

St. Roch's Childcare (Charles Street) Day Care of Children

Rosemount Workspace Development
Unit W14
141 Charles Street
Glasgow
G21 2QA

Telephone: 01415 643 020

Type of inspection:
Unannounced

Completed on:
28 May 2026

Service provided by:
St. Roch's Childcare Service

Service provider number:
SP2003001291

Service no:
CS2007166791

About the service

St. Roch's Childcare (Charles Street) is provided by St. Roch's Childcare Service. It is registered as a daycare of children service to provide a care service in the nursery to a maximum of 64 children:

- Up to 17 children aged 0 - under 2 years.
- Up to 15 children aged 2 - under 3 years. Or up to 13 children aged 2 - under 3 years of whom 4 may be aged between 1 year 10 months and 2 years.
- Up to 32 children aged 3 years to those not yet attending primary school OR up to 31 children aged 3 years to those not attending primary school of whom 4 may be aged between 2 years 10 months and 3 years.

The service is based in Royston, Glasgow. There are local parks and amenities within walking distance of the service.

Children are cared for in playrooms according to their age and stage of development. Children have access to an enclosed outdoor garden. On the first day of our inspection, there were 30 children attending the service.

About the inspection

This was an unannounced inspection which took place on 27 and 28 May 2026. The inspection was carried out by three 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
- spoke with staff and management
- observed practice and daily life
- assessed core assurances, including the physical environment
- reviewed documents.

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 consistently experienced positive outcomes from well-organised and stimulating environments.
- Improvements to indoor and outdoor spaces had been embedded and were having a clear, positive impact on children's engagement and wellbeing.
- Staff showed a good level of reflection and responsiveness, adapting resources and layouts in line with children's interests and developmental needs.
- The service demonstrated effective leadership in maintaining safe, clean and well-maintained environments, supported by ongoing monitoring and consultation.
- Identified next steps, including enhancing outdoor play and baby spaces, indicated a clear capacity for continued improvement from a strong foundation.

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 thrive and develop in quality spaces	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

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.

The service demonstrated effective leadership of staff and resources, with clear evidence of a structured and focused approach to continuous improvement. The management team had prioritised key areas for development and worked collaboratively with staff, children and families to strengthen the overall quality of the service.

A clear vision, values and aims had been developed through meaningful consultation with staff, parents and children. This inclusive approach had supported a shared understanding of the service's direction and contributed to a positive team ethos. The management team continued to review and reflect on values to ensure they remained relevant and embedded in daily practice.

The management team had made good use of improvement planning processes to drive forward change. Previous inspection findings had been used effectively to inform an action plan, resulting in measurable progress within a relatively short timescale. The service had successfully met identified requirements and areas for improvement and maintained momentum by identifying further priorities, including the environment, quality of observations and personal planning.

Quality assurance processes had improved with auditing and monitoring systems introduced to support oversight of practice. These systems enabled the management team to have a focused approach to development and improvement. There was clear evidence that changes within the leadership structure, and focused support from external agencies, had positively impacted outcomes for children. Playrooms were calm and well-organised, providing children with increased opportunities to engage in meaningful, child-led play. Staff were observed to support children's learning more effectively through improved interactions and a wider range of play experiences. The environment had been adapted to better support engagement and independence.

The leadership team had also focused on strengthening the staff team. There had been an improvement in staff retention, resulting in greater consistency for children and reduced reliance on agency staff. Staff reported positively on the training opportunities available and valued the support provided by the management team and local authority. The introduction of the national induction resource, including its use with existing staff, had supported a more consistent understanding of expectations and practice. This was continuing to be embedded into practice.

Safer recruitment processes were in place and being followed appropriately. Records sampled demonstrated that relevant checks had been completed. This helped to keep children safe.

The service had identified appropriate areas for further development, including outdoor play, the use of the garden environment, introduction of a rolling lunch system and strengthening planning through the use of provocations. These priorities reflected a clear understanding of how to further enhance children's experiences.

While leadership had strengthened, there remained a need to ensure consistency in practice across the service. Going forward staff would benefit from increased on the floor support to further develop confidence, consistency and quality. Continued focus on embedding improvements and strengthening leadership visibility would support ongoing development and consistency.

Children thrive and develop in quality spaces 4 - Good

Quality indicator: Children experience high quality spaces

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 had access to spaces that supported their play, learning and overall wellbeing. There was clear evidence that the service had made significant and sustained improvements to the environment, resulting in spaces that were safer, more engaging and responsive to children's needs.

