Renfrewshire PlayScheme
Day Care of Children

2 Middleton Road
Linwood
Paisley
PA3 3DP

Telephone: 07432105695

Type of inspection:
Unannounced

Completed on:
23 July 2026

Service provided by:
Renfrewshire Council

Service provider number:
SP2003003388

Service no:
CS2017357045

About the service

Renfrewshire Playscheme is a daycare of children service provided by Renfrewshire Council for school-aged children with additional support needs. The service operates from Riverbrae School in Linwood, Paisley, and provides sessional care during the Easter and summer school holidays.

The service is registered to provide care for a maximum of 40 school-aged children at any one time. It may operate up to five days per week during school holiday periods.

Staffing arrangements are based on the guidance detailed in Annex A of the National Care Standards: Early Education and Childcare up to the age of 16, ensuring children receive appropriate levels of support to meet their individual needs.

Children attend the service on the days allocated to them.

About the inspection

This was an unannounced inspection which took place on 22 and 23 July 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 staff and management present on the days we visited the service
- gathered feedback from 17 staff members using a questionnaire
- gathered feedback from 13 family members using a questionnaire
- observed daily practice and children's experiences
- 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

- The management and leadership team had introduced a range of positive changes across the service, with a clear focus on improving experiences and outcomes for children.
- Children experienced a warm, welcoming and inclusive environment where they felt safe, valued and supported.
- Personal plans had been reviewed and updated to reflect children's individual strengths, interests, health needs and support requirements.
- Children were happy, settled and having fun. They benefited from a variety of indoor and outdoor play opportunities that promoted choice, independence and enjoyment.
- Positive, nurturing relationships helped children feel secure, respected and included. Staff adapted communication and support approaches to help children express their wishes and take part in daily experiences.
- Children benefited from safe, well-maintained environments, with effective supervision, healthcare arrangements and risk assessments supporting their health, safety and wellbeing.
- Management used feedback, self-evaluation and monitoring activities to drive improvement, resulting in enhancements to children's experiences, play environments, resources and communication with families.
- Progress had been made in relation to staff registration requirements. Systems were in place to monitor registration status and support staff to achieve the appropriate professional registration. The manager will continue to prioritise this.

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

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: Leadership and management of staff and resources

The service had experienced a period of change, with a recently established management and leadership team comprising of a manager, assistant manager and team leaders. The team had introduced a range of new systems and approaches to support improvement and strengthen the day-to-day operation of the service. They engaged positively with the inspection process and were open and transparent throughout.

The management and leadership team demonstrated a commitment to improving outcomes for children and families. They confidently shared the service's improvement journey, progress made to date and plans for further development. Feedback and discussion were welcomed, demonstrating a willingness to reflect and build on improvements across the service.

The service's vision, aims and objectives were displayed throughout the playscheme. We saw these reflected in practice through the warm, welcoming and inclusive environment experienced by children. Staff promoted a culture where children felt valued, respected and supported. Children benefited from care that recognised their individual strengths, interests and needs, helping them build relationships, participate in experiences and enjoy their time at the service.

The manager shared plans to review the vision, aims and objectives with families and staff to ensure they continue to reflect the needs and experiences of those using the service. This will compliment plans to develop a family handbook, providing clear information about the playscheme and the experiences and opportunities available to children.

A range of quality assurance activities had been introduced, including practice observations, daily accident monitoring, environmental walk-rounds, reflective discussions, review of the service action plan and detailed handover meetings. Information gathered through these processes was used to identify improvements and support service development.

This had resulted in a number of positive changes across the service, including improvements to mealtime experiences, additional resources, changes to playroom layouts and enhanced handover processes. Quality assurance activities had also identified professional learning opportunities for staff and supported discussions about how best to meet children's individual needs. This helped ensure children experienced consistent care and support, with environments and experiences continuing to develop in response to their needs and interests.

The day-to-day running of the playscheme was supported and overseen by visible and approachable leaders who provided guidance, support and positive role modelling for staff. The management and leadership team brought a range of skills, knowledge and experience which complimented one another and supported service improvement. Established routines, regular communication and information sharing helped ensure children experienced a consistent approach to care and support.

Staff understood the service's procedures and consistently followed these in practice. Best practice guidance and local authority documentation supported staff in delivering safe and responsive care for children. We discussed the benefit of developing service specific policies, to reflect the service's procedures and ways of working. This would provide staff with clear written guidance and further support consistency across the team.

