Cumbernauld & Kilsyth Workplace Nursery & OSC - Seafar
Day Care of Children

The Muirfield
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Telephone: 01236 728 810

Type of inspection:
Unannounced

Completed on:
3 June 2026

Service provided by:
Cumbernauld & Kilsyth Nursery and Out of School Care Ltd

Service provider number:
SP2003000972

Service no:
CS2003004642

HAPPY TO TRANSLATE

About the service

Cumbernauld & Kilsyth Workplace Nursery & OSC - Seafar is registered to provide a day care of children service to a maximum of 43 children at any one time. During the inspection, 31 children were attending the nursery across the three playrooms.

The service no longer provides out of school care.

Care is provided from a purpose-built property within the Muirfield Community Centre in Cumbernauld, North Lanarkshire. Children are cared for within three playrooms which have direct access to secure gardens. .

The service is close to schools, parks, shops, transport links and other local amenities.

About the inspection

This was an unannounced inspection which took place on 1 and 2 June 2026 between 08:00 and 18:00, feedback was provided to the service and provider on 3 June. 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, information submitted by the service and intelligence gathered since the last inspection.

To inform our evaluation we:

- spent time with children using the service
- reviewed electronic feedback provided by ten families
- spoke with a three parents/carers
- assessed core assurances, including the physical environment
- spoke with staff throughout the inspection
- 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, improvements were identified relating to core assurances. These are discussed throughout the report.

Key messages

- Children benefited from warm, caring and responsive relationships with staff.
- Children had access to a variety of play experiences and resources which supported choice and independence in their play.
- Children were supported by a staff team who worked well together and were building confidence in their roles and practice.
- Children's wellbeing, care and safety were supported by established systems and processes, although these were not always fully effective in practice.
- Children experienced opportunities for learning through play and interactions, though these did not always sustain engagement or fully extend learning.
- Children accessed a range of indoor and outdoor environments that supported play and exploration, although the quality and organisation of these spaces varied.
- Children's experiences during routines and transitions were at times less predictable, which could affect how settled and supported they felt.

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	3 - Satisfactory / Adequate
Children thrive and develop in quality spaces	3 - Satisfactory / Adequate
Children play and learn	3 - Satisfactory / Adequate
Children are supported to achieve	3 - Satisfactory / Adequate

Further details on the particular areas inspected are provided at the end of this report.

Leadership 3 - Satisfactory / Adequate

We evaluated these quality indicators as satisfactory/adequate where strengths just outweighed the weaknesses.

Quality indicator: Leadership and management of staff and resources

Children experienced leadership which supported daily practice and organisation. The newly appointed manager was visible and provided clear direction. Staff described feeling supported, with one stating they "feel more supported to learn and improve." Staff demonstrated awareness of expectations and worked together in a coordinated way. Most children approached staff confidently and sought support when needed. This helped to support more settled and predictable experiences during parts of the day.

Children were supported by systems intended to promote safe practice and organisation. Staff used records, including accident and incident forms, to document information and actions. However, staff did not consistently monitor records, including cleaning schedules. This led to gaps in completion and reduced assurance of cleanliness. Some children were observed waiting while staff managed tasks, for example during transitions or when staff were completing routine duties, which reduced opportunities for interaction. Staff deployment boards did not reflect staff observed in rooms. The service should strengthen how systems are maintained, checked and reviewed. This will support safer and more organised experiences for children.

(See area for improvement 1).

Children experienced care within a service that was committed to improvement. The manager used an improvement plan to identify priorities such as routines and interactions. Records and daily documentation supported these approaches. However, staff did not always use this information to evaluate impact or plan next steps. There was limited evidence of how children's or parents' views influenced decisions. The service should develop how it gathers and uses information. This will support more focused improvement and better outcomes for children.

Quality indicator: Staff skills, knowledge, values and deployment

Children were supported by a staff team who worked well together. Interactions reflected nurturing approaches, supporting children's choices and emotional wellbeing. Children were observed to seek reassurance from familiar adults. Staff responded positively, supporting children to settle and engage in activities. This contributed to a calm and supportive environment at times.

