North East Circle St Francis OSC
Day Care of Children

St Francis of Assisi Primary School
Crown Street
Baillieston
Glasgow
G69 7XB

Telephone: 07931 130 473

Type of inspection:
Unannounced

Completed on:
6 May 2026

Service provided by:
Shirley Ann Barker

Service provider number:
SP2007009007

Service no:
CS2003006008

About the service

North East Circle St Francis is an out of school care service based within St Francis of Assisi Primary School in the Baillieston area of Glasgow. The service can accommodate a maximum of 50 school aged children.

At the time of inspection there were 29 children present on the first day and 23 children present on the second day.

Children's accommodation within the building consisted of a playroom and separate dining space for snack and table top games. Children had access to school facilities, such as, gym hall, library, toilets and large playground. The service is close to local amenities such as, shops, parks and transport links.

About the inspection

This was an unannounced inspection which took place on 5 and 6 May 2026. 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
- reviewed electronic feedback from four families
- spoke with staff, manager and the provider
- observed practice and daily life
- reviewed documents.

Key messages

- Staff were warm, kind and caring in their interactions with children
- Staff had positive relationships with children and families.
- Children were happy, confident and relaxed in the service.
- Children could lead their own play and learning indoors and outdoors.
- Quality assurance, self-evaluation and improvement planning were meaningful and having a positive impact on the 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

Leadership and management of 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.

Staff and management had developed a shared vision that reflected what was most important within the setting. Families were given opportunities to review this vision and share their views. We suggested that, during the next review, families and children could be involved earlier in the process to enable them to contribute more fully. The vision, values and aims of the service were evident in practice and reflective of children's experiences. The core values of, promoting children's rights, facilitating child led play and offering fun and challenging play activities created a nurturing and respectful learning environment which valued children as individuals.

Children, families and staff were encouraged to share their views, ideas and suggestions as part of self-evaluation processes. Staff had regular opportunities to discuss and use national frameworks to reflect on practice and identify areas for improvement. Questionnaires and verbal parental feedback supported families to be included in evaluating aspects of the service and children's views were captured through children's meetings and daily conversations. The service shared the results of feedback through a 'you said, we did' book that was available to children and parents throughout the session. This helped children and families see how their voice had influenced positive change and improvement within the setting.

We found information gathered from consultation and self-evaluation was used to inform a meaningful service improvement plan. Well considered priorities focussed on children's care, play and learning needs. We observed progress being made within the plan and the positive impact this was having on children's wellbeing. For example, the service recognised that children requiring additional support would benefit from having an individual support plan alongside their personal plan. These plans clearly outlined each child's needs and the strategies in place to ensure they received the right support at the right time.

Monitoring and auditing formed a key part of the service's quality assurance processes. This included regular audits of the environment, personal plans, medication and accident records. These systems were having a positive impact on outcomes for children. For example, when a child tripped on the wooden obstacle course, staff checked the equipment and reflected on what had happened. They agreed to closely monitor younger children using the course and provide verbal prompts to help them stay mindful of their own safety.

Leaders understood the importance of recruiting and retaining a skilled team. Staff were safely recruited following safer recruitment procedures. A thorough induction meant staff had a clear understanding of responsibilities and duties within their role. We suggested the use of the National Induction resource would further strengthen induction processes. The provider took an active role in supporting and developing staff's professional skills and knowledge. This helped staff feel supported and remain motivated to provide a high quality out of school care service for children and their families.

Children play and learn 5 - Very Good

Play, 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 were happy, confident, and having fun throughout the session. They benefitted from a relaxed and unhurried pace, which supported them to engage deeply in their play and follow their own interests. Staff were responsive to children's choices, enabling them to decide where and how they wanted to play. This promoted children's choice and autonomy in leading their own experiences.

Overall, staff interactions positively supported children's play and learning. Most staff used questions and comments to extend children's thinking and encourage curiosity. This contributed to children being confident, engaged, and able to explore their ideas through play. We noted staff were at different stages in developing their knowledge, skills and experience. The provider had recognised this and discussed support strategies that were in place to build confidence. This included peer support and evaluation, training focussed on play experiences and engagement with the play work principles. Children spoke enthusiastically about adults and how they supported their play and learning. One child told us, "the adults play with you all the time. They help you learn new things by asking us lots of questions. They even helped us learn how to do first aid so we can help people."

Children enjoyed a variety of play opportunities indoors and outdoors that encouraged playing and working together. This included building models with small construction, and team games, such as, football and 'grannie tig'. A small group were deeply engaged in imaginative play moving freely between indoors and outdoors as they cared for dolls, took them for walks, and pretended to go on holiday. These experiences supported children to build strong friendships, develop social skills, and form positive relationships with one another.

Children could freely access the large, secure playground space for outdoor play. Children were developing important physical skills as they engaged in risky play. They demonstrated balance, climbing ability, and coordination while making their way across a large wooden obstacle course. This supported children to build confidence, assess their own abilities, and experience appropriate challenge within a safe, supervised environment.