A reflective culture was evident, with staff regularly considering what was working well and where changes could further enhance children's experiences. Daily meetings, handovers and debriefs were a particular strength, supporting the sharing of information about children's wellbeing, support needs, healthcare requirements and successful strategies. Information from families and, where appropriate, other professionals was also discussed, helping ensure children's individual needs continued to be met.

Feedback was shared in a supportive and encouraging way, helping staff develop skills and confidence. Staff reported improvements in communication, teamwork and morale. Team leaders demonstrated enthusiasm and commitment to their roles, and staff told us they felt comfortable sharing ideas and suggesting improvements. This contributed to a positive culture where everyone played a part in service development.

Safe recruitment and induction processes were in place. Appropriate pre-employment checks were completed by the provider, and staff received induction and training before starting at the playscheme. Ongoing support through handovers, team meetings and regular guidance helped staff understand procedures, roles and expectations.

Positive progress had been made in relation to staff registration arrangements. Systems had been introduced to monitor registration status and support staff to achieve registration with the appropriate professional body. The management team recognised the importance of this area and will continue to prioritise and monitor progress to ensure all staff who require registration achieve this within the appropriate timescales (see area for improvement 1).

Communication with families had been strengthened through newsletters and regular updates. Developments and improvements were shared regularly, helping families remain informed about changes within the service and become more familiar with members of the management and team leader groups. This supported positive relationships and helped families feel involved in the service's ongoing improvement journey.

Parents spoke positively about the progress made within the service. Comments included: "I have found the service this year to have made massive improvements in terms of continuity of care", "This is a fantastic service that offers a lifeline to many families. You can see improvements have been made from last year and these have more positive outcomes for the children and their families" and "There is always the opportunity to provide feedback and improvements have clearly been taken on board this year." These comments demonstrated that families recognised the positive changes made to improve experiences and outcomes for children.

Areas for improvement

1. To ensure children are safely cared for by suitably registered staff, the provider should continue with their plans to ensure all staff who require Scottish Social Services Council (SSSC) registration achieve and maintain registration within required timescales.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes" (HSCS 3.14).

Children thrive and develop in quality spaces 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: Children Experience high quality spaces

Children benefited from a welcoming and comfortable environment that was bright, well-ventilated and appropriately maintained. Play spaces were arranged to allow children to move around freely and access a range of experiences. Familiar resources reflected children's interests and helped them feel relaxed and confident within the setting.

Indoor and outdoor spaces were used well to provide opportunities for play, exploration and physical activity. Children accessed a variety of experiences that reflected their interests and preferences. Resources were varied and accessible, supporting children to make choices and direct their own play. Children also benefited from free-flow access to the outdoor environment, providing daily opportunities to be active, explore and enjoy fresh air. This supported children's wellbeing and broadened their play experiences.

Staff regularly reviewed resources and learning spaces to ensure they remained relevant and inclusive. Environments were adapted to reflect children's individual needs, interests and preferred ways of playing. Management recognised the importance of continuing to review spaces and build on resources to ensure they remain responsive to the children attending the service and continue to provide appropriate levels of stimulation and support.

Appropriate arrangements were in place to support infection prevention and control. Children were encouraged to follow good hand hygiene practices and benefited from a clean environment supported by housekeeping staff and the wider staff team. We spoke with the management team about the importance of continuing to monitor changing and personal care spaces to ensure good hygiene standards are consistently maintained.

The service had suitable arrangements in place to maintain the environment. A janitor supported ongoing repairs and upkeep, helping to ensure children could access safe and well-maintained spaces. Staff knew how to identify and remove damaged resources from use, ensuring resources remained safe for children. The manager advised that discussions were planned with the provider regarding a deep clean of the service, including window cleaning, before the next playscheme session starts to further enhance the environment for children.

Management monitored accidents and incidents daily and used this information to identify patterns, respond to emerging issues and inform ongoing improvements. Risk assessments had been reviewed and further developed since the previous inspection and reflected both the needs of the service and individual children. These covered key areas of the environment and activities accessed by children. Staff demonstrated a good understanding of balancing risk and benefit, enabling children to take part in enjoyable and appropriately challenging experiences while remaining safe and supported.

