Twechar Early Years Centre
Day Care of Children

Main Street
Twechar
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Telephone: 01419 552 331

Type of inspection:
Unannounced

Completed on:
29 April 2026

Service provided by:
East Dunbartonshire Council

Service provider number:
SP2003003380

Service no:
CS2003014708

About the service

Twechar Early Years Centre is registered to provide an early learning and childcare service to 42 children aged two years to those not yet attending primary school. A maximum of 10 will be aged two years to under three years. At the time of inspection there were a total of 23 children present on the first day and 21 children present on the second day.

The service is provided within Twechar Primary School which is located in the Twechar area of East Dunbartonshire. The nursery accommodation includes two interconnected playrooms, toilets, school gym and an enclosed outdoor play area. The service is situated close to public transport routes, shops, and other amenities.

About the inspection

This was an unannounced inspection which took place on 28 and 29 April 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
- received three completed questionnaires from parents/carers
- spoke with six families during the inspection
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- spoke with visiting professionals.

As part of our inspections, we assess core assurances. Core assurances are checks we make to ensure that 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.

Key messages

- Children experienced warm, nurturing and responsive care that supported their emotional wellbeing and development.
- Staff knew children well and responded to their individual needs with kindness and respect.
- Children were able to play and learn at their own pace, having fun as they explored the environment.
- Daily opportunities to be outdoors supported children's curiosity, creativity and wellbeing.
- Relationships between families and staff were promoting positive outcomes for children.
- 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

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 nursery was an integral part of Twechar Primary School and shared the same clear vision, values and aims. The service vision focused on enabling everyone to grow and learn, while promoting a strong sense of belonging. This was evident in the positive, inclusive community established among children, families and staff, which supported children's wellbeing and sense of belonging. We advised the service to review the vision, values and aims to ensure it continued to be relevant and meaningful to children and families.

Visible and encouraging leadership set high aspirations for children and families. The leadership team provided clear guidance, which supported trusting and respectful relationships across the setting. Staff consistently described leadership as approachable, encouraging and supportive which was reflected in the high quality experiences children received.

Leaders recognised and valued the skills and experience of staff. Protected time enabled staff to record floor book observations and engage in meaningful professional learning. This included visits to and from other settings to support shared learning and development. Staff spoke confidently and enthusiastically about their champion roles, including technology, families connect programme and outdoor learning. They described how these responsibilities made them feel valued and empowered. Observations confirmed the positive impact these roles had on children's outcomes. For example children were building confidence with technology, using apps to give pictures voices and storytelling using stop-motion animation. Parents developed greater confidence and skills in responding to their child's needs, feelings, and cues. Outdoors, children had been learning about fire and risky play, supporting health and wellbeing. Overall training and leadership opportunities had a clear and positive impact on staff practice and enhanced the quality of the children's experiences.

Effective leadership enabled staff to work collaboratively to develop and implement a clear improvement plan focused on improving outcomes for children. Staff demonstrated a purposeful and well considered approach to self-evaluation, with all team members showing clear accountability and understanding of their role in driving improvement. Children and parents' views were reflected through floor books, observations, questionnaires and engagement sessions. As a result, improvement planning led to sustained, measurable positive change and enhanced children's daily experiences. One parent told us "There are lots of opportunities for us to feed back on the service, through surveys like this and also more informally at pick up and drop off. It's clear the centre is always thinking about ways to improve as we see changes and new things/processes develop."

Quality assurance systems were robust, effective, and completed timely, supported by a well organised annual calendar. Clearly defined roles and responsibilities enabled the leadership team to establish effective processes that set consistent standards and expectations. Monitoring and auditing activities identified strengths, for example, good quality observations and recording progression in learning in adventure books. Areas for development included more evaluation of activities. Importantly, where gaps were identified, actions were taken promptly, resulting in better outcomes for children.

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 were actively engaged and enjoyed a wide range of high-quality experiences. There was an effective balance of child led and adult initiated experiences. Staff engaged thoughtfully in play, demonstrating strong awareness of children's interests. They made informed decisions about when to step back or re engage to spark curiosity and sustain involvement. For example, when children were playing with Bee Bots, they required support to programme alternative directions. Staff gently modelled the process, enabling children to continue independently. Staff remained available to support learning when required. As a result children's curiosity and engagement was effectively supported.

Playrooms were calm, attractive and uncluttered which supported a welcoming learning environment. Play spaces were arranged to allow children to move freely and access resources independently. A variety of resources supported play experiences. For example, the art and craft area invited children to paint and independently make play dough. Staff developed the home corner into a school area based on the children's interests, with chalk boards, jotters and uniforms. A varied selection of jigsaws and games were easily accessed. Children's artwork and photographs of learning were displayed, helping children feel valued. Overall this meant that children played in a calm welcoming space that encouraged their creativity and imagination.

Literacy and numeracy were woven throughout all areas. Children enjoyed a range of media for mark making, such as paint, shaving foam and pencils. Storytelling and singing took place throughout the day. The use of environmental print, such as signs, children's writing and comments, provided opportunities for children to recognise and become familiar with letters. Mathematical language was used when counting, measuring and sorting in the garden. As a result, children were supported to develop key language, literacy and numeracy skills through their play experiences.

Staff understood children's verbal and non-verbal communication. This supported them to judge when to step in or when to observe, particularly for children with additional needs. This helped staff to interact sensitively and supported all children to be included in the play environment.

Children moved between two playrooms throughout the session, and had opportunities to go outside or inside when they wished. Staff communicated effectively using walkie talkies to facilitate this. This enabled children to make independent choices about their play and learning.

