

Trinity After School Club Day Care of Children

Trinity Primary School
181 Newhaven Road
Edinburgh
EH6 4QA

Telephone: 07551069044

Type of inspection:
Unannounced

Completed on:
30 January 2026

Service provided by:
Trinity After School Club

Service provider number:
SP2010010787

Service no:
CS2010237775

About the service

Trinity After School Club is registered with the Care Inspectorate to provide a care service to a maximum of 50 primary school aged children at any one time.

The service operates during term-time and school holiday periods.

Children are cared for in the school dining hall, with access to various outdoor areas. Toilet facilities for staff and children are adjacent to the dining hall.

The service is close to local amenities such as parks, shops and local transport links.

About the inspection

This was an unannounced inspection which took place on Wednesday 28 January 2026 between 14:40 and 17:45. We returned to the service on Thursday 29 January between 13:50 and 17:50 and Friday 30 January 2026 between 15:00 and 16:00. We provided feedback to the manager and depute manager following our final visit.

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 and two parents onsite
- received feedback from 30 families through an online survey
- spoke with the staff and management team
- observed practice and children's experiences
- 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

- Strong child-centred values were embedded in everyday practice, creating a positive ethos throughout the service.
- Children's emotional wellbeing was supported by warm, caring and attentive staff.
- Play and learning experiences were interesting, enabling and challenging, which supported children to enjoy sustained periods of meaningful play.
- Connections with the local community enhanced children's life skills and supported them to learn about the world around them.
- Effective and encouraging leadership practices supported staff wellbeing and helped to enhance practice.
- The service's approach to quality assurance and self-evaluation was having a positive impact and enhanced outcomes for children and families.

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 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

Quality indicator: Leadership and management of staff and resources

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.

The service's vision and values were clear in daily practice and helped staff to create a safe and caring environment for children. Staff consistently showed respect for children and for each other, which supported a warm and positive atmosphere. One parent commented, "They are kind, helpful and nurturing. Couldn't ask for better staff."

Strong and effective leadership helped staff feel confident in their roles, leading to high quality care. Leaders and the staff held a shared vision for the service, which included children experiencing nurturing care and positive play experiences. As a result, children and families benefited from a service that promoted children's wellbeing and achieved positive outcomes for families. One parent said, "All staff are incredible. They care for our children, bridging the gap between school and home but are also incredibly supportive of us as families, checking in, in a professional and friendly, supportive way"

Purposeful self-evaluation and improvement planning enabled leaders and staff to understand the needs of children, families and the service. This led to ongoing improvements that resulted in positive outcomes for children and families. For example, the service had introduced new ways for children to share their views and make requests. Also, the service had recently provided parents with information about mental health initiatives and money management.

Staff and leaders reflected well together, which helped them to have a shared plan for improvement. Feedback from children and families was used to shape activities and care. For example, when parents suggested ideas for their children to develop new skills, the service acted on this by planning appropriate experiences and providing the right resources. At times, this included bringing in outside experts, such as running a first aid workshop for children and inviting the community police team into the service to discuss staying safe online.

Quality assurance processes such as daily checklists and environmental audits enabled staff to ensure a safe and comfortable environment. This practice supported children's health, safety and wellbeing. Overall, quality assurance processes took account of good practice guidance and legislation, which supported the effective monitoring of practice, processes and procedures. However, the inspection did identify some issues with the management of medication. For example, there were discrepancies with a few of the recorded dosages and some information needed to be reviewed and updated. The management team responded swiftly to these issues and agreed to address the gaps in the medication quality assurance going forward.

Staff were recruited safely, which helped protect children's wellbeing. New staff were supported by experienced team members, which helped them build their skills and understand what the service expected. A low turnover of staff enabled children and parents to form trusting and positive relationships with the confident and skilled team.

Children play and learn 5 - Very Good**Quality indicator: Playing, learning and developing**

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.

Children's play, learning and development was enhanced through a wide range of engaging, creative and problem solving experiences. Children could access well resourced arts and craft areas, construction materials, role-play areas, board games, puzzles, books and outdoor play. This range of opportunities enabled children to make choices, negotiate in play and experiment independently. Children reported enjoying their time at the service. Some children described it as "fun with lots to do". Overall, the environment, resources and staff interactions promoted children's choices, creativity and enhanced wellbeing.