Staff were deployed throughout the session in a way that promoted children's safety, wellbeing and play experiences. They positioned themselves across the environment and moved alongside children as they accessed different areas, including outdoors, ensuring children were appropriately supervised while maintaining their independence. Arrival and collection times were managed well, with staff communicating through walkie-talkies and maintaining oversight of entrances, exits and the main gate. These arrangements helped children move confidently around the setting while remaining safe and well supported.

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 happy, settled and having fun. Smiles and laughter were evident throughout the day as children engaged in activities and experiences they enjoyed. They experienced a caring environment where they were encouraged to make choices, follow their interests and take the lead in their play. Staff responded sensitively to children's cues and preferences, supporting them to spend their time in ways that reflected their individual interests and needs.

Children benefited from an improved range of resources and play opportunities that promoted curiosity, creativity and exploration. Free-flow access between indoor and outdoor areas enabled children to choose where and how they spent their time. Dedicated spaces, including soft play, construction and messy play areas, provided opportunities for socialisation, creative and active play. Visual displays showing the resources available in each area helped children make informed choices and promoted independence.

Sensory experiences were embedded throughout the service. Children accessed resources such as playdough, paint, shaving foam, tactile boards and sensory floor tiles. A sensory room provided a quieter space where children could relax, regulate and engage in activities at their own pace when needed.

We saw children engaged in a variety of experiences, including bracelet making, decorating biscuits, drawing, painting and spending extended periods enjoying physical play on the swings, trampoline and roundabout. These opportunities supported children's confidence, creativity, wellbeing and enjoyment.

Interactions were warm, caring and child-centred. Staff knew children well and used their understanding of individual communication styles, interests and support needs to encourage participation. They responded sensitively to children's verbal and non-verbal communication, using a range of approaches to support inclusion and choice. This included the use of Makaton signing and communication tools to help children express preferences, make decisions and participate in play.

Staff demonstrated a good understanding of the strategies children required and recognised when to join children's play to extend experiences and when to step back to respect children's need for space and independence. Resources and activities were adapted in response to children's changing interests, helping children feel included, supported and able to enjoy their time at the playscheme.

The service promoted an inclusive approach. Staff carefully considered children's individual strengths, preferences and support needs when organising the environment and planning experiences. Specialist equipment and adapted resources helped children access meaningful play opportunities and enjoy positive experiences.

Outdoor play formed an important part of children's experiences. Children enjoyed opportunities for movement, exploration and social play, including football, swings, bubbles and mud play. They also benefited from additional experiences, including visits from a dance teacher and regular music and movement sessions, which promoted creativity, confidence and self-expression.

Planning was responsive to children's interests and needs. Daily staff discussions focused on children's wellbeing, preferences and participation. This information was used to adapt resources, activities and room layouts, helping to keep experiences relevant, enjoyable and reflective of the children attending the service. Parents recognised this personalised approach, with one commenting: "Staff ask about my child's hobbies and they plan activities accordingly."

Parents also spoke positively about the range of opportunities available. They shared that their children particularly enjoyed outdoor play, baking, board games, music, art, water play, using the swings and roundabout, and playing outdoors in the rain. These comments reflected the enjoyable and varied experiences available to children.

The service had invested in additional resources to support children's play experiences. The management team described how these had broadened opportunities available to children and recognised the importance of continuing to build on and develop resources and environments further in response to children's changing interests and needs.

Management and staff worked closely together, drawing on their skills, knowledge and experience to shape play opportunities and experiences for children. Leaders told us about their plans to introduce floor books to capture and celebrate children's experiences within the service. This would help families see and learn more about the activities, achievements and opportunities children have enjoyed during their time at the playscheme.

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 experienced warm, caring and nurturing support from staff who were kind, patient and responsive to their individual needs. Staff demonstrated genuine care towards children and welcomed them warmly into the service. One parent commented: "Everyone knew my child as I arrived at the gate and were smiling, happy to see them." This helped children feel welcomed, safe and valued.

Positive relationships were evident throughout the service, with children confidently approaching staff for support, interaction and reassurance, reflecting the trusting relationships that had been developed. Staff enthusiastically recognised and celebrated children's achievements, helping to build children's confidence, self-esteem and sense of belonging.

Parents spoke highly about the care and support provided. Comments included: "The most positive aspect for me is knowing I'm leaving my child in safe hands with staff who are kind, respectful and care for my child with the dignity they deserve", "The staff are fantastic with my little one" and "Some of the staff at playscheme are also staff at school. This is helpful when working with children with additional needs, especially those who are non-verbal, as they know more about the children's needs and likes." Parents also told us that staff took time to get to know their children, listened to information about their likes, dislikes and support needs, and provided meaningful feedback about their day.