Children experienced interactions from staff who demonstrated knowledge of child development and wellbeing. Staff supported communication and helped children manage feelings during play and routines. In many interactions, staff used questions and encouragement to support thinking. Children responded by engaging in activities and interacting with others. However, staff did not apply this approach consistently during busier periods. Some children became less engaged or required additional support. The service should strengthen how staff apply their knowledge. This will improve interactions and learning outcomes for children.

Children experienced care from staff who were developing confidence within their roles. All staff were registered with the SSSC, supporting safe practice. Staff spoke positively about training and showed willingness to develop. There was evidence of collaborative working, although not across all areas. Children experienced variation in how staff supported routines and play. The manager identified recruitment as a priority and considered links with local colleges. The service should strengthen training, recruitment and deployment. This will support continuity and more consistent care for children.

(See area for improvement 2).

Areas for improvement

1.

To ensure children receive consistently high-quality care and support, the service should further develop arrangements for monitoring, oversight and quality assurance.

This should include, but not be limited to, strengthening how key areas of practice are reviewed and how monitoring is used to identify gaps and inform decisions. The service should also develop oversight to ensure actions are followed through and make better use of feedback to support improvement and evaluate impact.

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

'I use a service and organisation that are well led and managed' (HSCS 4.23).

2.

To ensure children experience consistent and high-quality care, the service should further develop staff skills, confidence and deployment across the setting.

This should include developing a more consistent approach to how staff support routines and children's experiences, alongside continuing to strengthen training and support opportunities. Consideration should also be given to how recruitment and staffing arrangements support continuity of care for children.

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

'My needs are met by the right number of people' (HSCS 3.15) and

'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes' (HSCS 3.14)

Children thrive and develop in quality spaces — 3 - Satisfactory / Adequate

Quality indicator: Children experience high quality spaces

We evaluated this quality indicator as satisfactory/adequate where strengths just outweighed the weaknesses.

Children experienced an environment that supported a range of play and care experiences. Spaces allowed for movement, play and supervision. Resources were accessible, and children independently selected materials and moved between areas. This showed curiosity and interest in their play. Natural and real-life materials supported exploration, imagination and understanding of the world. However, standards of cleanliness were not consistently maintained. This reduced confidence in infection prevention arrangements. Additionally, some areas did not support sustained engagement. Children were sometimes observed moving quickly between activities without becoming fully involved. The service should review how spaces are set up, presented and maintained. This would support children to engage more fully in their play and learning.

Children were supported to engage in sensory and creative play, with opportunities available for exploration and choice. At times, staff supported these experiences well, allowing children to lead their play and explore materials in their own way. However, these opportunities were not consistently maintained across the day, particularly during busier periods. This reduced the frequency with which children could fully engage and become absorbed in their play. The service would benefit from ensuring these experiences are consistently available throughout the day. This would support children's creativity, independence and overall enjoyment.

Children accessed indoor and outdoor spaces that supported play and supervision. The garden was shared for children aged two to five years, while younger children accessed a separate enclosed area, which provided a secure and settled space for play. This supported some children to engage at their own pace and benefit from quieter, more predictable experiences. During some parts of the day, spaces appeared busy and staff were stretched across areas. This reduced the effectiveness of supervision and limited the smooth flow of experiences. To support improvement, the service should review how it uses spaces alongside staffing and headcounts to support safe supervision and a more organised environment for children.

Children had access to outdoor play and were observed to be engaged during these experiences. Planned opportunities allowed children to explore and use materials in different ways, supported by staff. Staff recognised outdoor provision as an area for further development, particularly in how experiences are planned and extended to support learning. The service would benefit from building on current practice by enhancing the purpose and progression of outdoor experiences. This would support children to deepen their learning and make more meaningful use of outdoor play opportunities.

Children play and learn 3 - Satisfactory / Adequate

Quality indicator: Playing, learning and developing

We evaluated this quality indicator as satisfactory/adequate where strengths just outweighed the weaknesses.

