

Ferryhill Out Of School Provision Day Care of Children

Ferryhill Primary School
Groathill Road North
Edinburgh
EH4 2SQ

Telephone: 07959 823 316

Type of inspection:
Unannounced

Completed on:
25 March 2026

Service provided by:
North Edinburgh Childcare

Service provider number:
SP2003003092

Service no:
CS2003013313

About the service

Ferryhill Out Of School Provision is based within Ferryhill Primary School in the north of Edinburgh. The service is registered to provide a daycare service to a maximum of 32 children of primary school age during term time and a maximum of 40 children during school holidays. Children must be aged 4-13 years and must either attend primary school or be commencing primary school within 2 months of their start date at the club.

The setting consists of a dining hall adapted into a play space and two outdoor play areas. The service also has access to the gym hall within the main school building.

About the inspection

This was an unannounced inspection which took place on 24 March 2026 between 14:30 and 17:40. We continued the inspection on 25 March 2026, between 14:30 and 17:00. Feedback was shared with the service on 25 March 2026. This 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 and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:

- spent time with 17 people using the service and four of their friends and family
- received two completed questionnaires from families and three from staff
- spoke with staff and the management team
- assessed core assurances, including the physical environment
- observed practice and daily life
- reviewed documents
- spoke with two visiting professionals.

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 with services.

Key messages

- Children were busy and were engaged in their play and learning.
- Interactions between staff and children were kind and caring, and staff were responsive to the individual needs of children.
- Effective quality assurance processes had been developed.
- Involving children in setting up play spaces and preparing snack would build their independence and engagement.
- The manager and staff were committed to the ongoing improvement of the service.

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

Quality Indicator: Leadership and management of staff and resources

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.

The service's vision, values and aims were clearly displayed. These had been in place for several years, and we discussed involving staff, children and families in reviewing them to ensure they reflect current wishes and priorities.

A strong commitment to continuous improvement from the management team and staff contributed to a culture of positive change. Staff reflected on their practice and welcomed ideas to support better outcomes for children and families. Improvement goals were in place, and all staff were involved in self-evaluation, helping them feel valued and confident in leading change. Self-evaluation folders supported professional growth and supported a deeper understanding of how to enhance children's experiences. Improvement plans included clear actions with progress tracked. Highlighting the impact of any changes would further evidence positive outcomes for children and families.

Improvement priorities focused on planning, staff development and enhancing the environment and resources. We suggested the setting considers demonstrating how environments have improved over time through photos, mind maps and children's voices. This would further highlight the meaningful ways children and families contribute to improvement. This was an area where the supporting evidence had been unclear.

Family questionnaires informed clear actions which were shared with families, helping them feel listened to and valued. Children contributed to self-evaluation through planning sheets, which were beginning to capture their feedback, engagement and ideas. The newly developed floorbook had strong potential to reflect how children's ideas shape experiences and next steps. We emphasised the importance of promoting children's interests and maintaining a responsive approach to ensure children are included and developing a broad range of skills and experiences.

Observations of practice and play spaces supported staff to identify strengths and areas for development. Staff received detailed feedback and were supported to identify actions they could take forward. Recording completion dates for identified actions would make progress and achievements more visible.

The setting showed awareness of local and national publications that support ongoing reflection. Challenge questions within this promoted reflective practice and guided ongoing improvement. Weekly team meetings further enabled staff to consider the effectiveness of current approaches and identify what more could be done.

Policies and risk assessments were regularly updated, helping information remain current. We discussed the importance of adding a missing child policy, which the service created during the inspection process, demonstrating a proactive commitment to children's safety and wellbeing. The setting also agreed to reflect on the notifications submitted to the Care Inspectorate and develop clearer procedures for school collection. This included looking at reducing risks associated with the movement of children and other adults around the school, supporting more consistent and safer practices.

Staff participated in training, and we highlighted the importance of recording its impact to help identify future training needs. Recruitment and induction followed current guidance, and staff spoke positively about the mentoring process.

Children play and learn 4 - Good

Quality Indicator: Playing, learning and developing

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.

Children were observed having fun and were engaged in their play for sustained periods. They were excited to show us their junk modelling creations: "Look, I have made this so strong!" and when using real tools to dismantle electrical resources, they shared: "I did it! I have separated it into three parts." This showed they approached activities with confidence and enthusiasm, demonstrating enjoyment in exploring their environment and the resources on offer.

