TASK Childcare Services Ltd.
Day Care of Children

347 Caledonia Road
Gorbals
Glasgow
G5 0JY

Telephone: 01414 291 140

Type of inspection:
Unannounced

Completed on:
12 May 2026

Service provided by:
T.A.S.K. Childcare Service

Service provider number:
SP2007009004

Service no:
CS2007147569

About the service

TASK Childcare Services LTD is a service located in the Gorbals area of Glasgow. The service provides both daycare of children and after school care for school aged children. The service is registered to accommodate a maximum of 138 children aged from birth to 16 years. Of those 138 no more than 48 will be aged from birth to under 3 years. No more than 32 children over three years to those not yet attending school, and no more than 58 school aged children.

The service is situated close to schools, local shops, public transport links, parks and a community centre. At the time of the inspection 52 children were in attendance on the first day and 51 on the second day.

About the inspection

This was an unannounced inspection which took place on 11 and 12 May 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 staff and management
- Spoke with children using the service
- Reviewed documents
- Observed practice, daily life and interactions
- Reviewed feedback from 23 families using the service.

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 cared for by warm, kind and loving staff.
- Children were settled, happy, engaged and confident in the service.
- Staff interactions were meaningful and responsive to children.
- Children had access to a wide variety of resources and toys to support their play and learning.
- To further support children's privacy and dignity, improvements should be made to the children's changing areas.
- Children, staff and families were involved in continuous improvement to the service.
- Strong partnerships with families was a priority for 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	5 - Very 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 5 - Very Good

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.

Quality indicator: Leadership and management of staff and resources.

Staff and management were friendly, approachable, and consistently engaged positively throughout the inspection. They demonstrated strong motivation and a clear commitment to supporting and enhancing experiences of children.

The service's values, vision and aims had been reviewed in recent years and were strongly embedded within the ethos of the setting. We observed these being reflected in practice, where children and families were warmly welcomed and nurtured by staff throughout the setting. Strong, trusting relationships had been established with families, demonstrating respect and inclusivity for all. This helped children feel secure and supported.

The management team recognised that self evaluation was a shared responsibility. The manager showed commitment to improvement and valued contributions from staff, children and families. Staff shared ideas to improve their working environment and support work life balance. Children in the after school group shared their views on the service and suggested improvements. The service gathered parental feedback through discussions and questionnaires and acted on suggestions. For example, home learning links were strengthened through family learning sessions. These sessions gave families a safe space to discuss parenting and discover activities to support their children at home. Parents shared, "There are noticeboards available to put down ideas and suggestions on how the nursery service can be improved." and "Feedback is sought, listened to and acted upon." These approaches supported continuous improvement and helped enhance children's experiences and wellbeing.

The improvement plan was tailored to the needs of the service and its families. It focused on achievement, engagement, participation, inclusion, wellbeing and learning. During the inspection, we saw positive progress from this plan. Staff consistently supported children's communication and language through quality interactions, meaningful conversations and positive role modelling. Increased parental engagement was seen through the introduction of family learning sessions and strong participation. This approach supported children's development and strengthened partnerships with families.

Auditing and monitoring processes were in place as part of the quality assurance system. These included reviews of accidents, incidents, medication, observations and learning journals to identify patterns and support improvement. Monitoring of observations had resulted in targeted support to improve practice, which enhanced the quality of children's learning experiences.

Risk assessments were in place for the setting and outings, including local walks and trips further afield. They identified hazards, assessed risk levels and outlined actions to reduce risks. Daily risk checks were carried out in playrooms and outdoor areas. We discussed strengthening these processes by making risk assessments more specific to individual areas. This would further support children's safety, wellbeing and quality of experiences.

Staff were recruited safely in line with current guidance and legal requirements.

The service used the National Induction Resource to support newly recruited staff. This resource, alongside support from management and playroom leads, provided a structured induction process. New staff reported feeling well supported and quickly understood their roles and responsibilities. This approach helped ensure consistent, safe practice and supported positive outcomes for children.

Children play and learn 4 - Good

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.

Quality indicator: Playing, learning and developing

Children were settled, engaged and happy throughout the session. They moved confidently around the space and accessed well organised resources, which supported independence and choice. Staff provided appropriate space and support during play. Children were given time to solve problems and develop their own ideas. For example, one child created a model using recycled boxes. The child became frustrated, and staff quickly recognised this and offered guidance and suggestions. This support helped build resilience, confidence and problem solving skills.

Staff interactions were responsive and playful, and they engaged children effectively during play. This was evident during peek a boo games, where younger children giggled and remained engaged throughout. Staff supported children's language and communication through natural conversations that reinforced early literacy and numeracy. They used open ended questions, modelled language and narrated play. These interactions showed active listening and helped children develop confidence, communication skills and understanding.

Children were supported to lead their own play during parts of the day. They accessed resources that promoted choice, creativity and curiosity. Resources included arts and crafts materials, construction toys, dressing up clothes, malleable materials and a wide range of books. One parent shared, "Task provides a variety of learning experiences and challenge when appropriate." Children were engaged and motivated by both planned and responsive experiences. Although the environment supported child led play, there were times when play was interrupted for routines, such as handwashing, tidying or preparing to go outdoors. We discussed the impact of interruptions on children's play and learning. Reducing these interruptions would support deeper engagement, sustained play and better learning outcomes.