Children accessed a range of resources which supported play and learning and allowed children to make choices and follow their interests. Children selected materials and explored different play experiences. In some cases, children returned to familiar activities, showing developing preferences. However, not all experiences supported sustained engagement or deeper involvement. Some children moved between activities without extending their play. This limited opportunities to develop thinking and problem-solving. The service would benefit from reviewing how resources are used to promote deeper engagement. This would support children to remain involved and develop their learning further.

Children were supported by staff who responded to their interests and needs during play. In some interactions, staff used questioning and encouragement to support children's thinking. Children chose where to play and what to use, which supported them to express preferences and make decisions. Parents told us their children were "happy and eager to attend," reflecting positive engagement. However, children's interests and choices were not always used to shape ongoing experiences. As a result, opportunities to build on children's ideas were sometimes missed. The service should strengthen how children's voice informs planning. This would support more responsive and meaningful learning experiences.

Children experienced opportunities to develop early literacy and numeracy through play. They engaged in conversations, used language and explored concepts such as counting and sorting. These experiences were strongest when staff actively supported learning. At these times, children remained focused and engaged. During less structured parts of the day, opportunities to reinforce learning were less evident. This reduced how consistently children could practise and develop skills. The service should strengthen how learning is supported across all parts of the day. This would help children build confidence and sustain engagement in their learning.

Children are supported to achieve 3 - Satisfactory / Adequate

Quality indicator: Nurturing care and support

We evaluated this quality indicator as satisfactory/adequate where strengths just outweighed the weaknesses.

Children experienced caring relationships which supported their emotional wellbeing. Staff were kind, approachable and attentive to individual needs. Children sought out familiar adults for reassurance and comfort, and staff responded with calm and supportive care. Parents described staff as "welcoming, caring and supportive." These interactions helped many children to feel secure and settled. However, this experience was not consistent across the whole day. During busier times, some children required additional reassurance from adults, for example remaining close to staff or hesitating before joining activities. The service should continue to strengthen nurturing approaches so all children feel safe and supported throughout the day.

Children were supported to develop a sense of belonging within the service. Staff showed awareness of individual needs and, at times, guided children to take part in activities alongside others. With support, children were observed joining group experiences and spending time alongside peers. This helped some children feel included and build relationships. However, this support was not always consistent. At times, some children remained on the edge of activities or needed more guidance to join in. The service should continue to develop how inclusion is supported. This will help ensure that all children felt part of the group throughout the day.

(See area for improvement 1).

Children experienced routines and transitions which supported their daily care needs. Staff followed dietary requirements and supported children during mealtimes. Children had opportunities to develop independence, for example accessing drinks. At times, routines were calm and well managed. This helped children feel settled and understand what was happening next. However, the pace of routines varied and was not always predictable. Some transitions were supported well, with preparation and reassurance. In other situations, children relied on adult direction and needed additional support. The service should continue to develop routines and transitions. This will help children feel secure and confident across the day.

Areas for improvement

1.

To ensure that children receive care and support that meets their needs, the service should develop children's personal plans.

This should include, but not be limited to, ensuring that every child has a personal plan in place withing 28 days of starting at the service. Plans should be developed with parents or carers, and they should contain support strategies that identify how their needs will be met. Plans should be made accessible to staff working in the service.

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 a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices.'(HSCS 1.15)

What the service has done to meet any requirements we made at or since the last inspection

Requirements

Requirement 1

1. By 30 September 2025, the provider must uphold children's needs, rights and wishes, and offer a wide range of play experiences. These experiences need to be challenging, engaging and inviting and should directly support children's learning and development. This approach ensures children's learning is relevant, personalised and suitably challenging for their current stage.

This should include, but not be limited to:

a) A consistent approach to planning to include children's personal targets.
b) Play opportunities which allow children to lead and develop their own learning.
c) Use of current theory and best practice to develop high quality play and learning experiences.
d) An environment rich in learning opportunities including those to develop language, literacy and numeracy.

This is to comply with Regulation 4(1)(a) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

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

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

This requirement was made on 18 June 2025.

