

Chatterbox Childcare Ltd

Day Care of Children

Wallace Primary School
Greenhill Crescent
Elderslie
Johnstone
PA5 9AW

Telephone: 01505 322 818

Type of inspection:
Unannounced

Completed on:
8 October 2025

Service provided by:
Chatterbox Childcare Ltd

Service provider number:
SP2007008804

Service no:
CS2005098748

About the service

Chatterbox Childcare Ltd provides before and after school care within Wallace Primary School located in the Elderslie area of Renfrewshire. Care is provided for a maximum of 66 children of primary school age. During the operating times the service will have the exclusive use of the Dining Room, Stage Area & occasional use of the Gym Hall and Audio Visual Room. When the service has use of the Dining Room and Audio Visual Room only the service may care for a maximum of 56 school age children.

About the inspection

This was an unannounced inspection which took place on Tuesday 7 October 2025 between 15:15 and 18:00. We continued the inspection on Wednesday 8 October 2025, between 08:00 - 11:30 and 15:00 - 17:00. We gave inspection feedback to the management team on Wednesday 8 October 2025.

There were 38 children present on day one of the inspection and 42 children present on day two of the inspection.

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 registration information, information submitted by the service and intelligence gathered throughout the inspection year.

In making our evaluations of the service we:

- spoke with some of the children, reviewed survey responses from 12 parents and six staff
- spoke with the provider, manager and staff
- observed practice and staff interactions with children
- 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, improvements were identified relating to core assurances. We have reported where improvement is necessary within Leadership and Children are supported to achieve.

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 the play experiences on offer.
- Staff were nurturing and caring in their interactions.
- Procedures should be in place to ensure all children have a personal plan in place which reflects their health, wellbeing and safety needs.
- Positive relationships had been established between staff, parents and children.
- Quality assurance and self evaluation systems should be further developed and embedded to improve children's outcomes and support continuous service improvement.
- The leadership team engaged well during the inspection process and demonstrated a commitment to improvement.
- The provider should improve the systems for the safe storage, recording and administration of medication.
- The provider should review their child protection processes and procedures.

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	3 - Satisfactory / Adequate
Children play and learn	4 - Good
Children are supported to achieve	3 - Satisfactory / Adequate

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

Leadership 3 - Satisfactory / Adequate

Quality indicators: Leadership and management of staff and resources

We evaluated this quality indicator as satisfactory/adequate where strengths just outweighed the weaknesses.

The service's vision, values, and aims were reflected in practice during the inspection, with an emphasis on nurturing relationships, listening to children's voices, and valuing play. The Children's Charter, developed in collaboration with the children, reinforced the ethos that every child should feel safe, happy, and heard. We observed meaningful consultation with children on aspects such as snack menus and play experiences, alongside warm and respectful relationships between staff and children. As a result, children were confident, engaged, and actively involved in shaping the service, contributing to a sense of belonging and wellbeing.

The leadership and staff team were welcoming and open to feedback during the inspection, showing a strong commitment to ongoing improvement and high-quality experiences for children. The manager of the service was visible, friendly, and approachable to staff, children, and their families. The service fostered a positive and inclusive culture where staff and families felt confident to share ideas, raise concerns, and contribute to ongoing improvements. Most parents agreed they were meaningfully involved in shaping the development of the service. As a result, families felt valued, strengthening partnership working and supporting children's overall wellbeing and development.

Most staff agreed they felt their wellbeing needs were supported by leaders. Staff commented "Management are very supportive and approachable if I have a problem in regard to work or home life" and another staff member shared ""Supportive environment that fosters positive relationships with staff. I feel comfortable to share my thoughts/opinions/concerns." This created a positive environment which focused on strong relationships to support positive outcomes for children.

Quality assurance processes were in the early stages of development and required further strengthening to support consistent service delivery and improved outcomes for children. While the service had begun developing a self-evaluation toolkit and quality assurance calendar, these were not yet fully implemented. Significant gaps remained in core assurance areas including medication records, care plan audits, and accident reporting. Strengthening these systems would help address gaps identified during the inspection and contribute to improved outcomes for children and families. This was an area for improvement at the last inspection and will be repeated.

The service had an improvement plan in place showing commitment to improving outcomes for children. This was at an early stage of implementation, the impact on service quality and outcomes for children could not yet be fully evaluated.

The service was a member of the Scottish Out of School's network (SOSCN) and had begun to make links with other local services to stay informed of current guidance and support improvement. Staff met daily to share key information, with weekly meetings used to reflect on successes and challenges, this supported a shared understanding of what was working well and what required improvement. We signposted the service to the Care Inspectorate HUB to access up to date guidance to strengthen self-evaluation and drive improvement.

All staff were appropriately registered with the Scottish Social Services Council (SSSC), reflecting their commitment to professional standards. Recruitment procedures were in place, including relevant reference obtained and Protecting Vulnerable Groups (PVG) checks, to ensure children's safety and wellbeing. New staff were supported through induction and shadowing opportunities to help them settle and understand the service's values. To further enhance these practices, the manager was signposted to the Care inspectorates "Safer Recruitment, Better Recruitment" guidance for a more structured approach to safe recruitment.

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 setting's work and some aspects which could benefit from improvement.

Children experienced a well planned and engaging environment that supported their play, learning, and wellbeing. On arrival, the space was thoughtfully set up with a variety of experiences including cosy areas for relaxation and social interaction with books and cushions, creative zones for crafts, and imaginative play resources and children could move freely between areas. This supported children to lead their own learning.

