

# Gingerbread East End Day Care of Children

Out Of School Care  
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Glasgow  
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Telephone: 01415 548 600

**Type of inspection:**  
Unannounced

**Completed on:**  
10 October 2025

**Service provided by:**  
Gingerbread East End Management  
Committee

**Service provider number:**  
SP2003001419

**Service no:**  
CS2003006289

## About the service

Gingerbread East End is registered as a daycare of children service. It is registered to provide a care service to a maximum of 28 children attending primary school, during term time and school holidays.

The service is provided from a designated building and outdoor space on the grounds of Alexandra Parade Primary School in the east end of Glasgow. There are two main play spaces and a large kitchen. The service had developed spaces for children to play outdoors, around the building and to the rear of the building on a shared pitch. Play spaces were welcoming and provided children with exciting and challenging play experiences. There were also spaces for children to rest and relax.

## About the inspection

This was an unannounced inspection which took place on 8 and 10 October 2025. The inspection was carried out by one inspector 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
- spoke with staff and management
- observed practice and daily life
- assessed core assurances including the physical environment
- 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.

During this inspection, we 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

- Staff were skilled in play work and in their approach to meeting the needs of children.
- Staff were respectful of the rights of children and this was embedded in their approach to engagement.
- Children had a voice in their play, care and learning and this was reflective of the experiences that were provided.
- The play spaces for children were exciting, fun and challenging. They offered children a range of experiences that were engaging and tailored to meet the needs of children both indoors and outdoors.
- The staff team was reflective and striving to develop and improve the service for children and families.
- Parents and families were well-connected with staff ensuring a collaborative approach to meeting children's 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	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 4 - Good

We evaluated this quality indicator as good where there were important strengths that impacted positively on outcomes for children and clearly outweighed areas for improvement.

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

The leadership and management of staff and resources were good with a clear vision, values and aims that placed children and families at the centre of the service. The service's mission statement states that they offer support to enrich the lives of children and young people and support the local community. There was a strong ethos of this within the service. The service was provided by a voluntary committee. There was good support and decisions were consistently made in the best interests of the children. The manager and staff demonstrated a commitment to continuous improvement and reflective practice.

Staff were well-supported and engaged in developing and improving outcomes for children. This contributed to a positive and nurturing environment for children and families. The play principles and children's rights were threaded throughout the children's experiences and engagement. Staff demonstrated enthusiasm and confidence in their roles and we saw high-quality interactions with children. Children benefited from consistent relationships with familiar adults, helping them to feel safe, secure and valued. There was a positive ethos that showed that the aims and values were embedded in the culture of the service.

The service had strong links with the local community and maintained good open channels of communication with families. There were regular family days and consultation opportunities allowing parents and carers to contribute meaningfully to service development. Feedback was actively sought and used to inform planning and improvement. The service had previously completed quality audits and gained accreditation. Meeting minutes and action plans showed clear evidence of progress and development. To ensure they have a consistent approach to quality assurance, the service should further develop quality calendars and a structure for improvement planning to allow them to track and measure their improvement journey.

Resources were managed well to support children's learning and wellbeing. The environment was safe, welcoming and well-equipped with play equipment and resources that promoted curiosity and creativity, teamwork and fun. There were also highly engaging outdoor experiences and community links for children. This showed that children's experiences were a key priority for the service.

The service demonstrated good practice in the recruitment and management of staff. Recruitment procedures were generally robust, with some checks in place to verify the authenticity of references and ensure safer recruitment. However, it was noted that this was not always consistent and there had been an instance where records of safer recruitment were not robust, indicating a need for tighter oversight and record-keeping in this area (see area for improvement 1).

Staff induction was well-structured and followed the Early Learning and Childcare - National Induction Resource, supporting consistency and clarity for new team members. Training was clearly a priority, with staff encouraged to engage in ongoing professional development. This contributed to a confident and capable workforce who understood their roles and responsibilities.

Overall, the service benefits from committed leadership and a proactive approach to staff development and recruitment, with some areas for improvement identified to strengthen consistency and compliance.

### Areas for improvement

1. The provider should ensure that they have robust procedures for safer recruitment. This should include, but not be limited to, having clear records of staff checks and always ensuring that references are authentic and provided by a suitable person.

