North East Circle, St. Bridgets OSC
Day Care of Children

St. Bridget's Primary School
Camp Road
Baillieston
Glasgow
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Telephone: 07931 130 473

Type of inspection:
Unannounced

Completed on:
22 October 2026

Service provided by:
Shirley Ann Barker

Service provider number:
SP2007009007

Service no:
CS2007147646

About the service

North East Circle, St Bridget's OSC is a service provided by Shirley Ann Barker. It is located in Baillieston, Glasgow. The service is registered to provide a care service to a maximum of 50 children from primary school age up to the end of S1 at high school at any one time. At the time of inspection, 21 children were in attendance on the first day and 23 on the second.

The service operates from the dining hall within St Bridget's Primary School. The service has access to children and staff facilities, the school gym hall and identified areas within the school playground.

About the inspection

This was an unannounced inspection which took place on 21 and 22 October between 14:45 and 17:45. Feedback was shared with the service on 22 October 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:

- reviewed feedback from four parents using the service
- spoke with three staff and the manager
- observed practice and staff interactions
- assessed core assurances
- reviewed documents
- spoke with children.

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 an improvement was identified. This was relating to staff recruitment. This is reported under the Leadership section of this report.

Key messages

- Warm and nurturing relationships supported children to feel safe, secure and valued.
- Children made choices and confidently led their own play.
- Children were deeply engaged in play for extended periods, showing enjoyment and focus.
- Children's views influenced their experiences, and families had opportunities to contribute to service development.
- Children enjoyed a relaxed snack time, with scope to further develop their independence.
- Staff recruitment procedures needed strengthening to ensure children's ongoing safety and wellbeing.

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	5 - Very 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

Quality indicator: 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.

Management engaged positively throughout the inspection process. They were welcoming, cooperative and receptive to feedback, contributing openly to discussions. They showed commitment to improving practice and supporting positive outcomes for children.

The service's vision, values and aims were reflected in practice. Children experienced nurturing relationships, kindness and a sense of belonging. We discussed with the manager the opportunity to include children and families in future reviews of the service's vision. Continuing to develop consultations with families helps to ensure their views influence improvements within the service.

A quality assurance calendar was in place. Auditing and monitoring covered key areas including accidents, incidents, personal plans and medication. This helped identify areas requiring improvement and supported children to receive safe and consistent care. Regular monitoring also helped staff respond to children's changing needs and promoted positive outcomes for their wellbeing.

A self-evaluation and development plan was in place, which had identified strengths and areas for improvement within the service. The service used the Care Inspectorate's Quality Improvement Framework to support this process. Some progress had been made in involving children and families in service development. For example, the service had introduced a "You Said, We Did" approach to gather their views. Children's suggestions were recorded and used to influence their experiences. Lego and a pool table were purchased following children's requests. This helped children feel listened to, valued and involved in decisions about their care and play. It also gave families the opportunity to influence how the service developed.

When reviewing staff recruitment records, we found there were some discrepancies in recruitment processes. Professional references had not been obtained for some staff. We have therefore made an area for improvement to strengthen recruitment practice and ensure children's ongoing safety and wellbeing (see area for improvement 1).

Staff spoke positively about their induction experience. They reported feeling well-supported by management, and new recruits spoke positively about their experience. They felt confident seeking support from any team member, contributing to a welcoming and collaborative environment. One staff member told us: "New staff get a proper walkthrough of our routines and policies when they start. They also get paired with experienced staff who guide them as they settle in."

Areas for improvement

1. To ensure children are kept safe and cared for by staff who are suitable for the role, the provider should improve recruitment procedures. This should include, but is not limited to, seeking references from previous professional employers or education establishments.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "I am confident that people who support and care for me have been appropriately and safely recruited" (HSCS 4.24).

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 experienced a calm and welcoming environment with a range of play opportunities ready for them. They chose what interested them, supporting their independence, confidence and ability to lead their own play. Staff respected children's choices and encouraged them to make their own decisions about their play. One child told us: "I like that we can choose what we want to do."

Resources supported children to develop creativity, imagination, language, numeracy and physical skills through play and exploration. For example, children arranged small magnetic cubes into sequences using numbers and patterns. They confidently recognised the number of cubes in each stack without needing to count them individually. This showed children were developing confidence and skills in numeracy.

Children were focused and engaged in their play. Many children developed their social skills by playing and working together in small groups. This was evident when children played a board game together. Staff offered support when asked, while giving children time and space to make their own decisions. Staff encouraged children to help each other understand and follow the rules. This promoted children's independence, decision-making and positive relationships with their friends.

Some children showed growing confidence and sustained engagement as they followed their interests through independent play. For example, one child followed instructions and problem-solved independently while building a model with Lego. This supported their concentration, perseverance and confidence in completing a task independently.

The manager told us clear boundaries were agreed with children for outdoor play. These boundaries were reflected within the service's risk assessment and understood by children. Staff discussed the rules with children before outdoor play, helping them understand expectations and make safer choices. One child told us: "They [staff] tell us the rules before we go out, and we remember them." During the inspection, the children chose not to participate in outdoor play. They had opportunities for energetic physical play in the gym, including football. More regular outdoor play could further support children's health, wellbeing and physical development.

Children are supported to achieve 4 - Good

Quality indicator: 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.

When children arrived, staff welcomed them warmly and offered cuddles. This helped children feel safe, secure and valued through the positive relationships they had with staff. One parent told us: "The staff are so caring towards the kids. Really great service, and the staff are fantastic."

Children were settled and relaxed during their play, creating a calm atmosphere. This showed they felt safe, comfortable and familiar with the routines. Children confidently played in small groups with their friends. They shared resources and listened to each other, showing kindness, respect and positive relationships. We discussed the scope to create a cosy space with rugs, cushions, books and blankets. A cosy, comfortable space could support children to rest, relax and have quiet time when they needed it.

Snack was relaxed and unhurried. Overall, staff sat alongside children. They talked with children and listened to what they had to share. This showed children that their views were valued and supported their confidence, communication and positive relationships with staff. Children showed interest in helping to prepare the snack, which was prepared and served by staff. We discussed with the manager how children could be more involved by preparing fruit, spreading toppings and serving their own food. These opportunities promote children's independence, confidence and everyday life skills.

Infection prevention and control practices did not always encourage children to wash their hands before and after eating. More consistent handwashing could support children to develop healthy routines and reduce the risk of infection. We discussed this with the manager who agreed to monitor this.

Personal plans were in place for all children and contained information that helped staff meet their individual needs. Children who needed additional support had strategies to help them feel supported and included. There was space within children's personal plans to record significant events in their lives. Whilst information was recorded for some children, it wasn't consistent for all. This meant that records of children's changing needs were not always up to date. Strengthening opportunities for information sharing with families could help ensure the accuracy of each plan. This helps staff to respond to children's individual needs.

Families were warmly welcomed at collection time. There was a friendly and relaxed atmosphere as staff chatted with parents and shared informal updates. This helped families feel welcomed, involved and informed about their child's experiences. Newsletters were also used to share information and keep families updated about upcoming events.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.scot

Detailed evaluations

Leadership	4 - Good
Leadership and management of staff and resources	4 - Good

Children play and learn	5 - Very Good
Playing, learning and developing	5 - Very Good

Children are supported to achieve	4 - Good
Nurturing care and support	4 - Good

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