We observed children having fun with their friends and staff. Children enjoyed creating space models, drawing, and playing with barbies. Staff engaged with children to extend play experiences throughout the session such as gathering further resources and extending children's thinking through open ended questions. They demonstrated an understanding of when to actively participate or support and when to step back to allow independent play. This approach supported meaningful interactions.

Play and learning was enhanced with regular outdoor play, facilitated by staff using radios to ensure safety, supervision and children's choice. Children were having fun playing football and accessing climbing equipment. This supported the development of physical skills and contributed to their overall wellbeing.

Planning processes were child-centred, with staff using mind maps and consultations to capture children's voices. Their interests were reflected in both the environment and planning documentation, with requested activities such as crafts, football, and Lego incorporated into daily experiences. A wide range of engaging opportunities including science experiments, slime-making, and bingo supported children's creativity, problem-solving, and sense of wonder. Parental feedback highlighted the value of these experiences, with comments such as "My children love the variety of activities, especially the messy ones that aren't allowed at home," and "My child has particularly enjoyed all of the science/STEM activities, the most recent being 'Mexican jumping beans.'" As a result, children were motivated and engaged in rich, meaningful play that reflected their interests and supported their learning and development.

Staff met regularly to discuss planning, and budgets were in place to support the resourcing of activities. Planning systems were evolving, with the introduction of a new planning sheet at the beginning of term. To further strengthen this approach, we discussed the use of big books to document both responsive and intentional planning and encouraged greater involvement of children in shaping their learning experiences.

Children are supported to achieve 3 - Satisfactory / Adequate

Quality indicator: Nurturing care and support

We evaluated this quality indicator as satisfactory/adequate where strengths just outweighed the weaknesses.

Staff created a welcoming and nurturing environment with parents and children greeted warmly upon arrival. Parents were invited into the service during drop-off and pick-up times, promoting open communication and helping to build strong, trusting relationships between staff and families. One parent commented "All the team, particularly the manager, is always a happy face on arrival."

Families spoke positively about the service's nurturing approach, highlighting the strong connections between staff and children and the approachable, supportive nature of the team. Parent comments included "Everyone is always really approachable and caring. I feel like the adults all really know my child" and "The staff are all so friendly, attentive, caring and build genuine relationships with the children. I feel like the staff are extended members of our family."

We sampled the service's medication paperwork and found the procedures and documentation were not in line with best practice guidance. The manager and staff should improve the systems for recording, administration, and auditing of medication. This is to ensure that children's health and wellbeing is supported. (See Area for Improvement 1).

The service used a range of communication methods, including text messaging, Facebook, and face-to-face conversations, to keep families informed and involved. An app was recently introduced to further support communication. The management team had plans to explore and implement the use of further features to strengthen engagement with families. This will support a collaborative approach to improving outcomes for children.

Staff knew children well and could tell us about children's individual needs and interests and any support needs. While personal plans were in place for some children, not all contained the full range of information needed to support each child effectively. To address this, the provider and management team should revisit the personal plan guidance, streamline the information gathered, ensure plans are shared with families, capture children's views meaningfully, and implement a consistent process for reviewing and updating plans in line with legislative requirements. (See Requirement 1)

The management team had attended child protection training which supported their understanding of safeguarding children. Newly appointed staff had not yet undertaken this yet. To strengthen practice, the management team should ensure all staff complete training promptly, implement clear and consistent recording processes, and update the policy to include current guidance, emergency contacts, and Care Inspectorate notification procedures. (See Area for Improvement 2).

Requirements

1. By 4th March 2026, the provider must ensure that the care and support needs of children are being effectively met. To do this, they must, at a minimum:

- a) ensure that every child attending the service has their own personal plan which clearly identifies strategies.
- b) ensure the plans include all aspects of the child's health, welfare, and safety needs and how the service intends to meet these.
- c) Ensure personal plans are regularly reviewed and updated in partnership with parents to reflect children's current needs.

This is to comply with Regulation 5(1)(2)(a)(b)(c)(d) and (4) (Personal Plans) 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: "My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices" (HSCS 1.15). The management and staff should also consider referring to the Care Inspectorate's document: Guide for Providers on Personal Planning - Early Learning and Childcare.

Areas for improvement

1. To keep children safe and healthy, management should review and update recording templates to ensure all information is in line with best guidance 'Management of medication in day care of children and childminding services.'

This is to ensure 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).

2. To ensure children are safeguarded and protected from harm. The provider and manager should:

- a) Ensure all staff have current child protection training.
- b) Ensure the manager and staff are knowledgeable and understand the reporting, responding, and recording of child protection concerns.
- c) Ensure the manager implements a robust recording system that is clear and concise to follow, track and understand when reporting, responding, and recording child protection concerns.
- d) Ensure policies, procedures and guidance is updated and in line with current guidance and legislation, this should include contact numbers for relevant agencies.

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); and '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 3.25).

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 support positive outcomes for children, the service should implement effective quality assurance and monitoring processes.

This should include, but is not limited to:

- Audits of medication
- Audits and consistency in completing staff recruitment
- Monitoring of children's care plans
- Monitoring of staff practice
- Consistent approach to staff personal development review

This area for improvement was made on 17 October 2024.

Action taken since then

This area for improvement has not been met therefore will be repeated.

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

Leadership	3 - Satisfactory / Adequate
Leadership and management of staff and resources	3 - Satisfactory / Adequate
Children play and learn	4 - Good
Playing, learning and developing	4 - Good
Children are supported to achieve	3 - Satisfactory / Adequate
Nurturing care and support	3 - Satisfactory / Adequate

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