Children learned important life skills through many different activities. For example, during the sessions they safely practiced roller skating, learned how to crochet and made their own snacks. These daily activities encouraged children to be independent, creative and confident. One parent told us, "My child can play sport, use the cosy reading space, do arts, and play table games. The chess tournament was an amazing feat that the children loved!"

Planned activities with the wider community were varied and meaningful. For example, trips to parks or other community resources enhanced children's understanding of the world around them. Planned visitors to the service such as the police community safety team had helped children understand how to stay safe online. Parents were invited to join the internet safety session, which helped families learn together and supported children's wellbeing. The diverse range of planned experiences provided children with a breadth of opportunities that promoted their overall wellbeing and learning.

Staff knew children well and understood their individual personalities, interests and needs. This supported meaningful and fun interactions between children and staff. Skilled interactions from staff supported children's play as they knew when to be involved and when to let children play without interruptions. This practice helped children lead their own play. When interacting with children, staff supported children's learning as they used considered questions to support creativity and problem solving. While some staff were more confident in this approach than others, all staff were interested, attentive and supportive to children. For example, they gave praise and encouragement when children were trying things out. This showed children that their play and learning was valued.

Planning approaches were responsive and child-centred taking account of children's needs, preferences and ideas. Children used a suggestion tree to share what they wanted to do and staff acted on these ideas in meaningful ways. This helped children feel listened to and led to activities that were exciting and meaningful for them. For example, during the inspection, children were pleased to see that their request for canvas painting had been provided. They were quickly engaged in this activity, which enabled them to be creative and expressive. Staff used their own observations of play and consultation with children to plan and provide resources. They also shared children's ideas and suggestions with each other meaning interests and choices were consistently acted upon. This approach increased children's engagement and allowed staff to respond effectively, leading to positive play experiences and sustained involvement in activities.

Children's experiences and achievements were shared and celebrated with families through discussions, photos and in online profiles. This approach supported parents to be involved in their child's play and learning and helped children to see themselves as confident, inventive, creative individuals.

Children are supported to achieve 5 - Very Good

Quality indicator: Nurturing care and support

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.

Children's wellbeing and confidence were supported by staff who were kind, warm, and caring. They spoke to children in a calm and consistent way, helping them to manage transitions and feel comforted when needed. Staff showed children they were respected, valued, and cared for through their interactions and engagement. This supported children's emotional wellbeing and gave them positive role models. Older children enjoyed helping younger ones, which gave them responsibility and encouraged caring interactions between peers. For example, with staff support, older children helped younger children to put on safety equipment and learn new roller skating skills.

Staff and leaders worked well with parents, the school, and other partners to support children's wellbeing, both as individuals and through wider group experiences. For example, the service had worked with other professionals who delivered sessions for children about supporting their mental health and wellbeing. This experience supported children's self-esteem and helped them to understand their own wellbeing and feelings.

Daily routines, such as mealtimes, gave children positive opportunities to build independence and enjoy social time with others. Staff usually sat with children as they ate, offering support and supervision. This helped keep children safe and ensured everyone was included in mealtimes. With some minor changes to staff deployment and daily routines, mealtimes could be further enhanced. For example, when many children had snack at the same time, some tables had fewer opportunities for staff and child interactions. This meant there were a few missed opportunities for engaging conversations and connection.

Meaningful and sustained connections with families increased their engagement in the service, positively impacting children's experiences. Families were warmly welcomed into the service, enabling them to spend time chatting with staff and seeing the experiences of their children. Initiatives such as Christmas parties and community events helped families to feel valued and included by the service. Families had regular opportunities to discuss their child's care and development, both informally and formally. This supported staff to know families well and respond to any changing needs or preferences. One parent said, "I feel like I can approach them about any concern I may have and I always feel welcomed and heard." Another parent shared, "I pick up my child regularly and they always have some news to offer about how things have gone and what they have observed."

Staff knew children and families very well and used this information to offer support and experiences that suited children's individual needs. Strategies such as one to one support and calm spaces were used by staff to help children feel safe, secure and at ease. Children's personal plans helped staff meet children's health, safety, and wellbeing needs because they included essential information that was used by staff to guide children's care. Parents updated these plans online, helping keep details current. However, some information did not match between the online and written records. To ensure consistency of information, the service should ensure all aspects of children's personal plans are up to date and any gaps in records are identified and addressed.

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 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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