Warm, supportive interactions helped children feel secure and willing to try new experiences. As a result, children moved confidently between indoors and outdoors, demonstrating a sense of ownership over their play. Children told us they enjoyed the social aspect of the club. One child shared: "You can play where you want and you get to make new friends." These experiences enabled children to develop valuable opportunities to socialise, collaborate and build their confidence and social skills.

Both adult led and child led play experiences were available, offering children choice and a sense of ownership over their experiences. Planning observation sheets captured children's enjoyment and noted what they experienced. These would be strengthened by placing greater emphasis on detailed observations of play, demonstrating how children's interests and achievements are supported.

Staff responded sensitively to children's needs and offered appropriate levels of challenge, supporting them to persevere and develop new skills. Resources were suitable for the children's age and stage. Children expressed interest in additional resources and involving them more in setting up spaces would empower them to shape their environment and enhance the quality of their play. Play opportunities could also be strengthened through a broader range of creative materials, such as playdough, clay and paints, and by increasing access to numeracy and literacy materials, including books and puzzles.

Skills for life were developed and enhanced through appropriate use of digital technology. Children told us they could independently select educational apps, and staff ensured safe use by positioning devices near adults and offering appropriate guidance. Children's interests were beginning to be captured in floorbooks, linking their experiences to wellbeing indicators. This supported children in recognising how they are safe, active and responsible. Revisiting and extending key experiences over time would further strengthen children's skill and development through play.

Sharing children's experiences with families could be strengthened by making the floorbook more accessible and directing families to key examples of children's play. While some activities are shared through newsletters this could also be highlighted on the parents' noticeboard to help families feel more informed and connected to their child's experiences.

Children are supported to achieve 4 - Good

Quality Indicator: Nurturing care and support

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.

Children were very settled within the environment, showing they felt secure and comfortable. Children described staff as "fun" and "friendly." One child told us they did not always feel safe when unfamiliar people accessed the area or walked through the grounds. This highlighted the importance of speaking with children about who is using the space and ensuring they understand the roles of adults around them, helping them feel more secure and confident. We saw children smiling and seeking comfort and guidance from staff when needed. This demonstrated that interactions between staff and children were warm and positive. When disagreements occurred, staff responded promptly and calmly, supporting children to resolve these and helping them develop important social skills.

Handwashing routines were followed at key times, particularly before snack, and children were mostly encouraged to be independent. Children could choose when to have snack, and healthy food options were available. Providing opportunities for children to contribute to menu planning and take part in snack preparation would further promote independence and strengthen their sense of ownership over routines. Snack time was unhurried, and most children had opportunities to self-serve. Reminding children to sit during snack improved social interaction and safe eating. Introducing tongs or spoons will also help children develop good hygiene practices while handling foods.

Staff knew children well and responded with care. Team meetings supported regular sharing of key information, and chronologies recorded significant events. Personal plans were in place, incorporating the service's information about children's health needs directly into these plans would help keep all information more streamlined. Clear written updates, including when there are no changes, would further support continuity of care. We suggested that strategies could be more individually focused to show how children's day-to-day needs are supported. This was actioned during the inspection, and we saw examples of more personalised plans. Personal plans were reviewed at least every six months. We highlighted the importance of involving families in this process to ensure care remains consistent, responsive and reflective of children's evolving needs. (See area for Improvement 1). Achievements were celebrated within children's plans; this could be strengthened by first capturing what children would like to develop before recording the achievement.

Children would benefit from cosy, comfortable areas within the gym or dining hall, offering them calm spaces to rest and unwind, supporting their overall wellbeing. The service had effective policies and procedures in place to support the safe management of medication. Systems to review medication administration, permissions and procedures were well established, helping ensure children's health care needs were met.

Parents were welcomed at pickup times. Although some families wanted more feedback, others felt communication was sufficient. The service had identified this in a recent questionnaire and had begun taking actions to address this. A range of approaches, including newsletters, the parents' noticeboard and the suggestion box, kept families informed and involved.

Areas for improvement

1. To promote children's overall wellbeing, personal planning should be further developed to ensure that all children are supported to achieve their full potential. This should include but is not limited to:

- ensuring that all individual needs are detailed
- sharing strategies used to support individuals
- developing a process to review information with families.

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

'My personal plan (sometimes referred to as my care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.14); and

'My care and support meets my needs and is right for me' (HSCS 1.19).

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

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iarrrtas.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.