Action taken on previous requirement

Children experienced a range of play and learning opportunities, with evidence of child-led play, staff interaction and developing approaches to planning. However, these were not consistently applied or fully effective in supporting sustained engagement and progression. While this requirement had not been fully met, we were confident that the service had demonstrated a commitment to improvement.

Early changes in practice, including responsiveness to feedback and emerging leadership, showed a willingness to reflect and develop. There was evidence that systems and approaches were in place but required further strengthening to ensure they were consistently applied. As a result, and recognising the progress made, this requirement has been reduced to an area for improvement.

The service should continue to develop approaches to planning, staff interactions and play opportunities to ensure children experience high-quality, engaging and challenging learning experiences which support their individual learning and development. Addressing this will support the service to build on current practice and provide more consistent and positive outcomes for children.

Met - within timescales

Requirement 2

1. By 31 December 2025, the provider must ensure all concerns including complaints received directly by the service, child protection matters and notifiable injuries are fully and accurately recorded and tracked. The service must consistently notify the Care Inspectorate of all notifiable events as required.

This is to comply with Regulation 4 and Regulation 19 of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

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

"I use a service and organisation that are well led and managed" (HSCS 4.23).

This requirement was made on 18 June 2025.

Action taken on previous requirement

While some notifications had been submitted over the course of the year, we identified that a notification relating to an allegation of misconduct in February 2026 had not been reported to the Care Inspectorate. The current manager, who started in March 2026, was unaware this had not been completed. Once this was highlighted, the manager acted promptly to submit the required notification.

The service had systems in place to record and manage information relating to accidents, incidents and safeguarding concerns, and records contained appropriate detail and follow-up actions. However, inconsistencies in monitoring and oversight had resulted in this omission.

While this requirement had not been fully met, we were assured by the manager's immediate response and the systems in place that the service had the capacity to improve.

As a result, this requirement has been reduced to an area for improvement. Strengthening monitoring and oversight will support the service to ensure all notifications are submitted appropriately and children's safety and wellbeing are consistently protected.

Met - within timescales

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 ensure children's individual needs are consistently met, personal plans needed to be reviewed.

This should include, but not be limited to:

- personal plans setting out children's current needs and how they will be met
- all staff being aware of and understanding the information within the personal plans and using this to effectively meet each child's needs
- personal plans regularly reviewed and updated in partnership with parents to reflect children's current and emerging needs.

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 a care plan) is right for right for me because it sets out how my needs will be met, as well as my wishes and choices" (HSCS 1.15).

This area for improvement was made on 18 June 2025.

Action taken since then

Personal plans had been developed and were continuously evolving. All children had a personal plan that described their needs and wants. Some staff were not aware of the information contained within the personal plans of the children they were caring for which impacted on the standard of care provided. This meant, at times, children's needs were not met which had an impact on their emotional wellbeing. Additionally, plans were not reviewed at least every 6 months in line with regulations.

This area for improvement has not been met and will be reworded to incorporated into the Other Areas for Improvement.

Previous area for improvement 2

To ensure children's wellbeing, the provider should continue to develop a consistently inclusive and supportive culture that ensures all children, families, and staff feel fully valued, respected, and empowered.

This includes but is not limited to:

- strengthening leadership approaches to actively promote and embed practices
- encourage open communication

- ensure all voices are heard
- empower staff to confidently promote and implement positive change within the service.

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

"I use a service and organisation that are well led and managed" (HSCS 4.23).

This area for improvement was made on 18 June 2025.

Action taken since then

Staff report that they now feel listened to and have a voice within the service. They described a leadership team who valued, respected and empowered them. This was evident through conversations with staff and management, as well as the 'feel' within the staff team. Whilst not all staff were happy with some recent changes, the general feeling was that this had improved. It is important that the service remains on this trajectory to support staff to feel valued and listened to. This will ultimately lead to positive outcomes for children.

This area for improvement has been met.

Previous area for improvement 3

To support children's wellbeing, learning and development, the provider should review the pace of the day to ensure they meet children's needs.

This should include, but is not limited to daily routines, opportunities for play, children's choices and high quality interactions.