Personal plans had been reviewed and developed to reflect children's individual health, wellbeing and support needs. Plans contained detailed information about communication, personal care, healthcare needs, sensory preferences and strategies to support children. Staff demonstrated a good understanding of children's individual needs and used information from personal plans, daily discussions and feedback from families and professionals to provide consistent and responsive care.

Staff had developed a good understanding of children's personalities, interests, strengths and support needs. A thoughtful matching process helped ensure children were supported by staff who knew them well or who had the skills and experience to meet their individual needs. Some staff also worked with children in other settings, helping to provide familiar and consistent support. One parent told us: "The staff were fantastic and I felt safe and content leaving my child with them."

Interactions were calm, respectful and child-centred. Staff engaged with children at their level, using reassurance, gentle encouragement and praise to support wellbeing and confidence. They recognised when children required additional support or a quiet space, helping children feel respected and understood. Children were treated with dignity and respect, with staff taking account of their age, stage of development and individual circumstances when providing support.

Personal care and hygiene routines were carried out sensitively and respectfully. Staff had received training to support them in meeting children's personal care needs and promoted children's independence while ensuring they remained comfortable, safe and supported. This helped children maintain their dignity and develop confidence in their own abilities.

Mealtimes were relaxed, sociable and unhurried. Staff sat with children and maintained appropriate supervision, considering children's individual needs and preferences. Children who benefited from quieter mealtimes were supported to access these, while others enjoyed opportunities to eat outdoors. The management team recognised the importance of continuing to review mealtimes and ensure snack options are appropriate and more nutritionally balanced where possible.

Suitable arrangements were in place to support children with healthcare and medication needs. Staff had received relevant training, including moving and assisting and the use of specialised equipment where required. They demonstrated a good understanding of children's healthcare needs and the procedures in place to support them.

A nurse was responsible for the administration and provided support for children with more complex health needs, helping to ensure children received safe and responsive care. We spoke with the manager about nursing cover arrangements, and she agreed this was an area that would be reviewed to ensure that a nurse is consistently available. This would help support continuity of care and enable children with healthcare needs to continue accessing the service.

Management and staff demonstrated a good understanding of their responsibilities in keeping children safe and had completed child protection training. Child protection information was displayed within the service and staff were aware of reporting procedures and the role of Child Protection Leads. Management maintained oversight of concerns and records, including chronologies where appropriate, and worked with families and other agencies when required to support children's safety and wellbeing.

Positive relationships had been established with families through regular communication and information sharing. Daily diary sheets helped keep families informed about their child's wellbeing, experiences and achievements, supporting continuity between home and the service.

The manager welcomed ongoing communication with families and spoke positively about plans to further develop connections with them by creating opportunities for families to visit the service, meet staff and learn more about children's experiences. We agreed this would help families feel more involved and connected to the service.

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

Requirements

Requirement 1

By 31 March 2026, the provider must ensure each child receives appropriate care and support to meet their individual needs including those that require additional support. To do this, the provider must, at a minimum:

a) ensure personal plans set out children's health, welfare, and safety needs and how they will be met.
b) ensure all staff are aware of and understand the information within the personal plans and use this to effectively meet each child's needs.
c) ensure personal plans are regularly reviewed and updated in partnership with parents to reflect children's current needs.
d) maintain clear and accurate records of support strategies, professional input, and outcomes for children.
e) liaise with other professionals, such as health and education specialists, where appropriate.

This is to comply with Regulation 5(1)(2) – (Personal plans) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210) and section 8 of the Health and Care (Staffing) (Scotland) Act 2019.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'My personal plan (sometimes referred to as a care plan) is right for right for me because it sets out how my needs will be met, as well as my wishes and choices,' (HSCS 1.15).

This requirement was made on 23 July 2025.

Action taken on previous requirement

Personal plans had been developed and contained detailed information about children's individual health, wellbeing and support needs. Staff demonstrated a good understanding of children's needs and used the information within plans to provide consistent care and support.

Time was allocated for staff to read personal plans, with key information shared through team briefings and discussions. Personal plans were reviewed daily and updated to reflect changes in children's needs, interests and support strategies, with input from families and relevant professionals where appropriate.

