Fas Mor
Day Care of Children

Bun-Sgoil Shleite
Ferrindonald
Teangue
ISLE OF SKYE
IV44 8RF

Telephone: 01471844326

Type of inspection:
Unannounced

Completed on:
29 April 2026

Service provided by:
Fas Mor

Service provider number:
SP2004936248

Service no:
CS2003052372

About the service

Fas Mor provides early learning and childcare for preschool age children as well as school age child care.

It is registered to provide a daycare of children service to a maximum of 26 children from birth to up to 12 years, of whom no more than 16 will be under three years and of whom no more than nine will be under two years at any one time.

Fas Mor is based in a demountable building located in the grounds of Bun-goil Shleite, Skye. The premises consists of two playrooms, cloakroom and toilet facilities. Access is by a secure entrance. There is a small enclosed outside play area for the use of the children. They are also able to access the school playground when it is not being used by the school.

About the inspection

This was an unannounced inspection which took place on Tuesday 28 April and Wednesday 29 April 2026. This 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 and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.
To inform our evaluation we:

- spoke/spent time with seven children present during the inspection
- received four questionnaires completed by parents
- spoke with two staff and the manager
- observed practice and daily life
- reviewed documents

Key messages

- Children were cared for by staff who were kind, caring and nurturing.
- Children and families were welcomed warmly into the nursery which supported positive relationships.
- The vision, values and aims for the service should be reviewed and updated as a matter of priority. All stakeholders, including families, should be included in the process.
- Improvements had been made to the quality of the information recorded in personal plans.
- Further work was needed to ensure the setting and resources offered children high quality play, learning and development opportunities.
- Quality assurance processes need to be introduced and embedded into practice to secure sustained improvements across the service.

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	2 - Weak
Children thrive and develop in quality spaces	3 - Satisfactory / Adequate
Children play and learn	3 - Satisfactory / Adequate
Children are supported to achieve	2 - Weak

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

Leadership 2 - Weak

We evaluated different parts of this quality indicator as weak and satisfactory/adequate with an overall evaluation of weak. There were some strengths but these were compromised by important weaknesses.

Leadership and management of staff and resources

The vision, values and aims for the nursery had not been reviewed for several years We, so they did not fully reflect the current needs and views of children and their families. We fed this back to the manager to support their understanding of the need to update them. They agreed to this being a priority. Involving children, families and staff in the review would help create a shared understanding and promote inclusion.

A requirement had previously been made in relation to implementing effective and robust quality assurance processes. At this inspection, little progress had been made to meet the requirement and to ensure continuous improvement and a positive impact on outcomes for children. There was an improvement plan in place which focussed on the requirements and areas for improvement identified following previous inspections. There were identified action points however they did not all have clear timescales and there was little evidence that any had been reviewed or their impact evaluated. The pace of change did not allow for improvements or changes to practice to be sustained. We signposted the manager to Care Inspectorate resources to support quality improvement. As this requirement had not been met, we agreed an extension to the timescale. (See requirement 2 'What the service has done to meet any requirements made at or since the last inspection')

Recruitment and induction followed clear, safe practices, in line with safer recruitment guidance. This helped to keep children safe. New staff were provided with a short period of induction and opportunities to shadow existing colleagues. The service also made use of the National Induction resource to support new staff.

Staff skills, knowledge, values and deployment

Children were supported by the right number of staff which helped keep them safe and supervised. The nursery was staffed by a manager, an early years practitioner and a support worker. There were also several bank staff who could provide lunch cover during busier days. All were fluent Gaelic speakers.

Staff would benefit from opportunities to engage in professional learning to develop their skills and knowledge, and therefore improve their practice. We discussed with the manager how greater use could be made of support and supervision meetings to identify learning needs and to plan for how these could be met within a reasonable time frame. It would also be beneficial for there to be regular team meetings where all staff were encouraged to be more reflective and to discuss how they could improve practice and, in turn, improve outcomes and experiences for children.

Deployment of staffing throughout the session should continue to be reviewed and managed in a way to ensure the appropriate supervision of all children at all times. The approach to staffing was not always outcome focussed and did not take into account the complexity of individual children's needs. We identified missed opportunities when skilled interactions and effective questioning could have further extended children's curiosity, problem-solving skills, and promote development of imagination. Staff were frequently not engaging with the children in a meaningful way as they were occupied with routine tasks, for example while preparing snack and lunches.

