This also helped staff feel valued as they contributed positively to outcomes for children.

Planning was child centred and informed by children's ideas, interests and personal plans. Strengthening recording of the impact of planned experiences, and using observations to identify next steps, would support more targeted learning. For example, when an experience is recorded in the floor book, next steps could be added to show how the interests or skills are being further supported.

Children are supported to achieve 4 - Good

Quality indicator: Nurturing care and support

We evaluated this quality indicator as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Children received warm, friendly welcomes, helping them feel secure, valued and ready to engage. Positive relationships were evident, and children appeared relaxed and happy throughout the session.

Children enjoyed their breakfast and snack experiences. A parent told us, "My child likes the snack, and I can see what they get to eat from the menu that the staff put in the door." Children had good opportunities to develop skills such as confidence and independence. For example, through self-selecting food, pouring drinks and clearing away their dishes. Overall, staff sat with children when they were eating, having conversations and offering support. This meant that food experiences were mostly sociable and warm, promoting connections between children and staff. To ensure this is consistently embedded throughout the staff team, management should continue to monitor and support this experience. Snack was available in the dining room and in the hut. Children were given choice about when they wished to go and eat. However, food was cleared away mid-session. For this to truly be an unhurried experience for all children, the period of time that food is available could be extended.

Medication systems were organised and aligned with best practice. Clear health care plans ensured staff had essential information to support children safely. However, staff were not consistently aware of which children had emergency medication or allergies. Strengthening communication and refresher processes will improve staff confidence and help to maintain children's safety.

All children had personal plans and were actively involved in sharing their interests and what mattered to them. Plans were reviewed within required timescales, supporting children's needs and wishes to be understood and met. Children who required additional support had clear strategies in place, and keyworkers understood their needs well. Introducing consistent recording of progress and achievements would help staff identify pace of learning and next steps. Extending this approach to all children would further support individual progression and achievement.

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

To promote children's wellbeing and sense of fun, leaders should provide a range of challenging and interesting play opportunities that include children's ideas and suggestions. Resources should be reviewed to ensure they provide suitable challenge and include loose parts and natural materials.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that:

'As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open ended and natural materials.' (HSCS 1.31).

This area for improvement was made on 13 March 2025.

Action taken since then

Children sustained engagement in a range of chosen play activities. Varied resources, including crafts, construction, small world play and books, supported their interests. Real-life materials also encouraged creativity and role play. Similarly, the provision of loose parts outdoors promoted problem-solving, teamwork and creative thinking.

This area for improvement is met.

Previous area for improvement 2

To support children's health and wellbeing the provider should review the play spaces across the setting and ensure no more than twenty-two children are accessing the hut at any given time.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

"I have enough physical space to meet my needs and wishes" (HSCS 5.20)

This area for improvement was made on 13 March 2025.

Action taken since then

The organisation and routine of the session had improved. Numbers of children using the annex at any one time was capped at 20. This was observed as working well for the space to support children's health and wellbeing.

This area for improvement is met.

Previous area for improvement 3

To support children's health and wellbeing the provider should ensure children are cared for in a well maintained environment and have access to high quality facilities that are in a good state of repair.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

"I experience an environment that is well looked after with clean, tidy and well-maintained premises, furnishings and equipment" (HSCS 5.22).

This area for improvement was made on 13 March 2025.

Action taken since then

Issues raised at the last inspection had been addressed. Management reported and actioned maintenance concerns as they arose. This helped to ensure that children were cared for in a well-maintained environment and had access to quality facilities that were in a good state of repair.

This area for improvement is met.

Previous area for improvement 4

The provider should continue to build on the quality assurance systems in place to ensure they were robust and effective to drive forward improvement. This should include developing family and children's participation in the evaluation and development of the service and ensure key areas for improvement were progressed.

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 area for improvement was made on 13 March 2025.

Action taken since then

There had been significant work to strengthen self-evaluation and quality assurance systems to drive forward improvement. Families and children contributed more effectively to evaluating and developing the service. As a result, all areas for improvement identified at the last inspection were met. Management demonstrated a strong commitment to ongoing continuous improvement.

This area for improvement is met.

Previous area for improvement 5

To support all children, the provider should ensure that staff deployment takes into consideration the space, club routines and individual needs of the children. This would ensure children experience consistent, high quality interactions that contribute to their safety, wellbeing and overall early learning experience.

This is to ensure that care and support is consistent with Health and Social Care Standards (HSCS) which state that:

'I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities' (HSCS 3.20).

This area for improvement was made on 13 March 2025.

Action taken since then

Staff deployment had improved, resulting in safer experiences for children. Adapted session structures and routines supported this improvement and staff communicated well to respond quickly to children's needs. They used a flexible approach, moving between spaces to provide timely support. Staff worked across all areas in the service, this helped them to understand expectations and strengthened shared practice and skills.

This area for improvement is met.

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
Staff skills, knowledge, values and deployment	4 - Good
Children thrive and develop in quality spaces	4 - Good
Children experience high quality spaces	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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