Childcare in the Community Mobile Creche Day Care of Children

Whitehill Neighbourhood Centre
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Telephone: 07534 506 250

Type of inspection:
Unannounced

Completed on:
23 September 2026

Service provided by:
Childcare in the Community a Scottish Charitable Incorporated Organisation

Service provider number:
SP2017012912

Service no:
CS2017355822

About the service

Childcare in the community mobile creche is registered to provide a mobile creche service to a maximum of 15 children at any one time.

Care is provided from a variety of locations around North and South Lanarkshire. Each location has exclusive use of one playroom and access to toilets within the building. The service is close to schools, shops, transport links and other amenities.

About the inspection

This was an unannounced which took place on Wednesday 23 September 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 two people using the service and one family,
- spoke with two staff and management,
- observed practice and daily life, and
- reviewed documents.

Key messages

- The team were committed to improving outcomes for children through regular self-evaluation and quality assurance. We discussed the importance of regularly monitoring core areas, for example medication and accidents
- The service had clear processes in place for mentoring, supporting and developing staff.
- The staff knew the children very well, relationships were warm and friendly.
- Experiences were both responsive and intentional, encouraging children to be curious and creative.
- Personal plans were in place for each child. The service should further strengthen these by including ongoing transitions and changes in children's routines, interests and needs.

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	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 settings work, and some aspects which could benefit from improvement.

Service aims and objectives were communicated to families at induction. Parents were aware of the setting's values and approach from the outset. During our visit, we observed that aims and objectives were reflected in the experiences provided for children. To further strengthen partnership working and parental engagement, we suggested that parents get opportunities to contribute to the review and development of the aims and objectives. This would ensure that families' views were reflected in the direction of the service.

The manager had developed an improvement plan focused on achieving positive outcomes for children. Staff were actively involved in this process through reflection, monitoring and evidence gathering. This demonstrated the service's commitment to continuous improvement and highlighted how staff contributions were valued in shaping and developing practice.

The safety of each creche space was a priority for the manager. We saw robust risk assessments in place for each playroom. Health and safety checklists were used to assess each space before use. The manager actively monitored staff understanding of these processes and supported them to complete assessments dynamically and responsively. This demonstrated the manager's commitment to maintaining safe environments for children and ensuring staff take a proactive approach to identifying and managing potential risks.

We saw evidence of a systematic approach to self-evaluation across the service. The manager demonstrated a good understanding of the service strengths and identified areas for development. There was a clear capacity to improve and sustain positive outcomes. However, we identified a gap in relation to the monitoring of core areas for example accidents and incidents. Strengthening quality assurance systems would further support the delivery of a high-quality service.

Recruitment processes were well organised and followed safer recruitment guidance. Staff were encouraged to take ownership of their ongoing learning and development and were supported through mentoring programmes. One staff member told us, "I am one of the mentors, I feel I take my time making sure new staff understand why we do things and give praise. At the end of creche we talk about what went good and things we can improve."

The service had clear processes in place for supporting and developing staff. Support and supervision meetings provided regular opportunities for staff to discuss their progress and agree development goals with the manager. Training needs were identified, and responsive action was taken to ensure staff received appropriate learning opportunities. This helped promote a skilled and confident workforce and contributed to improving outcomes for children.

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 settings work, and some aspects which could benefit from improvement.

Children were happy, settled and secure within the setting. Throughout our visit, we observed children smiling, laughing and confidently communicating their needs and preferences to staff. Children felt comfortable in the environment and had developed positive relationships with those caring for them.

Staff knew the children very well and consistently responded to their individual needs and interests. We observed examples of this throughout the session. Staff recognised children's preferences and used this knowledge to support their engagement and wellbeing. Responsive approaches helped children feel valued and supported.

The play environment offered a wide variety of resources for children to explore independently. Resources were stored at child height and were easily accessible, which allowed children to make choices and lead their own play. For example, we observed a child independently selecting train track and toy vehicles from storage drawers before creating their play experience. This supported children's independence, decision-making and confidence.