Staff were not completing regular checks that all children were accounted for throughout the day, especially while some were outdoors. There was inconsistent communication between staff, which resulted in gaps in supervision. There were also occasions where children were not being adequately supervised due to staff positioning themselves with their backs to busier areas. This placed children at risk as supervision was not always effective.

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

We made an evaluation of adequate/satisfactory for this quality indicator, as several important strengths taken together just outweighed areas for improvement.

Children experience high quality spaces

Children played in a setting that was clean and bright. The rooms had natural lighting and ventilation. There were homely touches, for example soft furnishings in the book area, which made the main playroom feel cosy. Children were confident moving around the playroom which showed us they felt safe and secure. The second playroom was predominantly used by the school age children and their views had been considered when making changes to the room. Improvements made included a soft seating area and age appropriate resources.

There had been little improvement/limited progress in improving the indoor spaces, particularly the playroom for the younger children. There were some core play activities set out, including sand, paint and on the second day, a messy play activity involving foam. However, resources to support exploration and investigation were limited, for example different sized containers and scoops in the sand were not readily available. Few resources were stored to allow the children to access them. As a result, children were frequently disengaged as there was little to spark their interest or imagination. In addition, no activities or resources were set up prior to the older children arriving from school which limited their choice and enjoyment. A previous area for improvement has not been met and will remain in place. (See area for improvement 3 under 'What the service has done to meet any areas for improvement made at or since the last inspection')

Children enjoyed being outdoors and had fun on various wheeled toys. However, outdoor space was in need of some attention. Staff did not carry out adequate checks to ensure it was fit and ready for children to use. For example, resources were not always tidied away and stored safely in the shed available. This could impact on children's health and wellbeing and result in potential harm. As with the indoor space, the range of resources and activities were limited and did not offer opportunities for children to explore and investigate.

Secure entry systems and close monitoring of visitors by staff contributed to children remaining safe. There were some risk assessments in place, however they would benefit from being reviewed and updated. Daily checks of the indoor environment were completed which enabled children to explore freely in a safe environment, promoting confidence and wellbeing. However, similar checks were not completed outdoors. We discussed how staff could actively involve children in the daily risk assessment and checks of the outdoor space, supporting their awareness of their own safety and that of their friends. Completing regular headcounts and communicating these to all staff, especially when some children were outdoors, would also assist in keeping children safe.

Effective arrangements were in place to ensure children and families' personal information was stored securely. Paperwork was stored securely within locked cupboards. This ensured confidentiality was maintained and complied with best practice guidance.

Children play and learn 3 - Satisfactory / Adequate

We made an evaluation of adequate/satisfactory for this quality indicator, as several important strengths taken together just outweighed areas for improvement.

Playing, learning and developing

Limited improvements had been made to the range of resources available to children, particularly outdoors. This impacted on opportunities for children to lead their own play, their learning and development. There were few resources or activities to spark children's curiosity or imagination, offer challenge or encourage them to explore their ideas. This resulted in children who were frequently disengaged and wandering around the playroom and outdoors. There had been some improvements to the playroom used by the school age children and the resources available to them. As there had been only limited improvements in this area since our last inspection, an area for improvement will be continued and followed up at the next inspection. (See area for improvement 2 under 'What the service has done to meet any areas for improvement made at or since the last inspection')

The manager and staff had continued to develop their skills and understanding in relation to monitoring and tracking children's learning and progress. We looked at the observations recorded on a digital app used by the service to share information with parents. Observations were now being completed on a more regular basis and shared with parents. They highlighted, children's interests, their progress and their achievements. However, this information was not consistently used to inform next steps or planning. As a result, learning experiences were not always tailored to meet children's individual needs, limiting progress in their learning and development.

Children experienced warm, caring interactions from staff, who showed interest in what they were doing. However, the staff did not consistently use effective questioning, commenting, extending and explaining. This resulted in missed opportunities when skilled interactions and effective questioning could have further extended children's curiosity, problem-solving skills and promote development of imagination. This was particularly evident during busier times of the day when staff were more focussed on routine tasks, for example preparing snack. As a result, children did not experience consistently rich and meaningful learning opportunities across the day.

There opportunities for children to to develop their Gaelic language, numeracy and literacy skills. Within the playroom there was evidence of Gaelic words and language. There were Gaelic books in the book corner and at different times throughout the session, there was spontaneous singing of Gaelic songs and rhymes. We talked with the manager about the benefits of extending the use of Gaelic posters and labelling in the outdoor play area to support children's recognition of Gaelic words.

Children are supported to achieve 2 - Weak

We made an evaluation of weak for this quality indicator, as there were some strengths but these were compromised by important weaknesses.

