

## North East Circle, Garrowhill OSC Day Care of Children

c/o Garrowhill Primary School  
25 Bakewell Road  
Glasgow  
G69 6RN

Telephone: 07432 370 964

**Type of inspection:**  
Unannounced

**Completed on:**  
2 October 2025

**Service provided by:**  
Shirley Ann Barker

**Service provider number:**  
SP2007009007

**Service no:**  
CS2007147635

## About the service

North East Circle Garrowhill is an out of school care service located in the East End of Glasgow. The service is provided by the North East Circle Group and is registered to provide care to a maximum of 70 school aged children. On the day of inspection 56 children were present.

The service operates from Garrowhill Primary School. Children have access to a large hall, separate gym hall and a secure playground for outdoor play. The service is located close to local amenities such as, shops and parks.

## About the inspection

This was an unannounced inspection which took place on 1 and 2 October 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 last inspection.

In making our evaluations of the service we:

- spoke with children using the service
- spoke with four parents and reviewed electronic feedback from 7 parents/carers
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

As part of this inspection we undertook an inspection 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 the following aspects:

- staff deployment
- safety of 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 experienced warm, kind and nurturing interactions.
- Children were happy, deeply engaged in play and having fun.
- Staff had positive relationships with children and families.
- The service was well led and quality assurance supported continuous improvement of the service.
- Strong teamwork created a safe, well-managed environment where children were consistently supported.

## 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	5 - Very Good
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

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.

### Quality indicator: Leadership and management of staff and resources

The manager promoted a shared vision for the setting that was underpinned by children's rights, to play, be listened to and be safe. This supported parents' understanding of the care provided and helped them choose a service that was right for them and their child. The shared vision meant staff knew what was important for the setting to meet the needs of children and families and this was reflected in their daily practice. One staff member shared, "we work as a team to provide a safe, secure and happy environment for children. Making sure children are content, can be themselves and feel at ease to come to a member of staff if struggling. We have a great relationship with the children."

Children, families and staff were encouraged to share their views, ideas and suggestions as part of self-evaluation processes. Staff had regular opportunities to discuss and use national frameworks to reflect on practice and identify areas for improvement. Questionnaires and verbal parental feedback supported families to be included in evaluating aspects of the service and children's views were captured through children's meetings and daily conversations. The service had identified ways to share the results of feedback, such as, a 'you said, we did' display/newsletter and documenting verbal feedback in a book with photographs that evidence action taken. We agreed this would be beneficial to help children and families see how their voice had affected positive change and improvement within the setting.

We found information gathered from consultation and self-evaluation was used to inform a meaningful service improvement plan. Well considered priorities focussed on children's care, play and learning needs. This ensured high-quality care and enriching play experiences were at the heart of improvement planning. We observed some progress being made within the plan. For example, distinct play zones had been created with age appropriate resources to enable children to direct their own play and activities. We found this empowered children to make their own play choices to suit their interests and contributed to deep levels of engagement in play.

Robust monitoring and auditing took place as part of quality assurance processes. This included audits for personal plans, medication and accidents. This was having a positive impact on outcomes for children. For example, accident audits highlighted children were at increased risk of bumps and grazes whilst playing outdoors. As a result adults supported children during active play when they were less aware of their surroundings with verbal reminders. This had helped reduce the frequency of accidents and the potential risk for children to be hurt.

Leaders understood the importance of recruiting and retaining a skilled team. Staff were safely recruited following safer recruitment procedures. A robust induction ensured staff had a clear understanding of responsibilities and duties within their role. The manager took an active role in supporting and developing staff's professional skills and knowledge. All staff strongly agreed their wellbeing needs were recognised and supported by the manager. This helped staff feel supported and remain motivated to provide a quality care service for children and their families.

**Children play and learn 5 - Very Good**

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.

**Quality indicator: Playing, learning and developing**

Children's transition from school was well managed. This supported a calm start to their session and helped them settle quickly and engage in play. The pace of session was relaxed and unhurried and children had opportunities to lead their own experiences. Resources were easily accessible and reflected children's current interests and stage of development. This empowered children to confidently lead and direct their own play. For example, a group of children spent their entire session working together to create a zoo with wooden blocks and animals. They were deeply engrossed in imaginative play, sharing their ideas with each other, pretending to be vets and creating scenarios for the animals to receive medical attention.