The playroom was organised effectively, with clearly defined areas and sufficient space for children to move freely and safely. Younger children had ample room to crawl and explore, and staff had carefully considered the age and stage of development of the children when selecting resources and experiences.

Staff interactions were warm and respectful. Staff positioned themselves at children's level, showing genuine interest in their play and helped to build meaningful connections. We observed a staff member crawling alongside a young child, copying their actions and engaging in shared play. There were lots of smiling and eye contact, which highlighted the child had made a positive connection with the adult.

Staff were skilled in using resources and experiences to promote learning and development. For example, we observed a staff member dangle a magnet jigsaw piece from a rod in front of a child. The child laughed and babbled as they reached out to try and grab the jigsaw piece. The staff member extended this by using two rods, encouraging the child to stretch for two pieces. The child was enjoying the challenge, responding with enthusiasm and laughter.

We observed one child spend a long time deeply engaged in play with a train track and trains. The child concentrated on building bridges and curves before carefully adding trains to the completed track. A staff member acknowledged and praised the child's efforts before sensitively offering to extend the track. Although the child gave limited verbal responses, the staff member remained attuned to their cues and interests. This carefully supported and extended their learning without interrupting their play. The staff responded to the child's interests and showed a strong understanding of the importance of leading their own learning.

Children benefited from a balance of responsive and intentional learning experiences. They were able to freely choose resources, follow their own interests and use materials creatively. Alongside this, staff planned and provided purposeful experiences, such as sensory play with shaving foam, to promote curiosity and exploration. This balance supported children's independence whilst providing opportunities to develop a range of skills.

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 settings work, and some aspects which could benefit from improvement.

Relationships between staff, children and families were warm, caring and respectful. Staff knew the children very well and demonstrated a detailed understanding of their individual needs, preferences and routines. Consistent staffing arrangements across the service meant children were cared for by familiar adults, helping them to feel secure and supporting strong relationships with families. This enabled staff to tailor their approaches to meet individual needs and support smooth transitions throughout the day. One staff member told us, "Mobile creche staff work hard to build positive, respectful and trusting relationships with families".

Children appeared comfortable and confident in the setting. We observed children seeking reassurance and comfort from staff when needed before quickly returning to play and exploration. This demonstrated that children felt safe, secure and well supported within the environment.

Staff were attentive and responsive to children's verbal and non-verbal communication. They described how they used gestures, facial expressions and observations of children's behaviour to understand and respond to their needs. Staff worked in partnership with parents to develop a shared understanding of children's communication methods, ensuring children's preferences and rights were respected and promoted.

Children were able to move through routines at their own pace. For example, we observed a staff member patiently waiting for a child to indicate they were ready for snack rather than interrupting their play. This child-centred approach supported children's independence and sense of control over their day.

Staff demonstrated an awareness of potential barriers to communication with families who used English as an additional language. They were able to discuss strategies already in place and identified opportunities to further strengthen communication and engagement with families. This reflected a commitment which ensured all families could access information and participate meaningfully in their child's care and learning.

Mealtimes were calm, relaxed and unhurried. Staff sat with children and used opportunities to build relationships and encourage positive experiences around food. Staff knew children's individual likes, dislikes and dietary preferences well and responded sensitively to these. Children were able to eat at their own pace and were supported to communicate when they had finished, promoting independence and choice.

Personal plans were in place for each child and included information about their individual needs, preferences and interests. These provided staff with valuable information to support personalised care. The service should further strengthen these by including ongoing transitions and changes in children's routines, interests and needs. This would help ensure personal plans remain reflective of children's changing needs and interests.

Personal care routines were carried out in a respectful and dignified manner. Staff used these one-to-one interactions as valuable opportunities to strengthen relationships and promote children's wellbeing. During a personal care routine, we observed a staff member chatting warmly with a child, providing reassurance and maintaining engagement throughout. When the child began to show signs of becoming unsettled, the staff member responded sensitively, using distraction and reassurance to support the child and maintain a positive experience. This demonstrated nurturing care and a strong understanding of children's emotional needs.

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	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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