Nurturing care and support

Overall, children benefitted from a warm and welcoming environment where staff interactions were caring and responsive. Staff were kind, helping children to feel safe and settled. Appropriate comfort and reassurance was offered, supporting wellbeing. There were some occasions where staff did not consistently respond to children's verbal and non verbal cues or their attempts to initiate interaction. This resulted in missed opportunities for engagement and limited children's ability to feel fully supported. There were also occasions during the day where staff, due to their positioning within the playroom and outdoors, or when they were task focussed, failed to see children who would have benefitted from comfort or support.

Personal plans now contained more detailed information which reflected the children's needs and the strategies required to meet these needs. Parents and carers were involved in the development and review of plans. When we spoke with staff they were able to confidently discuss the needs of the children present. This supported consistency of care for children.

Medication was stored safely and was easy for staff to access. However, there was no clear record of what medication was held in the service, and there was not an effective system to audit medication, its administration and storage. In addition, there were some administration and consent forms which were out of date, meaning staff could not be confident medication remained safe and appropriate for children. The lack of effective systems had the potential to place children at risk of harm. (See requirement 1)

Snack and lunch times were not well organised which impacted on children's experiences. Children sometimes waited for extended periods after washing their hands as food was not ready. Staff did not consistently sit with the children and promote children's independence, social skills and Gaelic language. As a result, mealtimes were not positive or meaningful experiences for children, and opportunities to support their development were limited.

The management and staff recognised the importance of establishing good working relationships with parents and the positive impact this had on outcomes for children. Feedback from parents confirmed that they were welcomed into the service and had a good relationship with staff. They described staff as friendly, caring and helpful. At collection time, we observed inconsistent levels of engagement with parents and quality of feedback provided about their child's day. Ensuring that all families are warmly welcomed and provided with opportunities to share information at collection time would strengthen relationships further and reinforce parents' sense of being valued within the setting. In December 2025, parents were able to spend time in the setting during an informal open afternoon. During this time, they were invited to give their feedback and to offer any suggestions as to how the service might be improved. Although there was a positive response from parents with many attending and giving suggestions, they had not received any feedback as to whether any of their suggestions would be actioned or not. This limited how valued and listened to parents felt and impacted on opportunities to strengthen meaningful engagement.

Requirements

1. By 26 June 2026, the provider must ensure that medication is well managed to keep all children who require medication safe and healthy.

In order to comply the provider must, at a minimum ensure:

a) Maintain accurate and up to date records of all children's medications on the premises, including details of when medications are returned to parents/carers.
b) For all children requiring medications, all necessary information is recorded and is available to staff upon the child's admission to the service or when the condition first becomes known.
c) Staff must have a demonstrable understanding of the appropriate procedures to follow to ensure the safe administration of medication including the need for accurate, legible record keeping.
d) There is a robust auditing system of all medication held.

This is to comply with Regulation 4 (1)(a) - requirement to make proper provision for the health and welfare of service users - 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: 'I experience high quality care and support because people have the necessary information and resources' (4.27).

This is to ensure care and support is consistent with the Health and Social Care Standards, which state that: 'Any treatment or intervention that I experience is safe and effective' (HSCS 1.24).

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

Requirements

Requirement 1

By 27 January 2025, to ensure each child receives appropriate care and support and their needs are met, the provider should ensure personal planning approaches improve so that they set out clearly how children's care and support needs will be met. This would include but not be limited to:

a) Ensuring personal plans reflect children's current needs.
b) Personal plans are reviewed, in conjunction with parents, at least every six months or sooner depending on the individual needs of the child.
c) Ensure strategies of support for individual children are developed and implemented by staff.
d) All staff are aware of and understand the information within the personal plans and use this to effectively meet each child's needs.
e) Personal plans are easily available for staff whilst ensuring confidentiality is maintained.

This is to comply with Regulation 5(1)(2) – (Personal plans) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is in order to ensure that care and support is consistent with the Health and Social Care Standards, 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).

This requirement was made on 13 September 2024.

Action taken on previous requirement

Since the last inspection, the manager and staff had reviewed and developed personal planning. All children now had a personal plan in place which was developed in conjunction with parents. Personal plans contained information to support staff to provide appropriate care and support to individual children.

Personal plans were readily accessible to staff. The staff we spoke with were able to confidently discuss the care needs and strategies for individual children.

For more detailed information, please refer to Quality Indicator - Children are supported to achieve.

This requirement has now been met.