Changes to the environment were well-documented through a large floor book which captured the service's improvement journey. This included photographic evidence, children's drawings and comments from parents, demonstrating that children and families had been actively involved in shaping the environment. This approach ensured that spaces reflected children's interests and promoted a sense of belonging.

Playrooms had been thoughtfully reorganised to maximise space and improve accessibility. Layouts supported children to move freely and make independent choices about their play. Resources were well-organised and accessible, encouraging children to explore, investigate and lead their own learning. Improvements to specific areas had created more inviting and stimulating spaces, resulting in increased engagement and sustained play.

Staff demonstrated a reflective approach to maintaining spaces. They monitored how children used resources and made adaptations when items were no longer of interest or did not promote meaningful play. This ensured that the environment remained dynamic and responsive. Staff spoke positively about the improvements, highlighting increased satisfaction in their roles and recognising the positive impact on children's experiences.

The service had addressed previous maintenance concerns effectively. Systems were in place to log and track repairs, and there was evidence that these had been completed in a timely manner. The environment was observed to be clean and well-maintained, supported by a dedicated cleaning team. This contributed to a welcoming and hygienic space for children.

Children's safety was well considered throughout the environment. Playrooms were secure, and appropriate risk assessments were in place. Individualised safety measures had been implemented, where required, to meet specific needs, ensuring that all children could access the environment safely and confidently.

The outdoor area had also been improved. A clear effort had been made to declutter the space, creating more room for children to engage in physical play and exploration. This supported children's health and wellbeing and provided opportunities for more active and creative play. Developing free-flow access between indoor and outdoor areas further enhanced children's choice and independence, particularly for older children.

The service had taken steps to improve the functionality of the environment in preparation for further developments, such as the introduction of a rolling lunch. Consideration had been given to access to sinks and key areas to support independence and smooth transitions within daily routines.

Auditing and monitoring of the environment were in place and were beginning to positively influence outcomes for children. Regular reviews supported staff to identify strengths and areas for development, contributing to ongoing improvement.

While significant progress had been made, there were opportunities to further enhance the environment. Continued development of play spaces would ensure they remain stimulating and meet the evolving needs of children. The outdoor area could be further enriched to provide a wider range of experiences. In addition, consideration was required to ensure that babies had sufficient dedicated space to explore and play safely.

Children play and learn 4 - Good

Quality indicator: 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.

There was clear and significant improvement in the quality of play and learning experiences across the service. Environments had been thoughtfully redesigned to provide children with increased opportunities to explore, investigate and lead their own play. The use of open spaces and carefully selected resources supported children's independence, curiosity and engagement.

Across the service, children benefited from a wide range of natural and loose parts materials. These resources encouraged creativity, problem-solving and sensory exploration. Children were observed to be engaged in their play, with many sustaining attention over extended periods. The environment supported children to move freely and make choices about their play, promoting autonomy and confidence.

Staff interactions were nurturing, responsive and purposeful. Practitioners demonstrated a better understanding of child development and were attentive to children's cues, responding warmly through facial expressions, tone and language. This approach supported children to feel secure and valued. Staff consistently used encouragement, praise and questioning to extend learning, helping children to build confidence and deepen their understanding.

We could see effective support for communication and language development. Staff modelled vocabulary appropriate to children's stage of development. This helped children to make connections and develop understanding in a meaningful and engaging way. Interactions were often characterised by sustained shared thinking, with staff taking time to listen, respond and build on children's ideas.

Children experienced a balance of planned and spontaneous learning opportunities. Staff used their knowledge of individual children to provide experiences that were both engaging and relevant. Activities supported a range of developmental areas, including physical skills, creativity, early mathematics and problem-solving. For example, children were observed using a variety of materials to construct models, test ideas and work collaboratively with peers. These experiences promoted imagination, resilience and cooperative play.

There was a strong emphasis on physical development and wellbeing. Children had opportunities to use their bodies in different ways, both indoors and outdoors. They accessed a range of equipment and participated in activities which promoted coordination, strength and confidence. The outdoor environment was used to enhance learning, supporting children to explore and engage with the wider world.

Staff demonstrated flexibility in their approach, ensuring that children's individual needs were met. This included adapting experiences and supporting children to access different opportunities where appropriate. As a result, children benefited from inclusive and responsive care that supported their overall development.

Recent professional learning had positively influenced practice. Staff had engaged in training focused on rights-based approaches, nurturing practice and improving observations. This was reflected in the quality of interactions and the increasing focus on capturing meaningful learning within children's experiences. Staff appeared motivated and enthusiastic, with a shared commitment to improving outcomes for children.