The manager was deeply passionate about the power of play to support children's learning and development. They worked alongside staff to ensure children experienced a balance of planned and spontaneous quality play experiences. Staff used observations, parents suggestions and children's ideas to provide experiences to meet children's needs and interests. Staff skilfully engaged children in their play and extended learning using a balance of comments and questions. This encouraged children's problem solving skills and sustained their interest and motivation in their learning. We observed all children to be deeply engaged in their play for prolonged periods of time.

Children had plentiful opportunities to participate in active play that developed physical skills both indoors and outdoors. Team games such as, tig, basketball and ring games helped develop confidence, social skills and strengthen friendships. One child commented, "There's lots to do here. We like playing with friends in the gym hall, playing the alphabet game and tig."

Children's play, learning and development was being shared with parents through daily conversations and through photos and observations on WhatsApp. Parents shared learning and achievements from home and this was acknowledged and celebrated within the setting. This supported parents to be meaningfully involved in their child's play, learning and development and contributed positively to children's confidence and sense of achievement.

**Children are supported to achieve 5 - Very Good**

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.

**Quality Indicator: Nurturing care and support**

Children were cared for by a kind, caring and dedicated staff team, that were focussed on their needs. Staff showed genuine interest in children's lives, development and learning. Children continually experienced supportive interactions, delivered with warmth and respect. This promoted positive bonds with children and trusting relationships with families. Parents valued the care their children received and commented positively about this. Some comments included:

"The staff are friendly, attentive, nurturing, caring and go above and beyond for all the children and parents."

"The staff genuinely care about the kids and for someone who doesn't have a lot of family support being able to leave my children with people I trust is a very settling feeling."

"I feel staff value my [child] and have created an excellent professional relationship with them. They love attending out of school care."

"The staff don't get enough gratitude for how truly amazing they are. Thank you for supporting and loving my child as if they were your own and helping them grow and learn."

Children enjoyed a healthy snack of sandwiches and fruit that was mindful of children's allergies and dietary preferences. Children could choose when to eat, this supported a natural ending to their play. Snack was relaxed and unhurried, and was available for children that joined the session later when their after school clubs had finished. This sent them the message that they mattered. An adult sat alongside children to ensure their safety whilst eating and at times supported children to engage in conversations. This made snack a safe, enjoyable and social experience for children.

Medication was stored and administered safely in the setting. Staff worked closely with families to ensure all relevant information was shared and documented. This meant staff had the information they needed to consistently meet children's health needs. One parent told us, they fully trusted staff to manage their child's newly diagnosed medical condition and praised the team for the support given to them and their child at a stressful time.

Children were cared for by staff that knew their individual personalities and needs well. Personal plans contained key information that supported staff to meet children's needs, such as, likes, dislikes and medical needs. Children could share what was important to them by completing an all about me section. This empowered children to have ownership of their plans and sent the message their voice mattered. Plans were regularly updated in collaboration with parents to reflect changes in children's lives. Staff knew children's needs and could discuss strategies in place to support them. We found support strategies were not always being documented in plans and shared this with the manager. Over the course of the inspection plans were updated to reflect support given to children and how this had contributed to their development, wellbeing and progress.

Relationships with children and families were at the heart of the service. The service had built and maintained strong relationships with families, with many using the service over several years for all siblings. Staff warmly greeted parents and spent time chatting with them to share information about their child's session. Parents we spoke with, told us there was good communication with staff and they always felt fully included and listened to. This ensured children received care and support that consistently met their needs. The service acknowledged the challenges families faced to attend family engagement events due to busy home lives. They planned to consult with parents to gather ideas for events that worked for them. We agreed this would extend opportunities for parental engagement and enhance existing connections with families.

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com).

## Detailed evaluations

Leadership	5 - Very Good
Leadership and management of staff and resources	5 - Very Good
Children play and learn	5 - Very Good
Playing, learning and developing	5 - Very Good
Children are supported to achieve	5 - Very Good
Nurturing care and support	5 - Very Good

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