Met - outwith timescales

Requirement 2

By 10 February 2025 , the provider must ensure improved outcomes for children by implementing effective and robust quality assurance processes. To do this the provider must, at a minimum, ensure:

a) The manager is supported to be able to undertake effective quality assurance.
b) Staff are supported to develop their knowledge and understanding around self-evaluation processes and are involved in the systematic evaluation of their work and the work of the service.
c) Clear and effective plans are in place for maintaining and improving the service.
d) Regular and effective support and supervision for all staff is implemented.
e) The manager effectively monitors the work of each member of staff and the service as a whole.
f) Clear systems are in place for children and their families to provide feedback and to be actively involved in the evaluation of the service provided.

This is to comply with Regulation 3 Principles and Regulation 4(1)(a) Welfare of service users 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:

'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).
Requirement Category

This requirement was made on 13 September 2024.

Action taken on previous requirement

Minimal progress had been made in relation to improving quality assurance processes. There was an improvement plan in place which focussed on meeting requirements and areas for improvements identified following previous Care Inspectorate inspections. However, few action points had been met.

New staff did receive a short induction however staff were not receiving regular support and supervision meetings with the manager and no formal monitoring of practice was taking place.

Families had been invited to provide feedback during an open afternoon in December 2025. However nothing had been done with this information, including no communication to families outlining how their comments and suggestions might be included in the evaluation and development of the service.

As a matter of priority, the manager should give precedence to spending time off the floor to fulfil her role and responsibilities as a manager, including implementing effective and robust quality assurance processes to ensure positive outcomes for children.

For more information, please refer to Quality Indicator - Leadership and management of staff and resources.

This requirement had not been met and we have agreed an extension until 31st July 2026.

Not met

Requirement 3

By 27 January 2025, the provider must ensure children are safe and receive high quality experiences at all times.

To do this, the provider must, at a minimum, ensure that at all times staff with suitable skills, knowledge and experience are working in the nursery in such numbers as are appropriate for the health, welfare and safety of children. This is to comply with section eight of the Health and Social Care (Staffing) (Scotland) Act 2019.

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

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

And

'I experience high quality care and support base on relevant evidence, guidance and best practice' (HSCS 4.11).

This requirement was made on 13 September 2024.

Action taken on previous requirement

Children were supported by the right number of staff which helped keep them safe and supervised. The nursery was staffed by a manager, an early years practitioner and a support worker. There were also several bank staff who could provide lunch cover during busier days. All were fluent Gaelic speakers.

All staff were registered with the Scottish Social Services Council. Permanent staff were undertaking training to meet the their conditions of registration. Staff had also completed core training including child protection, first aid and food hygiene. This supported children's health, safety and wellbeing.

This requirement has now been met.

Met - outwith 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 promote children's continued learning, development and enjoyment, children should have access to a wide range of resources and experiences which are challenging and suitable to their individual interests and stages of development. There should be a sufficient amount of resources to enable children to make independent choices and engage in deep and meaningful play.

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

'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 13 September 2024.

Action taken since then

Some work had been completed to improve the indoor environment, for example the space used by the school-aged children had been developed. However further improvements were needed in relation to the range of resources and experiences in the main playroom used by the babies and toddlers, and the outdoor space.

The provider and manager acknowledged that more improvements were still needed, especially outdoors, to extend the range of resources and activities available to children which offered challenge and stimulated children's natural curiosity, play and learning.

For further information, please refer to Quality indicator - Children experience high quality spaces, and Quality indicator - Playing, learning and developing.

This area for improvement has not been met and remains in place.

Previous area for improvement 2

To support children to achieve, the provider should improve the approach and skills of staff in relation to planning for children's learning and tracking and monitoring their progress. Staff should be supported to develop their understanding of how to effectively observe and assess children's learning in order to plan quality learning experiences and meaningful next steps.

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 and employment if this is right for me' (HSCS 1.27).

This area for improvement was made on 13 September 2024.

Action taken since then

As part of the inspection, we looked at observations staff completed and shared with parents using an online app. Improvements had been made to the frequency of observations being completed and the quality of the observations recorded. They now identified the learning which was taking place. Observations were being supported with photographs and videos.

Improvements were still needed in relation to using observations to identify next steps for individual children and influence planning. Planning was limited and as a consequence learning experiences were not always tailored to meet children's individual needs, limiting progress in their learning and development.

For further information, please refer to Quality indicator - Playing, learning and developing.

This area for improvement has not been met and remains in place.

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	2 - Weak
Leadership and management of staff and resources	2 - Weak
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	2 - Weak
Nurturing care and support	2 - Weak

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