Yokerburn Early Years Centre
Day Care of Children

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Type of inspection:
Unannounced

Completed on:
18 June 2026

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Service no:
CS2003017155

About the service

Yokerburn Early Years Centre is registered to provide a care service to a maximum of 117 children, aged from birth and those not yet attending primary school. At the time of inspection there were 51 children in attendance on the first day and 56 on the second.

The service is located in the West of Glasgow close to local amenities such as parks, shops and shares a campus with two schools. The children are accommodated within large playrooms and have access to rooms within the campus. The children have direct access to a large outdoor area.

About the inspection

This was an unannounced inspection which took place on 17 and 18 June 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
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- received electronic feedback from parents/carers

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.

Key messages

- Children were happy, confident, and engaged in play.
- Play experiences supported independence, creativity, and development of skills.
- Children benefited from regular access to outdoors and active play.
- Planning was based on children's interests and supported learning.
- Planning and staff engagement in children's play should be developed to support children's learning.
- Staff communication and deployment should be improved to support children's care and safety.

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

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 reflected in practice, supporting a positive, nurturing and inclusive environment for children. Children were happy and engaged. The service had recently developed their values with the on-campus schools to support their connection to the wider community while still reflecting the nursery's ethos and individuality. We discussed with management their plans for moving forward to include parents and children in this process. This had the potential to further strengthen a sense of belonging and ownership and supports the service to remain responsive to the needs and aspirations of children and families attending.

The service had a clear and meaningful improvement plan which identified key areas for development. Progress was evident in a number of areas to include collaborative professional dialogue, parental involvement and developments to outdoors environments.

Self-evaluation processes supported improvements within the service. Staff regularly reflected on practice and children's environments and made changes to suit children's needs. The service made changes based on feedback from parents including development of SIMOA (Safe, Inspect, Monitor, Observe, Act) safety program and the safety task of the week. This reminded children to wash hands after cleaning their noses.

Staff had also worked with children to develop their understanding of children's rights. They had created a right of the month wall to support parents understanding of these too. Children were being consulted, and their thoughts and feelings were considered in relation to their play experiences. This was evident within curricular plans, where children helped plan play experiences that met their interests. We discussed with management that this could be further developed by feeding back to parents and children to help them understand how their thoughts and ideas had impacted on changes. This could strengthen a sense of belonging and ownership within the service.

Management carried out audits across a range of areas to include medication, accidents and incidents and planning records. This enabled the service to identify strengths and areas for improvement, supporting ongoing development and improved outcomes for children. We discussed with management that monitoring and auditing could be more robust for medication and personal plans. This would help to ensure that information is regularly reviewed and updated so children's current needs are met.

Staff were deployed to meet children's individual needs in younger playrooms. Staff deployment across the rooms for older children should be reviewed, to ensure staff are communicating and are flexible in supporting each other when needed, particularly during key periods, for example mealtimes. We discussed with management that this would support children's safety and supervision throughout the day, and an area for improvement has been made to reflect this.

(See area for improvement 1)

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Areas for improvement

1.

To support children's care, play and learning and ensure their safety and wellbeing, the provider should ensure staff are deployed at all times to meet the needs of the children. To do this, they should ensure staff communicate their movements when leaving a space and the deployment of existing staff ensures care and play spaces are supervised in their absence, particularly during key periods including mealtimes.

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)

Children play and learn 4 - Good

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 happy, confident, and engaged in their play experiences. They had regular opportunities to lead their own play and learning. Staff provided appropriate space, sufficient time, and supportive interactions when required, ensuring children felt secure and supported while exploring their interests. This approach upheld children's rights to play, make choices, and develop independence.

Older children had opportunities to develop their imagination and curiosity. For example, using zip ties to make bubble wands and potion making with water and food colouring. Younger children were using resources to build towers supporting their numeracy and problem-solving skills. They were also able to develop their role play and imagination skills through playing with dolls and exploring shaving foam using their hands. This also developed their fine motor and social skills.

