Indiyouth
Day Care of Children

39 Ardencraig Road
Castlemilk
Glasgow
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Telephone: 01416 346 161

Type of inspection:
Unannounced

Completed on:
6 August 2026

Service provided by:
The Indigo Childcare Group

Service provider number:
SP2007009288

Service no:
CS2012310151

About the service

Indiyouth is registered to provide care to a maximum of 30 children aged from primary seven to under 16 years of age. At the time of inspection 21 children were in attendance on the first day and 23 on the second.

The service operates from Castlemilk Youth Complex which is situated in the south of Glasgow. It is close to local parks and amenities. Children were accommodated in a main room and had access to a gym hall, theatre room and music room.

Through discussion with staff and children it became apparent that those attending the service preferred to be referred to as young people. Therefore, the term young people will be used throughout this report.

About the inspection

This was an unannounced inspection which took place on 5 and 6 August 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 young people 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

• Sector leading practice in playing, learning and development supported all children to reach their full potential.
• The service promoted an ethos of respect and inclusion.
• Staff knew children and families very well, and provided the support and care they required in a kind and nurturing way.
• The service demonstrated a strong commitment to listening to and valuing children.
• Children were supported to lead their own daily experiences, leading to outstandingly high outcomes for children.
• Children and families needs were at the heart of all quality assurance and improvement processes.

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	6 - Excellent
Children are supported to achieve	5 - Very Good

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

Leadership 5 - Very Good

Leadership and management of staff and resources

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.

An overarching vision, values and aims were established for all services within the provider group. They incorporated important aspects of care that were meaningful to young people. For example, the vision referenced young people and families being listened to. We observed this in practice and concluded that young people were consulted and placed at the heart of service delivery. We shared with management the opportunity to bring this to life by further involving young people in creating a service specific vision. This could strengthen the aspirations of young people attending and reflect the unique way that the service is delivered.

A meaningful improvement plan was in place which detailed evidence of impact and timescales of improvements. The plan was being used as a working document, and we saw evidence that progress had already been made in a number of areas. For example, the service had developed regular chat sessions with young people to keep up to date with their interests. As a result, young people were able to access a wider range of experiences that supported the development of their confidence, skills, and self-esteem. These opportunities included working alongside a graffiti artist, a DJ, and a music tutor, enabling young people to explore new interests, develop creative talents, and gain valuable experiences that contributed positively to their personal growth and development.

The service's approach to quality assurance also impacted on other improved areas. Young people, staff, and families' views were routinely gathered and used to inform developments across the service, including changes to snack routines and transition processes. Staff met monthly to engage in professional discussions focused on challenge questions from national guidance documents. This supported them to continue to improve experiences for young people.

Young people and their families were actively involved in broader discussions on topics such as social media and its potential impact on young people. Their views, experiences, and opinions were sought and shared to help inform decision-making. A 'chat box' was available for young people to communicate their views, suggestions, and concerns with staff on a regular basis in a confidential and accessible way. This allowed young people to submit notes about anything they wished to improve, discuss, or raise as a concern. This approach demonstrated that the service listened to, valued, and respected the views of young people.

Regular peer monitoring from staff within the organisation supported the service to identify areas for development and make changes. Staff also carried out self-evaluation using national guidance, and feedback from parents and staff, which further reinforced the strength of the service's ethos. This was all informed by the systematic use of evidence to measure impact and drive continuous and meaningful improvement for children and families.

The staff team provided a wide range of skills and experience to the service. Staff worked well as a team and communicated well with each other. Staff were recruited safely, and a comprehensive induction program supported staff to understand their roles and responsibilities as well as to develop their skills and

knowledge. As a result young people received consistently high quality care and support.

Children play and learn 6 - Excellent

Playing, learning and developing

We evaluated this quality indicator as excellent where aspects of performance were outstanding and sector leading.

The play and development experiences for young people was exemplary. They engaged in unique, fun and exciting experiences focused around their interests and needs. Staff and management skilfully listened and responded to young people's requests, making sure that young people's ideas were brought to life. This was a sector leading approach that placed young people at the heart of their work.

Young people attending the service were happy, confident, and fully engaged in their experiences. The service offered unique opportunities for activities that supported young people in building confidence, learning about themselves, and developing their social skills. Young people had participated in a variety of experiences to develop their individual skills, including learning to play musical instruments and cooking.

