MACS Eastwood
Day Care of Children

Crookfur Primary School
Capelrig Road
Newton Mearns
Glasgow
G77 6LF

Telephone: 07725249467

Type of inspection:
Unannounced

Completed on:
9 September 2026

Service provided by:
Mearns After School Care Service Limited

Service provider number:
SP2003000772

Service no:
CS2003003843

About the service

MACS Eastwood provides a school aged childcare service in Newton Mearns, East Renfrewshire. The service is registered to provide a care service to a maximum of 64 primary school aged children at anyone time. Between 49 to 59 children were in attendance during our inspection visits.

Crookfur Primary School's Holiday Service will operate between the hours of 07:45 and 18:00. In the event of St Cadoc's Primary School and Kirkhill Primary School's holiday service being unavailable, the service's will relocate to Crookfur Primary School. The maximum number of primary and secondary school age children that can be cared for at anyone time is 104.

Children are accommodated in Crookfur Primary School, they can access the gym hall, dinning hall, a quiet room and an enclosed outdoor playground. The service is close to local schools, shops, parks and other amenities.

About the inspection

This was an unannounced inspection which took place on 8th and 9th September 2026. The 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 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
- We received feedback from eight families through online questionnaires
- Spoke with staff
- Spoke with the manager of the service and area manager
- Observed practice and daily life
- 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 the core assurances.

Key messages

- Children were actively involved in shaping the service through the development of the vision, values and aims and influencing play experiences.
- The manager had established a positive culture of reflective practice, self-evaluation and continuous improvement, resulting in improved staff engagement, morale and enhanced experiences for children.
- Children enjoyed a wide range of engaging play experiences that reflected their interests and choices, supporting independence, creativity, problem-solving, resilience and confidence.
- Staff ensured children were having fun and enjoying their time at MACS Eastwood through sensitive and responsive engagement.
- Staff knew children well and provided responsive, respectful and trauma-informed support, helping children feel safe, valued, included and emotionally secure.
- Robust systems for medication management ensured children experienced safe, responsive and person-centred care.

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, values and aims had been developed collaboratively with children, ensuring they reflected the aspirations, experiences and perspectives of those attending MACS Eastwood. Children were meaningfully involved in creating values that were important to them, which promoted a culture of respect, inclusion and participation. Opportunities for children to review and influence these values ensured they remained relevant and responsive to the needs of the group. We observed that the vision, values and aims were embedded in daily practice and informed how staff supported children. This helped children to feel welcomed and valued in the service.

The manager had begun to establish a positive culture of self-evaluation and reflective practice using the Quality Improvement Framework for the early learning and childcare sector: School aged childcare challenge questions at monthly meetings. Although this work was in its early stages, there was already evidence of positive impact on staff engagement, team morale and the experiences available to children. Improvement priorities had been identified collaboratively, with staff, children and their families.

Children's and families' views were actively sought and used to inform service development. Feedback, ideas and suggestions informed improvement plans, demonstrating that the service valued and acted on stakeholder input. The service shared improvement priorities with children and families, ensuring that planning remained inclusive, transparent and responsive. "You Said, We Did" updates, displayed on noticeboards and shared through newsletters, clearly showed how feedback had driven change. This approach ensured that children and families felt respected, valued and able to influence ongoing service improvements.

The manager had created a collaborative and inclusive environment where staff felt informed, valued and involved in service development. Effective communication promoted shared responsibility for improvement and a consistent understanding of service priorities. Newly introduced champion roles provided leadership opportunities for staff and supported ongoing development aligned to the needs and wishes of children and families. All staff we spoke to described the manager as "supportive", "approachable" and "encouraging".

A comprehensive quality assurance calendar provided a structured approach to monitoring and evaluating practice. Regular auditing, monitoring activities and reflective discussions enabled the manager and staff team to identify strengths, areas for further development and measure progress. Staff demonstrated a shared understanding of expectations and a commitment to delivering high-quality experiences for children.

Recruitment processes were robust, well-organised and clearly documented. Safer recruitment practices reflected current national guidance and supported the provider to employ staff who shared the service's values. Children's views were included within recruitment processes, reflecting the service's commitment to participation. All staff were registered with the Scottish Social Services Council (SSSC), with some staff being supported to achieve qualifications relevant to their role. On parent told us, "It's reliable, organised and do a great job of getting good employees".

The manager demonstrated a strong understanding of the strengths and development needs of individual team members and promoted a culture where staff felt valued and supported. This had positively influenced staff morale, motivation and confidence. Staff spoke enthusiastically about their roles, the supportive team environment and the managers leadership approach. Continued opportunities for mentoring, leadership development and sharing practice will further enhance outcomes for children and families.

