MACS ST Paul's & Whiteinch Day Care of Children

St. Pauls Primary School
Primrose Street
Glasgow
G14 0TF

Telephone: 0141 887 0002

Type of inspection:
Unannounced

Completed on:
10 September 2025

Service provided by:
Mearns After School Care Service Limited

Service provider number:
SP2003000772

Service no:
CS2022000220

About the service

MACS St Paul's & Whiteinch is registered to provide a care service to a maximum of 40 children attending primary school at any one time. The service will operate Monday to Thursday from 15:00 to 18:00 term time and 07:45 to 18:00 during school holiday periods. On the first day of inspection, 16 children were present. On the second day of inspection, 14 children were present.

The service is located in St Paul's primary school in the residential area of Whiteinch, Glasgow. The service is close to local shops, parks and other amenities. Children are accommodated in a dedicated classroom, gym hall, atrium and enclosed outdoor playground.

About the inspection

This was an unannounced inspection which took place on 9th and 10th September 2025. 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 registration of the service.

In making our evaluations of the service we:

- Spoke with children using the service and four of their family
- Gathered feedback from two parents through online questionnaires
- Spoke with three staff and management
- Observed practice and daily life
- Reviewed documents
- Spoke with a visiting professional

As part of this inspection, we undertook a focus area. We have gathered specific information to help us understand more about how services support children's safety, wellbeing and engagement in their play and learning.

This included reviewing the following aspects:

- Staff deployment
- Safety of the physical environment, indoors and outdoors
- The quality of personal plans and how well children's needs are being met
- Children's engagement with the experiences provided in their setting

This information will be anonymised and analysed to help inform our future work with services.

Key messages

- Children were having fun and engaged in a variety of play experiences on the days of inspection.
- Families felt welcomed and valued in the service.
- The manager understood the importance of linking with other agencies and professionals to ensure positive outcomes for children in their care.
- Children access an environment that was warm, welcoming and inviting.
- The team were committed to the continuous improvement of the service to ensure positive outcomes for children in their care.
- Children were supported by a team that were patient, kind and compassionate.

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

How good is our care, play and learning?	5 - Very Good
How good is our setting?	5 - Very Good
How good is our leadership?	5 - Very Good
How good is our staff team?	5 - Very Good

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

How good is our care, play and learning? 5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as **very good.**

1.1 Nurturing care and support

Children were having fun with friends and staff during our inspection. Staff had created a harmonious atmosphere that supported all children to feel comfortable and included. Connections with children and their families were important to the team. We found relationships with children and their families were strong, which supported everyone to feel included, safe, and welcome at the service. All parents we spoke to told us the team are always very friendly and welcoming.

Children experienced snack times that were relaxed, sociable and unhurried. The team had established a rolling snack to support children to choose when they wanted to eat, as well as ensure their play was not interrupted unnecessarily. Children's independence and life skills were developing through opportunities to self-select and self-serve their snacks. Children were able to influence the snack menus through weekly suggestions and discussions with staff. One parent told us "They offer varied healthy snacks." Water was available throughout the day to ensure children remained hydrated.

Personal plans were comprehensive and included essential information on children's individual needs, interests, and support strategies. Children who required medication had clear and up to date health plans. Children completed "All About Me's" with staff which reflected their current interests, wishes and goals. We found personal plans were regularly reviewed with children and families to ensure children were receiving the right support, at the right time. One parent told us "The staff are responsive to my child's health and changing needs."

Personal plans and strategies to support children and their families was further enhanced by the strong links and relationships with staff in the primary school. We found open communication and sharing of strategies was well established, which enabled children and families to receive consistent care and support of a high standard.

Children's safety, health and wellbeing was protected as staff were aware of their roles and responsibilities. All staff had recently attended child protection and chronology training and were confident in the services safeguarding procedures. Staff had also attended first aid, seizure management and food allergen training which meant they could effectively respond to children's individual health needs. All parents told us their children were safe at the service.

1.3 Play and Learning

Children were happy, having fun and engaged in play experiences on offer on the days of inspection. All parents we spoke to told us their children have great fun at MACS St Paul and enjoy attending. We found children could engage in a wide range of play and learning opportunities indoors and outdoors that reflected their current interests. Children were confident making choices about what they wanted to play with and where they wanted to play. This showed us children led their play in the service, where they felt safe, confident, and secure. We found staff were skilled at embedding the Playwork Principles through their interactions, discussions, and observations of children's play.

Planning approaches were child centred and responsive to children's requests, interests, and goals. Planned activities were diverse and celebrated many cultures through a variety of activities and ongoing projects. Children were excited to tell us about the Bollywood and Anime clubs. Children influenced the activities on offer through discussions with the team and by completing a monthly mind map. The children's ideas were then incorporated into an activity planner. Staff also considered children's goals and how this could be supported through activities on offer. This approach encouraged children to engage in stimulating play-based learning experiences. The team were currently developing their 'Spotlight Board' and 'High Five Board' in partnership with children to celebrate their achievements in the service.

Opportunities for literacy and numeracy learning were woven across experiences through play-based opportunities. On the days of inspection, we observed children engage in drawing, writing, playing cards, and board games which supported them to develop their language, literacy, and numeracy. A large library with cushions and tent was available for children to read and relax in.