Skills for life were developed and enhanced through an engaging environment and supportive interactions. Young people had opportunities to develop skills and knowledge as the service supported them to achieve accredited qualifications. These recognised their talents, needs, and interests such as leading projects and creating a podcast. This aspirational approach supported young people to have the confidence and skills to take their learning and development forward in life.

Exciting and engaging experiences available met the needs of the various ages and stages of development of the group. This included board games, pool, and physical activities. Staff gave young people the time, space, and support they needed to make decisions and use their voice. Staff were highly skilled at using high-quality interactions, spaces, and experiences to extend and sustain young people's interests.

Young people had autonomy in their experiences. One young person told us, 'Feedback and suggestions are always welcomed and encouraged by the staff. There's always different activities going on in the service.' Young people shared with us that they could choose what resources went out each day and were involved for planning for experiences. For example, young people were involved in planning a festival day including a variety of exciting outdoor experiences such as safe archery and inflatable axe throwing. A local music entertainer was organised to provide entertainment for the young people and their families. One young person told us they enjoyed 'having the opportunity to lead activities and be part of the planning for Indiyouth.' This supported young people to develop their ownership of the service and life skills for the future.

Young people were able to participate in regular physical activities, using the gym to enjoy group games such as football. Staff participated in experiences with young people supporting their interests and engagement. Young people were challenged and encouraged to persevere when using musical instruments in a dedicated music room. They had the opportunity to lead, offering guidance and support to others, helping to build confidence. This experience supported young people's creativity and allowed them to express themselves through music.

Young people created personal development plans, which involved them choosing projects to lead and

develop. Young people completed their own action plan for the activity they were leading on and the expected outcome. This supported young people's decision making, independence, leadership skills and an opportunity to have their voice heard.

There were opportunities for young people to become 'communication buddies'. This impactful experience involved visiting a local nursery and supporting children with language and communication through experiences such as making playdough. This supported young people to have responsibility and share and develop skills with younger children in nursery. This was an exceptional way to prepare young people for later life.

Children are supported to achieve 5 - Very Good

Nurturing care and support

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.

The young people were happy, settled, and confident in their environments and had developed friendships which enhanced their wellbeing. Staff used a variety of approaches to respond to young people's cues to support the development of self-regulation, empathy, confidence, creativity, and curiosity. This included offering time and support to young people who struggled to settle into sessions, and supporting engagement between young people using the service through group activities such as pool and football.

Staff were nurturing and caring in their interactions, responding to the young people with warmth and attentiveness. These positive engagements supported young people to feel safe, secure, and contributed to the positive relationships they had with staff. One parent told us, 'The staff are very approachable to chat to and always have my young person's best interests at the heart of everything they do.'

Mealtimes were a calm, relaxed, and sociable experience. Staff sat with young people encouraging conversation and social interactions. Young people had independence in choosing their lunch options, accessing lunches, and pouring their own drinks.

The service created diverse spaces that supported young people to socialise and participate in experiences alone or in groups if they chose. Care boxes which contained personal care items were made available for young people to easily access confidentially. This supported their health, care, and wellbeing.

Young people had the opportunity to participate in a number of groups including the inclusion group. This supported young people to feel part of a group that shared positive and kind words about one another, and promoted inclusivity.

Young people's overall wellbeing was supported through the effective use of personal planning, taking account of the wellbeing indicators. Sections of the plans were completed by the young people themselves, supporting them to have autonomy in their care. Plans identified targets and goals for young people's development, supporting staff to develop strategies and experiences to meet their needs. Staff regularly updated plans to ensure that young people's needs were being met.

Strategies for young people with additional support needs had been identified in partnership with the young people, parents, and an inclusion coordinator. Staff were all aware of the strategies, and we saw these being

used in practice. We discussed with management that personal plans should be shared regularly with parents, ensuring a shared understanding of young people's current needs.

Transitions to the service were tailored to meet young people's individual needs. Meaningful communication systems ensured key information was shared in advance, supporting continuity of care. Enhanced transitions were in place for young people with additional support needs to support both young people and their parents.

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	5 - Very Good
Leadership and management of staff and resources	5 - Very Good

Children play and learn	6 - Excellent
Playing, learning and developing	6 - Excellent

Children are supported to achieve	5 - Very Good
Nurturing care and support	5 - Very Good

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