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 experienced high-quality play opportunities that were responsive to their interests, needs and aspirations. We observed children to be engaged, confident and independent learners who demonstrated creativity, problem-solving skills, resilience and a strong sense of ownership over their play experiences. Children created cafes with menus, made their own slime, explored mud and cars, made origami shapes, relaxed and read books, played with board games together and enjoyed football outdoors. One child told us, "I have fun doing the activities".

Children were empowered to make meaningful choices about their play, including where they spent their time, who they played with and the activities they participated in. One child told us they liked "seeing their friends and making things". This meant the pace of the day was led by the children. Staff consistently respected and valued these choices, listening and responding to children across the session. This contributed to children feeling valued, included and fully engaged during their time at the service.

Children experienced a stimulating environment that supported their curiosity, creativity and enjoyment. Through the use of the Leuven Scale, staff reflected on children's levels of engagement and reviewed resources and experiences to ensure they remained responsive to children's needs and interests. Children had access to a wide range of open-ended and natural resources both indoors and outdoors. This meant children were highly engaged in self-directed play, demonstrated sustained concentration and had opportunities to explore, create and problem-solve.

Children benefited from free-flow access between indoor and outdoor environments, enabling them to follow their interests and make decisions about how and where they played. Staff effectively managed children's movement between spaces and demonstrated a good awareness of SIMOA (Safe, Inspect, Monitor, Observe, Act) to ensure children remained safe while experiencing increased independence and autonomy. This flexible approach supported children's wellbeing, independence and opportunities for active, physically challenging play.

Warm, nurturing and respectful relationships were a key strength of the service. Staff knew children well, had a genuine interest in them having fun and created an environment where children felt safe, valued and supported. One staff member told us their goal is "Making sure children having the best time possible and leaving with a smile on their face". Staff skilfully balanced participation and supervision, knowing when to join play, when to extend learning and when to step back and allow children to lead. This meant children remained deeply involved in their play, showed confidence in their abilities and developed positive relationships with both staff and peers. One parent told us, "Staff are always friendly and look to be involved with helping or playing with the children".

We observed several examples of high-quality interactions that extended children's learning and thinking. During an origami activity, staff used meaningful conversation, questioning and encouragement to deepen children's understanding and promote creativity. When a child became disengaged, staff responded sensitively and supported them to redesign their own creation. The child regained interest, began problem-solving, and experienced a sense of achievement through leading their own learning.

Planning was child-centred, flexible and responsive to children's interests, needs and aspirations. Children's views influenced experiences through discussions, mind maps and individual "My Year, My Voice" documentation. Staff provided a balance of child-led and adult-facilitated experiences while remaining responsive to emerging interests and requests. Children's learning and achievements were captured through photographs, floorbooks and observations. This approach enabled children to experience play opportunities that reflected their interests and developmental needs. As planning systems continue to develop, the team should focus on evaluating experiences, with children, to identify what went well, what could be better and next steps for activities.

Families' views were actively sought and used to shape experiences and service development. For example, parental feedback regarding technology use and preferences for outdoor and active play had been thoughtfully considered by the team and changes made to the activities available following discussions with children. This demonstrated a commitment to meaningful participation and ensured the service remained responsive to the needs and preferences families.

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 emotional wellbeing was supported through warm, responsive and nurturing relationships with staff. Staff demonstrated a strong understanding of children's individual needs, respected their choices and responded sensitively to their interests and feelings. This helped children feel listened to, valued and connected to the service. Children appeared relaxed and secure in the service. They were comfortable seeking support, comfort and reassurance from staff when needed. One child told us, "Everyone is kind". Staff responses reflected the team's commitment to embedding trauma-informed practice across the service.

Children experienced relaxed, unhurried and sociable snack times that promoted positive interactions and a sense of belonging. Children helped choose the monthly snack options through discussions with staff and by contributing their ideas to a mind map. This gave them meaningful opportunities to share their preferences and influence decisions about the snack menu. Opportunities to prepare, self-select and serve snacks helped children develop confidence, independence and decision-making skills, while encouraging responsibility for their own wellbeing. Fresh drinking water was readily available throughout the session, encouraging healthy choices and supporting children's wellbeing.

Children's health, wellbeing and safety were supported by a knowledgeable staff team who had a clear understanding of individual medical and health requirements. Effective systems were in place for the safe storage and administration of medication, supported by accurate records, parental permissions and clear procedures.

Individual medical information cards introduced by the manager further strengthened practice by ensuring important information was readily accessible. Several staff were trained in first aid. This ensured children experienced safe, responsive and person-centred care.

Strong and respectful partnerships with families were evident. The welcoming entrance area, which included displays designed by children, helped create an inclusive environment where families felt valued and connected to the service. Daily communication, information displays and involvement in reviewing additional support plans ensured families remained informed and engaged. The manager's open-door approach encouraged regular communication and helped build trusting relationships.

The manager had responded positively to consultation feedback and was establishing a parent group to strengthen family participation in service development and improvement planning. This will provide further opportunities for families to influence decisions and shape future developments.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.scot.

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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