Records of support strategies and outcomes were maintained and used to inform ongoing care and support.

Met - within timescales

Requirement 2

By 31 March 2026, the provider must develop a medication procedure that supports children's health needs. To do this the provider must, at a minimum:

a) develop, implement, and share with staff and parents a medication procedure which takes account of good practice guidance.
b) evaluate staff understanding of the medication procedures and provide further training opportunities required.
c) establish an effective recording and auditing process for medication.

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) and section 8(1)(a) of the Health and Care (Staffing) (Scotland) Act 2019.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'Any treatment or intervention that I experience is safe and effective' (HSCS 1.24.) and 'I experience high quality care and support based on relevant evidence, guidance and best practice,' (HSCS 4.11).

This requirement was made on 23 July 2026.

Action taken on previous requirement

Procedures were in place to support children's medication and healthcare needs, and staff demonstrated a good understanding of their roles and responsibilities. Children's health and medication requirements were clearly recorded within personal plans and shared through induction processes and regular team discussions to support consistent care.

Best practice guidance and established procedures informed staff practice. Appropriate consent, recording and auditing systems were in place, with records sampled demonstrating that medication was managed and documented appropriately.

Arrangements were also in place for appropriately trained nursing staff to administer medication and support children with more complex healthcare needs.

Met - within timescales

Requirement 3

By 31 March 2026, the provider and manager must implement robust systems and processes in relation to child protection to ensure that children are safeguarded and protected from harm. To do this, the provider must, at a minimum:

a) ensure staff and managers have a clear understanding of their roles and responsibilities
b) Provide the manager and staff with regular training, updates on child protection procedures
c) establish and maintain clear consistent systems for recording, reporting and monitoring concerns
d) ensure leadership overview systems are in place to review child protection procedures.

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) and section 8(1)(a) of the Health and Care (Staffing) (Scotland) Act 2019.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I am protected from harm, neglect, abuse, bullying, and exploitation by people who have a clear understanding of their responsibilities,' (HSCS 3.20.)

'If I might harm myself or others, I know that people have a duty to protect me and others, which may involve contacting relevant agencies,' (HSCS 3.24).

This requirement was made on 23 July 2026.

Action taken on previous requirement
Safeguarding arrangements had been strengthened, with staff and managers demonstrating a good understanding of their roles and responsibilities in keeping children safe. Child protection training formed part of induction processes and was supported by ongoing updates, guidance and discussion.

Clear systems were in place for recording, reporting and monitoring concerns, and managers maintained oversight of safeguarding matters to support appropriate action where required. The service followed local authority child protection procedures and guidance to inform practice.

Met - within timescales

Requirement 4

By 31 March 2026, the provider must ensure children are cared for in a safe and hygienic environment by improving infection prevention and control practices.

This must include, but is not limited to:

• Ensuring effective hand hygiene routines are consistently followed by staff and children, particularly before snacks and meals.
• Regular cleaning of areas, such as dining spaces, toilets, and high-touch surfaces throughout the day.
• Prompt identification and cleaning of any unclean or contaminated areas.
• Ongoing monitoring and quality assurance of infection prevention and control measures.

This is to comply with The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210), Regulation 4(1)(a) – Welfare of users.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'My environment is secure and safe,' (HSCS 5.19)

'I experience an environment that is well looked after with clean, tidy and well-maintained premises, furnishings and equipment' (HSCS 5.24).

This requirement was made on 25 July 2025.

Action taken on previous requirement

Infection prevention and control arrangements had improved and were supporting children to experience a safe, clean and hygienic environment. Staff promoted good hand hygiene practices and children were supported to wash their hands at appropriate times throughout the day. Housekeeping and staff routines helped maintain cleanliness across the service.

Infection prevention and control was regularly discussed with staff and monitored by management, helping to support consistent practice and promote children's health, safety and wellbeing.

Met - within timescales

Requirement 5

By 31 March 2026, in order to improve outcomes for children, the provider must develop and improve management oversight across all areas of the service. This must include implementing effective quality assurance systems and processes, such as record keeping, audits and observations, in key areas. To do this the provider must at a minimum ensure:

a) the manager and staff have the capacity, time and skills to support a programme of continuous improvement
b) child protection records are accurate, clear and follow national guidance
c) medication records are accurate and follows good practice guidance
d) regular observations and audits of staff practice, engagement, and children's experiences are carried out
e) The service's improvement plan is regularly reviewed and reflects the current needs of the service.