Children benefited from varied outdoor experiences that supported their physical development, curiosity, and creativity. They engaged in physical play with tyres and wooden beams, explored the mud kitchen by digging in the mud, finding insects and treasure. Pipes, jugs and paint engaged children with water play and in the construction area children enjoyed experimenting with bricks, shaving foam and sand. As a result, children were highly engaged, as they explored, experimented and learned through outdoor play.

Children had opportunities for play beyond their setting. These included trips to local woodland, shopping at the pharmacy, bus trips to local supermarkets and a pantomime and orchestra show in the city. This supported children's play and developed their relationships within their local and wider community. One parent told us "There are lots of different activities in the centre, for example, gardening, playing with water, climbing, obstacles, open space for games. In the surrounding area, the kids are frequently out in the glen and go up paths to the local Roman fort. They have even started learning about fire with a Kelly kettle! We are very lucky in Twechar to have lots of great outdoor space and centre are great for using it!"

Children's achievements were celebrated in the moment and with families. Staff discussed achievements with parents during collection times and displayed them on the "rainbow of possibilities" wall. Achievements such as using the balance bikes, showing kindness to friends and great dance moves were included. This meant children's learning was recognised, valued and shared, supporting their confidence, and emotional wellbeing.

Planning was responsive to children's interests and developmental stages, effectively supporting their learning and progress. Staff used designated areas of responsibility to plan experiences linked to curriculum frameworks. They tracked children's learning and development to monitor progress, identified next steps and set learning targets tailored to each child's needs. As a result of this focused and responsive approach, children were making good progress in their learning and development.

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.

Staff provided warm, caring and responsive support, which promoted children's health and wellbeing. We observed nurturing interactions, with staff consistently attuned to children's verbal and non-verbal cues. This enabled timely and sensitive responses to children's individual needs. Older children demonstrated kindness and care towards younger children, fostering a respectful and inclusive ethos across the setting. As a result, children experienced a strong sense of belonging and felt safe and emotionally secure. One parent told us "It's great here, I feel my child is loved, what more could I ask for."

Staff were committed to keeping children safe. They carried out regular head counts and encouraged children to keep themselves safe. Children were supported and encouraged to assess and respond to risks within their environment. They had learned how to move themselves and resources safely, demonstrating a strong sense of responsibility and confidence. Individual risk assessments were used effectively to ensure all children could participate in the play environment. This all contributed to a safe environment for children.

Staff respected children's privacy and dignity during personal care and provided nurturing support throughout. They invited children to get changed and used calm, reassuring conversation to put them at ease. This respectful approach ensured that children felt valued, relaxed and comfortable.

Children who required additional support had detailed plans outlining strategies and staff responsibilities. There were clear records of in-house and multi-agency meetings, with agreed targets and review dates. This demonstrated that staff worked proactively with other professionals and families to ensure children received responsive and consistent care.

Children experienced positive mealtimes that supported their independence, wellbeing and social development. Lunches were nutritious and met children's dietary needs. Children independently served themselves, with many choosing to have second portions. Staff sat alongside children, engaging in conversation and encouraged positive social interaction. As a result, children enjoyed a calm, social mealtime experience that contributed positively to their overall wellbeing and development.

Children experienced a well-planned and supportive transition to school. They took an active role by interviewing primary 6 pupils for the role of buddy, confidently recording their evaluations using smiley face indicators. Well considered opportunities to spend time in the school playground, the classroom, and eat lunch in the dining hall, helped children to become familiar with their new environment. Children engaged in meaningful discussions about the similarities between nursery and school, building confidence. The use of stories about feelings supported children to express and explore their feelings about the transition. As a result children's confidence and wellbeing was promoted.

Relationships with families were warm, respectful, and meaningful. Staff knew families well and demonstrated a clear commitment to ensuring they felt welcomed and supported. Plans were created in partnership with families ensuring they were central to any decisions relating to children's care. Daily communication during drop-off and collection, alongside newsletters and adventure books, kept parents well informed. Parent engagement events, including stay-and-play and Bookbug sessions, further strengthened communication and involvement. All parents we spoke with told us the staff knew their child well, communicated regularly and supported their child's wellbeing and development. As a result children experienced consistent care where their individual needs were recognised and valued.

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 continued positive outcomes for children, the manager should ensure they take a key role, along with the management team in the early years centre, in implementing a robust quality assurance system with a focus on monitoring children's personal plans and, medication policies and procedures.

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)

This area for improvement was made on 28 January 2025.

Action taken since then

The leadership team had clearly assigned roles and responsibilities in implementing and monitoring quality assurance procedures. Children's plans were monitored at least once a term. Floor books and adventure books captured learning and tracked progress. Key workers tracked their children. The early years teacher added to curricular tracker and senior leadership added to a holistic tracker. Any gaps identified were planned for the next cycle. Tracker information was analysed and next steps identified and acted upon. As a result robust and effective quality assurance processes supported continuous improvement and ensured children's progress was closely monitored. Administration of medication procedure is now aligned with the Care Inspectorate guidance and medication is audited monthly. This ensured safe, consistent practice.

This area for improvement has been met.

Previous area for improvement 2

To ensure that children are safeguarded and protected from harm, the provider and manager should implement robust systems and processes in relation to child protection.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that: "I am protected from harm, neglect, abuse, bullying, and exploitation by people who have a clear understanding of their responsibilities" (HSCS 3.20) and "If I might harm myself or others, I know that people have a duty to protect me and others, which may involve contacting relevant agencies." (HSCS 3.25)

This area for improvement was made on 28 January 2025.

Action taken since then

Child protection procedures had been reviewed by the leadership team alongside the provider. This had produced a detailed, clear procedure in line with current guidance. In addition the recording process ensures information follows the child. The senior staff had completed enhanced child protection training, staff had completed their annual training and in addition chronology training. Overall these actions have strengthened systems and processes in relation to child protection.

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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