Children benefitted from a strong sense of their community. The children, in partnership with parents and staff had recently completed a litter picking event in the surrounding streets. This gave a strong message to the children that their setting and local area mattered. Children also had the opportunity to visit the local library and fire station, further enhancing the connections with their local community.

How good is our setting? 5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as **very good.**

Children and their families accessed an environment that was warm, welcoming, and inviting. A thoughtfully placed wall of information containing pictures of staff, "All about staff" information created by the children, and a daily information board kept families informed. All parents told us they felt welcomed into the setting by staff and the manager.

Children freely accessed a designated classroom, gym hall, and atrium indoors. Children could free flow outdoors to explore a large, enclosed playground with natural wooded areas, large loose parts and playpark with swings and climbing frame. The variety, and wealth of space benefited children's play experiences both indoors and out. We found the play spaces were well considered with areas that supported different play types such as imaginative, creative, and explorative play. Staff also recognised the importance of creating quiet cozy spaces for children to relax or do their homework. Children were asked for their ideas and feedback on the environment and layout frequently to ensure the space was right for them. All children we spoke to told us the enjoyed the games, activities and outdoors in MACS St Pauls.

Children demonstrated high levels of engagement across a diverse range of activities including arts and crafts, real-world, role play, sports, and games. Children had recently chosen new resources and equipment which sparked their curiosity, imagination, and exploration. Children were also given the autonomy to self-select alternative resources if the ones provided did not align with their interests, promoting choice and independence in their play. Children were excited to tell us about the new toys and resources they had picked.

Infection prevention and control measures observed were in line with current good practice guidance. Daily cleaning schedules were established, the spaces were clean and free from clutter. Staff and children had established good hand hygiene routines. Personal Protective Equipment (PPE) was available, if required. This supported children and staff's health and wellbeing in the setting.

Staff worked well together to keep children safe in the setting, including the janitor of the school. The team had engaged well with the SIMOA campaign and understood their role in supporting children to engage in risk beneficial play. Staff utilised walkie talkies to communicate with each other which ensured children's safety and supervision when moving between the indoors and outdoors. We asked the manager to review risk assessments in the setting to ensure they reflected the current environment, adding in risks as they arise, for example the berries, nettles, and wet tyres in the playground.

How good is our leadership? 5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as **very good.**

We found staff and the senior leadership team engaged well with the inspection process. They were motivated and committed to providing a high-quality service for children, and their families. The community and unity ethos in the setting was apparent and embedded by all. The shared vision, values and aims of the service positively informed staff practice and outcomes for children. This showed us the service had a very good capacity for change.

Self-evaluation was established in the service. Staff and the senior leadership team all contributed to the continuous development of the service through open, honest, and supportive discussions. Staff were committed to providing children with high quality childcare at the out of school care. Outcomes and positive experiences for children were the focus of any changes or improvements in the setting. The team regularly evaluated and reflected on activities they offered, the environment and range of resources available taking account good practice guidance, children's preferences and any new training undertaken. This showed us children were at the heart of improvements.

Communication with families was a strength for the service. Parents were welcomed into the setting each day and encouraged to provide feedback, ideas, or suggestions. All parents we spoke to commented on the strong connections with the staff and their personal approaches. Children's voices were respected and listened to in the service. Children where empowered to make suggestions which were then incorporated into the improvement plan. This showed us children and families were meaningfully involved and influenced change within the setting.

The registered manager for the service was on leave during our inspection. We found the depute manager to be organised, friendly, and approachable to children, their families, and staff. This created a harmonious and inclusive ethos in the service where people felt confident to discuss ideas, suggestions, or improvements. The depute manager was developing their role as a new leader, and we found this was having a positive impact on the service delivery and the continuous improvement of the environment. Parents told us the depute was "a great leader" and "creates a calm and fun space."

How good is our staff team? 5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as **very good.**

Children benefitted from being cared for by a committed staff team who were passionate and proud to work at MACS St Paul's and Whiteinch. Staff treated children with respect, they responded considerately and patiently to their needs, conversations, and questions. Staff and children had lots of fun together during our visit. This meant that attachments and relationships were strong resulting in children being happy, safe, and settled in the service. All parents we spoke to were very positive about the staff team and their skills. They told us "Staff are nice and welcoming," "Staff are friendly, it's a wonderful place to visit," "staff are lovely and friendly."

Children were supported in an afterschool care that was appropriately staffed to meet their individual health, wellbeing, and safety needs. Continuity of care and effective communication was promoted by the manager and team which minimised the impact of staff breaks or absences on children. All staff were registered with the appropriate regulatory body, Scottish Social Services Council.

Staff were proactive and flexible in their deployment, they followed the children between the indoors and outdoors, which ensured children led their play and engaged in free flow opportunities whilst remaining safe. Staff had established positive working relationships with each other, creating an inclusive, motivated and solution focussed team. They were pleasant and respectful in their engagement, which promoted positive role models for children.

Staff undertook yearly appraisals and regular supervision sessions with the manager of the setting. Staff were encouraged to reflect on their practice and identify any areas of support or further training requirements. Staff engaged in discussions around both the current and newly introduced Quality Improvement Framework (QIF), sharing personal reflections and ideas for enhancing practice. These conversations demonstrated a strong culture of reflective practice and a willingness to innovate, aligning with the principles of continuous improvement and child-centred pedagogy.

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

How good is our care, play and learning?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very Good

How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good

How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good

How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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