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

"My needs, as agreed in my personal plan, are fully met, and my wishes and choices are respected" (HSCS 1.23) and

"As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity" (HSCS 2.27).

This area for improvement was made on 2 October 2024.

Action taken since then

Children experienced a range of play and learning opportunities, with evidence of child-led play, staff interaction and developing approaches to planning. However, these were not consistently applied or fully effective in supporting sustained engagement and progression. Opportunities for high quality interactions

and extended learning were variable, particularly during busier periods of the day. While improvements had been made to aspects of the daily routine, these had not yet resulted in consistently positive experiences for all children.

The service should continue to develop the pace of the day, including routines, play opportunities, children's choices and staff interactions. This will support children's wellbeing and ensure they experience more engaging, responsive and meaningful learning opportunities.

This area for improvement has not been met and will be continued.

Previous area for improvement 4

To ensure children receive high quality care and support, the provider should develop robust quality assurance processes.

This should include, but not be limited to, audits of accidents and incidents, reviewing daily routines and developing approaches to self-evaluation.

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), and

"I experience high quality care and support because people have the necessary information and resources" (HCSC 4.27).

This area for improvement was made on 8 January 2026.

Action taken since then

There were some quality assurance processes in place which were beginning to support practice. This included personal plan, medication, accident and incident audits. The service should continue to develop and embed quality assurance processes to ensure robust monitoring of key areas of practice, to support continuous improvement.

Whilst the monitoring approaches are being developed, it is also important that the manager develops systems to analyse what the data is telling them, to ensure progression and development within the service.

Whilst the new manager displayed motivation to improve, there was opportunity to further develop quality assurance which includes the review and development of policies and ensuring these are shared with parents.

This area for improvement will be reworded and continued.

Previous area for improvement 5

Management and staff should ensure overall care and support is based on relevant evidence, in line with their policy and best practice that includes consultation with parents and carers.

This is to ensure care and support is consistent with Health and Social Care Standard 4.11:

I experience high quality care and support based on relevant evidence, guidance and best practice.

This area for improvement was made on 11 November 2025.

Action taken since then

The service needs to review all policies and procedures to ensure they align with relevant evidence, guidance and best practice. This is a work in progress and forms part of the improvement plan for the service going forward. Whilst parents and carer's views are sought regularly through conversations and questionnaires, this has been identified as part of the service improvement plan.

The new head of centre demonstrated a clear capacity for change, therefore this area for improvement has been met.

Previous area for improvement 6

In the event of a child being bitten on several occasions, management and staff should ensure the service biting policy is implemented to provide effective communication with the parent/carer.

This is to ensure care and support is consistent with Health and Social Care Standard 4.23:

I use a service and organisation that are well led and managed.

This area for improvement was made on 11 November 2025.

Action taken since then

Management and staff are aware of the actions required when incidents such as these occur. There have been no incidents of continuous biting since the requirement was made. However, there continues to be incidents within the 3-5 room where children are being hurt by others. There are strategies and risk assessments in place to support this, however, not all staff are aware of these and some staff need support to develop their skills in this area.

Whilst some area of this AFI have been met, we discussed where the service should further develop approaches to support children with ASN, this includes children who are dysregulated. This could include introducing emotional passport, as well as ensuring all staff are aware of strategies to support children.

This area for improvement will be reworded to be incorporated into area for improvement relating to personal plans.

Complaints

Please see Care Inspectorate website (www.careinspectorate.com) for details of complaints about the service which have been upheld.

Detailed evaluations

Leadership	3 - Satisfactory / Adequate
Leadership and management of staff and resources	3 - Satisfactory / Adequate
Staff skills, knowledge, values and deployment	3 - Satisfactory / Adequate

Children thrive and develop in quality spaces	3 - Satisfactory / Adequate
Children experience high quality spaces	3 - Satisfactory / Adequate

Children play and learn	3 - Satisfactory / Adequate
Playing, learning and developing	3 - Satisfactory / Adequate

Children are supported to achieve	3 - Satisfactory / Adequate
Nurturing care and support	3 - Satisfactory / Adequate

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