Systems for monitoring and evaluating play and learning were in place and beginning to support ongoing improvement. These would benefit from continued development to ensure consistency and to fully embed reflective practice across the team.

Opportunities for further development were recognised. These included strengthening planning approaches to ensure a more responsive and cohesive curriculum, and considering how digital technology could be used in a balanced and purposeful way to enhance learning. Further strengthening of lead roles or champions in areas such as digital technology, outdoor learning, literacy and numeracy would support continued development and consistency.

Overall, children experienced a warm, stimulating and engaging environment, with clear evidence that improvements in practice had positively impacted on the quality of play and learning.

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.

Children experienced a calmer, more nurturing and supportive environment where their wellbeing was central to practice. Throughout the service, staff were observed to be warm, caring and responsive in their interactions. Children were offered comfort and reassurance when needed, including physical affection such as cuddles, which supported them to feel secure and valued. The atmosphere was relaxed and positive, with frequent moments of shared enjoyment, laughter and playfulness between staff and children.

Staff demonstrated a respectful and consistent approach to guiding behaviour. Children were gently reminded of expectations and supported to understand how to keep themselves and others safe. For example, when children were observed running indoors, staff calmly redirected them, suggesting alternative ways to release their energy, such as accessing outdoor spaces. This approach promoted positive behaviour while maintaining children's dignity and independence.

Children with additional support needs were better understood and appropriately supported. Staff demonstrated a good awareness of individual children's needs and applied consistent strategies to support their wellbeing. Personalised approaches were evident, including the use of visual supports and clear guidance for staff to follow. Although supporting documentation such as wellbeing and additional planning records required further updating, practice demonstrated that children's needs were being met well.

Flexible and responsive care was seen in daily routines. For example, during lunchtime, individual approaches were taken to ensure children remained comfortable and engaged. One child was supported to access their meal in a quieter area and was able to move between preferred activities and eating, reflecting a child-centred and nurturing approach to care. This demonstrated the service's commitment to meeting children's needs in ways that respected their preferences and promoted wellbeing.

Personal planning had improved and was reflective of children's individual needs and experiences. One-page profiles provided a clear overview of what was important to each child, allowing staff to respond appropriately. There was meaningful inclusion of children and families' voices, and this information was being used to inform practice, including play experiences and aspects of self-evaluation. This demonstrated a developing understanding of how to place the child at the centre of care and support.

The service had begun to review and reflect on daily routines, including mealtimes. Plans were in place to introduce a rolling lunch, informed by consultation with staff and children, as well as internal audits. This demonstrated a willingness to adapt practice to improve children's experiences. There remained a need to ensure consistent role modelling by staff, particularly in supporting positive social experiences during mealtimes.

The service had also taken steps to strengthen relationships with families. There were plans to reintroduce initiatives such as the chatty café. There were links with a local toy library, providing families with access to high quality play resources to take home and return, newsletters and family learning resources had been reintroduced. While some of these were still in development, there was evidence of a commitment to enhancing family engagement. Approaches such as involving families in self-evaluation activities will further support partnership working.

Some areas for improvement were identified. Transitions required further consideration to ensure they were well planned and effectively supported, with clearer links to information within personal plans. Recording systems, particularly in relation to chronologies and sensitive information, required to be strengthened to ensure a clear and holistic understanding of each child's experiences and vulnerabilities.

Infection prevention and control practices required to be more consistent. This included clearer approaches to hand hygiene outdoors and appropriate use of gloves and sunscreen application. Staff also required to be responsive to children's health and wellbeing needs in varying conditions, including ensuring access to shade, appropriate clothing and regular drinks during the summer weather.

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

Requirements

Requirement 1

By 31 December 2025, the provider must ensure that monitoring and quality assurance systems are effective and led well by:

- (a) Aligning improvement plans with current service needs.
- (b) Implementing effective supervision and monitoring of staff practice and the service as a whole.

This is to comply with Regulation 4(1)(a) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210) which requires providers to make proper provision for the health, welfare and safety of service users.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "I use a service and organisation that are well led and managed" (HSCS 4.23).

This requirement had not been met and we have agreed an extension until 30 June 2026.

This requirement was made on 6 October 2025.

Action taken on previous requirement

The impact of the systems put in place could be seen in the nursery. Outcomes for children had improved and the service was calm and relaxed. Staff, children and families were happier and more settled.

Met - within timescales

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

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Children experience high quality spaces	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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