All children had direct access to outdoors and were able to free flow between indoors and outdoors. Outdoor spaces offered opportunities for older children to participate in challenging, physical and risky play including balancing, climbing and swinging on a hammock. One parent told us, 'My child is happy to go to nursery he enjoys playing with his friends and exploring the outdoor area.'

During outdoor play, babies were encouraged to develop independence and large motor skills using trikes. We discussed with management that children in the two to three room could have more regular opportunities for outdoor play throughout the day to support their health and wellbeing and play opportunities that met their choices.

Planning for children was based on staff observations of their interests and needs. Children's voices were recorded through mind maps and records of discussions. Plans included identifying next steps for children's play and learning which could support their development and progression. We discussed with management that there were some discrepancies in the regularity of planning for older children, with some formal planning not taking place as often as others. At points through the day there was a lack of staff

engagement in play with older children. Gaps in planning and engagement from staff meant that there was missed opportunities to develop and support children's learning and play experiences. We have made an area for improvement to address this.

(See area for improvement 1).

Children's development was individually tracked to note any gaps in learning and to acknowledge progression and development. Observations of play experiences were shared with parents through an online platform. This supported learning to continue at home. Some observations were individualised and noted skills and showed progression and development.

Observations were linked to curriculum frameworks. We discussed with management that there were some inconsistencies in staff skills in both the recording of observations and how often observations of individual children were recorded. Development of observations has the potential to support staff to recognise children's achievements and any potential gaps in learning.

Areas for improvement

1.

To support children's wellbeing, learning and development, improvements should be made to the planning for play and learning processes, and staff engagement in children's play. This should include, but not be limited to, regular planning for play experiences and the development of staff skills and understanding of how to support children's play and learning.

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

'I am supported to achieve my potential in education' (HSCS 1.27), and

'As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open-ended and natural materials' (HSCS 1.31).

Children are supported to achieve 4 - Good

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.

Staff demonstrated a warm, caring, and nurturing approach in their interactions with children. They knew the children well and were attentive and responsive to their individual needs, offering reassurance, cuddles, and comfort when required. One parent told us, 'The staff are very friendly and welcoming make me feel at ease leaving my baby.'

Overall, mealtimes were a calm, unhurried and relaxed experience for children. A rolling mealtime experience for older children supported children to complete their play naturally before transitioning to mealtimes, promoting smooth transitions. Staff promoted independence and the development of self help skills by encouraging older children to serve themselves and clear away their dishes when appropriate. Staff sat with younger children throughout meals, supporting their social skills and safety. Staff demonstrated a clear understanding of children's individual dietary requirements, supporting meals to be appropriate and safe. During mealtimes for older children, staff were often task focused.

We discussed with management that staff deployment during mealtimes could be further strengthened. **See further information in 'Leadership section: Leadership and management of staff and resources'.**

Personal plans were in place for children and were developed in partnership with families. They were reviewed regularly and almost all were relevant and responsive to children's current needs and changes over time. A small number needed updating to better reflect children's stage of development. Strategies had been identified to support children with additional support needs and service worked with other professionals to develop these. We discussed with management that identifying strategies, goals and targets for all children would support staff to effectively meet children's needs.

Health and wellbeing chats with management allowed staff to identify and keep management informed of changes in children and families lives and offer to support to families when needed. Children's achievements were celebrated on an achievement wall. This supported children and families to feel recognised and included within the service.

Transitions were tailored to suit children's individual needs. For example, changes were made to practice to support children moving rooms, and smaller celebrations such as graduation were introduced, to support children's needs. Meaningful communication systems ensured key information was shared with relevant staff in advance, supporting continuity of care, play and learning.

Management and staff had created a warm and welcoming environment supporting children and their families to feel valued. Families were invited into the service to participate in events such as sports day and graduations. Families were welcomed into younger playrooms and discussions took place with parents on arrival and when picking up from nursery, sharing information of their child's day. We discussed with management that parents of older children should have the same experience to support their sense of belonging and strengthen engagement.

Staff demonstrated respect for children's privacy and dignity through sensitive approaches to personal care needs. Positive interactions supported trusting and caring relationships between the service and families.

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

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