Planning for children's learning was mainly child led and responsive. This supported children to be deeply engaged in their play and to follow their own interests. Staff also offered a range of experiences, such as, baking, and arts and crafts, and activities linked to themed events. These activities provided additional opportunities for children to develop social skills, creativity, and confidence.

Planned experiences were evaluated with children. This approach enabled both staff and children to reflect on what went well and identify areas for improvement. As a result, children's voices were meaningfully included in planning and evaluation, and staff were able to adapt future experiences to better meet children's needs and preferences. This contributed to children experiencing high quality, enjoyable play opportunities that supported their wellbeing and development.

Children's play, learning and development was being shared with parents through daily conversations and through photos and observations on WhatsApp. Parents shared learning and achievements from home and this was acknowledged and celebrated within the setting. This supported parents to be meaningfully

involved in their child's play, learning and development and contributed positively to children's confidence and sense of achievement.

Children are supported to achieve 5 - Very Good

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 experienced warm, nurturing interactions from staff, which supported them to feel valued and secure. Staff knew children well and responded promptly and sensitively to their individual needs. All children spoke positively about relationships they had with staff. One child told us, "the adults are kind. They help us when we need help and they give us hugs if we are upset." This supported trusting and consistent relationships with staff that promoted children's emotional wellbeing.

Relationships with children and families were at the heart of the service. The service had built and maintained strong relationships with families, with many using the service over several years for all siblings. Staff took time to get to know children and families well, promoting positive relationships. This was enhanced through strong communication methods which included, newsletters, daily conversations, emails and ongoing daily conversations. This supported parents to feel valued and contributed to trusting relationships between them and staff. Parents all strongly agreed they had good relationships with staff. Some of their comments included:

"staff are approachable, consistent and kind. I feel relaxed knowing my children are in the best possible care."

"we have a great relationship with staff. They are helpful and approachable. They know my [child] well. We are entirely confident that they are safe, happy ad well looked after."

"staff are fully engaged with kids, we know our child is safe, happy and well looked after by a great team of people. We couldn't be happier with this service."

Personal plans contained key information such as, likes, dislikes, preferred comfort strategies and medical needs. This enabled staff to deliver personalised care and support that met each child's individual need. Children were able to contribute to their personal plans through All About Me profiles. This gave children a sense of ownership of their plans and sent the message their voice mattered.

Parents regularly shared information about their child's care needs through daily discussions and staff were highly responsive to this. We found this information was not always being documented in plans and shared with this with the provider. Over the course of the inspection plans were updated to reflect ongoing support that was in place for children. This provided a clear record of how children's most current needs were being supported and met through times of change.

Children's transition from school was well managed. Staff used information from families and school staff to support children's individual needs. As a result, children experienced transitions that were calm, predictable and supported their emotional wellbeing. This contributed to children feeling safe, relaxed, and confident within the setting.

Children enjoyed a healthy snack of crackers, wraps and fruit that was mindful of children's allergies and dietary preferences. Snack time was calm, relaxed, and unhurried, which supported children to enjoy a positive social experience. Staff remained close by, providing supervision to promote children's safety whilst eating and create opportunities for social conversation. There were some opportunities for children to develop independence skills through tasks such as, pouring drinks and tidying away items. We discussed with the provider how this could be extended through children self-serving their food items. This was implemented on the second day of inspection.

Appropriate storage and systems were in place to support the safe administration of medication. Children had individual asthma plans. These allowed more in depth detail to be recorded of children's signs and symptoms, and provided clear actions to be taken by staff in an emergency. This supported children's safety and health needs should they require medication.

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

All children should have the opportunity to choose their own snack from the serving area. Tongs and serving utensils should be used by staff and children to select food from larger serving plates. This would further promote children's independence and choice and improve infection prevention and control procedures within the service.

National care Standards Early Education and Childcare up to age 16: Standard 3: Health and wellbeing.

This area for improvement was made on 23 January 2018.

Action taken since then

Children now independently select their own snack from the serving area using tongs and appropriate serving utensils. The use of tongs and appropriate serving utensils promoted children's independence and decision making skills. The use of utensils by staff and children has improved infection prevention and control practices. This contributing to a safer and more hygienic snack routine.

Therefore we were satisfied this area for improvement has been met.

Previous area for improvement 2

Written risk assessments and procedures for the collection of children from the various schools should be more detailed to reflect the method of transport used, staff ratios, individual staff responsibilities and relevant procedures particular to each school. This would ensure there were clear written guidelines and procedures in place for the safety and wellbeing of children travelling between their particular school and the service.

National Care Standards Early Education and Childcare up to the age of 16: Standard 13: Improving the service.

This area for improvement was made on 23 January 2018.

Action taken since then

Children no longer require to be collected form other schools, as all transitions now occur internally. Procedures for the internal collection process have been developed and implemented. As a result children experience positive, smooth and safe transitions.

Therefore we were satisfied this area for improvement has been 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	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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