This is to comply with section 8 of the Health and Care (Staffing) (Scotland) Act and Regulation 3 Principles of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

This requirement was made on 23 July 2025.

Action taken on previous requirement

Following the previous inspection, the newly appointed management and leadership team had had taken forward a range of improvements to strengthen oversight, monitoring and quality assurance across the service.

Monitoring systems, audits and observations had been introduced to review staff practice, children's experiences, child protection processes and medication arrangements.

The service action plan was being used to guide ongoing improvement and was reviewed regularly to ensure it reflected the current needs of the service.

The management team evidenced progress against identified actions and demonstrated a clear understanding of the service's strengths and areas for further development, supporting a culture of continuous improvement.

Met - within timescales

Requirement 6

By 31 March 2026, the provider must ensure that all staff who are required to be registered with the Scottish Social Services Council (SSSC) are appropriately registered within the required timescales.

This must include:

a) Developing a clear system to monitor the registration status and renewal dates for all staff.
b) Ensuring new staff apply for SSSC registration within the relevant period set out by the SSSC. For example, sessional workers must be registered by the beginning of their third year of employment.
c) Reviewing and updating recruitment and induction procedures to ensure SSSC registration is embedded as a mandatory step for all relevant roles.

This is to comply with:

The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210), Regulation 9(2)(c) – Fitness of employees.

The Health and Care (Staffing) (Scotland) Act 2019, Part 3, Section 7 – Duty to ensure appropriate staffing.

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).

This requirement was made on 23 July 2025.

Action taken on previous requirement

Positive progress had been made in relation to staff registration arrangements. The management team and team leaders were appropriately registered with the relevant professional body, and systems had been introduced to monitor staff registration status. The management team demonstrated an understanding of registration requirements and had plans in place to support ongoing progress.

We found that positive progress had been made to meet this requirement. However, ongoing monitoring is required to ensure all staff who require registration achieve this within the appropriate timescales. As a result, this requirement has been met and will now continue as an area for improvement to support ongoing progress. See Leadership section.

Met - within timescales

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

To ensure children have access to a wide range of rich, open-ended, and developmentally appropriate experiences that promote creativity, curiosity, and progression in learning, the provider should review the layout of the playrooms and the availability and organisation of resources and materials. This will support the provision of high-quality play and learning experiences across all areas of the environment.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'As a child, I can direct my own play and activities in the way that I choose and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity' (HSCS 2.27).

This area for improvement was made on 23 July 2025.

Action taken since then

We found that positive progress had been made in relation to this area for improvement. Resources and play spaces had been reviewed and enhanced, providing children with greater choice and access to a wider range of resources and play experiences.

This area for improvement has been met.

Previous area for improvement 2

To ensure children are safe and protected from hazards, the provider should develop comprehensive risks assessments which:

a) take account of best practice guidance
b) clearly identify risks and control measures
c) are reviewed regularly.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'My environment is secure and safe' (HSCS 5.19).

This area for improvement was made on 23 July 2025.

Action taken since then

We found that good progress had been made in relation to this area for improvement. Risk assessments had been reviewed and further developed to reflect both the service and children's individual needs.

Staff demonstrated an awareness of identified risks and the strategies in place to support children safely while enabling them to take part in a range of experiences.

These had been reviewed and discussions took place daily.

This area for improvement has been met.

Previous area for improvement 3

To support children's wellbeing, learning and development needs, the provider should ensure staff access training appropriate to their role and apply their training in practice. This should include, but is not limited to, training in child development, understanding children's behaviour and safety intervention.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes' (HSCS 3.14).

This area for improvement was made on 23 July 2026.

Action taken since then

Staff had access to appropriate learning and development opportunities, supported by a structured induction programme, ongoing role modelling, and guidance from senior staff. Detailed daily briefings and handovers ensured staff had a clear understanding of children's wellbeing, achievements, interests, individual support needs and strategies to support them. Staff worked well as a team, sharing knowledge, experience and reflective discussions to promote consistent practice.

Throughout the inspection, staff demonstrated confidence and competence in meeting children's needs and applying their learning in practice.

This area for improvement has been met.

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 thrive and develop in quality spaces	4 - Good
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

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.scot

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.gov.scot

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànain eile ma nithear iarrtas.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.