Children had daily opportunities to play outdoors in the nursery garden, local community spaces and a multi use gym area. These experiences supported appropriate risk taking and helped children build confidence and physical skills. For example, children stacked crates and jumped from them while staff ensured safety and offered support. Recent demolition of local flats had reduced direct outdoor access for some children. Alternative arrangements were in place, and children used nearby green spaces. We discussed the importance of ensuring daily outdoor play for all children to further support health, wellbeing and overall development.

Planning was in place and linked to relevant curriculum guidance, documents and legislation, including the UN Convention on the Rights of a Child (UNCRC). Planning was informed by observations and feedback from children and parents about their interests and needs. This approach created a backdrop plan that shaped the environment, experiences offered and learning recorded. We discussed that a more flexible approach to planning would support child led learning and allow children to follow their interests in greater depth, enhancing engagement and development.

Children's learning was shared with families through an online platform, which supported communication and kept families informed. Families used this platform to comment and provide feedback. A review of learning journals showed improved observation quality following recent training, with clearer links to skills and next steps for most children. Observations often reflected planned themes, which resulted in similar entries for some children. Other learning was shared through stories that captured individual and responsive experiences. These entries had the potential to better highlight individual progress and further support children's ongoing learning and development.

Children are supported to achieve 4 - Good

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.

Quality indicator: Nurturing care and support

Children were nurtured by kind, warm, and compassionate staff who consistently demonstrated care, affection, and love. They experienced cuddles, comfort, and laughter, which helped them feel safe and secure in a welcoming environment. Parents feedback included "TASK is really amazing and my child has settled straight away in the short time they have attended. This is mainly down to the staff who have been incredibly caring and nurturing from the beginning and continue to be." and "Staff are committed to making sure that my child is happy, safe and nurtured."

Children were supported in recognising and understanding their emotions. The environment offered cosy spaces with rugs and cushions for children to access, along with emotion puppets, pictures, and books. These resources encouraged self-regulation and supported children to develop positive coping strategies if they needed help to express themselves.

Staff knew the children well and responded intuitively to individual needs with understanding and care. They were able to confidently discuss each child's needs, likes, interests, support strategies, and any medical requirements. This was evident across the service, where staff actively listened and engaged in conversations with children about their lives both inside and outside the setting. For example, children in the after-school group shared their weekends with staff, who genuinely showed interest and a strong knowledge of the children. This helped children feel valued, respected, and emotionally secure.

Personal plans were in place for all children and included key information to support their wellbeing, such as dietary needs, medical needs and care routines. Staff created and updated plans with families to ensure they remained relevant and meaningful. One parent commented, "I have been asked to review my child's plan regularly and have been able to make changes at any point if necessary." Staff also recorded changes as they occurred, including sleep routines, eating habits and family circumstances. This approach ensured care remained responsive and supported children's health and wellbeing. Children who required additional support had clear strategies and targets in place, which were evident in practice. We discussed that plans could be further strengthened by including clear and measurable targets for all children. This would support tracking progress, identifying needs and promoting positive outcomes for children's development.

Mealtimes were relaxed, unrushed and sociable across the setting. Children developed independence skills during mealtimes. For example, after school children prepared crackers and cheese, and nursery children served their own yogurt and fruit. Staff stayed with children to ensure safe eating and support conversations. This promoted social skills and communication.

Overall, mealtimes were positive experiences. We discussed reviewing seating arrangements to further support interaction and engagement for all children.

Personal care routines were carried out sensitively, and staff asked children's permission before wiping noses, hands or changing nappies. Staff showed kindness and respect during these routines. They responded to children's views and used effective strategies, such as songs and play, to encourage participation. This supported children's comfort and emotional wellbeing. Although staff respected children's privacy, the changing areas did not fully meet current best practice guidance. We have therefore made an area for improvement in relation to this. **(See Area for Improvement)**

Family connections were a key strength of the service, and staff actively built positive relationships. Families were warmly welcomed and staff took time to discuss children at drop off and pick up times. One parent shared, "I am always welcomed. A lovely community feel. Staff always make time for a quick chat at pick-up." The service offered opportunities to support learning at home. For example, Friendship Fridays allowed families to join play experiences and build confidence in supporting their child's play. One parent commented, "I love the family Friday day, where we can explore the nursery with our child and see what they have been enjoying in their room." Family learning sessions and parent language classes were embedded in practice. These opportunities helped families feel valued, listened to and supported. This approach strengthened partnerships and supported children's learning, confidence and wellbeing.

Areas for improvement

1. The provider should ensure that changing areas support children's privacy and dignity.

This is to ensure the service complies with the Health and Social Care standards (HSCS) which state: 'If I require intimate personal care, this is carried out in a dignified way, with my privacy and personal preferences respected' (HSCS 1.4).

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	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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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

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