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).

## Children play and learn 5 - Very Good

We evaluated this quality indicator as very good, this meant that there were major strengths in this aspect of the settings work. There were very few areas for improvement.

### Quality indicator - Playing, learning and developing

Children experienced a very good quality of play, learning and development. Staff were consistent and fun. They had built positive relationships with the children. The dedicated building provided consistent access to a wide range of high-quality indoor and outdoor resources which were thoughtfully arranged to promote creativity, exploration and physical activity. The play environment was stimulating, inclusive and fun with particular strengths in active play and sports. There was dedicated space for older children where they could relax and play and engage in varied play experiences.

Children were observed to be highly engaged and spoke fondly about the play opportunities provided by staff. Their enthusiasm and enjoyment were apparent and they confidently accessed resources and spaces that supported independence and choice. Staff demonstrated a very good understanding of their role as playworkers, engaging warmly and respectfully with children to enhance their experiences. Play was valued as the work of the child and these values were embedded in practice. Parents shared positive feedback about the range of play experiences their children could engage in at the service. They shared that the holiday club trips were fun and exciting and how much of a positive experience these were for their children.

Play experiences were well-matched to children's ages and stages, promoting emotional wellbeing, social development and cognitive growth. Regular consultation with children ensured that their voices were heard and valued, contributing to a strong sense of ownership and belonging.

Planning was consistently child-centred and responsive. Children's ideas and suggestions were actively gathered and used to shape the play programme, ensuring that experiences were meaningful and tailored to children's interests and developmental stages. Staff extended play opportunities and children's development through individual targets identified in care plans, supporting children's progress in a purposeful and engaging way. Targets were mainly around inclusion and developing social and emotional wellbeing through play.

Community links were well-established, enhancing children's experiences through regular participation in activities and adventures to local parks and recreational activities including beaches, train journeys and swimming. The holiday programme was exciting, fun and child-centred.

Overall, the service provided a vibrant and nurturing play and learning environment that supported very positive outcomes for children.

## Children are supported to achieve 5 - Very Good

We evaluated this quality indicator as very good, this meant that there were major strengths in this aspect of the settings work. There were very few areas for improvement.

### Quality indicator - Nurturing care and support

Children were very well-supported to achieve through nurturing relationships, responsive care, and a strong sense of community within the service. Staff knew the children exceptionally well and demonstrated a deep understanding of their individual needs, interests and personalities. This was reflected in the warm and caring interactions, we observed, including cuddles, laughter, humour and genuine affection.

Staff demonstrated a clear understanding of The Playwork Principles and used these to support children's emotional wellbeing and development. Children's rights were embedded in practice. Staff respected children's autonomy, allowing them to move freely, make choices and engage at their own pace. Parents shared that staff were fun, children liked their personalities and that they brought lots of enjoyment to the service. Parents also shared that children felt safe at the service as staff genuinely cared for children's welfare.

Mealtimes were relaxed and sociable. Staff took account of children's dietary needs and preferences. At the beginning of the after school session, children went to the kitchen and chose and prepared snack. They were greeted by staff who engaged in conversation and encouraged children to be independent and self-serve and prepare snack. This was a nice check-in opportunity between staff and children and most children chose to have snack right away. Lunchtime was relaxed and staff joined the children for lunch. This was an unhurried experience and children knew to choose the main part of their meal first, this promoted healthy eating and wellbeing.

Children had very good access to fresh air and outdoor play, contributing to their physical health and enjoyment. They could free flow to the outdoor space and they had a range of spaces where they could play. Children particularly liked the team games and staff facilitated this well for children. Children could also relax in hammocks or explore natural spaces. There was a very good balance to the children's routines.

Personal plans were reflective of children's needs and were used meaningfully to inform planning. There were clear targets, strategies and goals for each child to support them to reach their potential. Personal plans provided staff with the right information to support children's needs. Staff understood their responsibilities around child protection and safeguarding including the importance of maintaining chronologies and reporting any concerns. This helped to keep children safe.

Children's views were actively sought and respected. Their ideas helped shape the experiences offered. The environment was fun, inclusive and nurturing, supporting children to feel valued, and confident in their learning and development.

Children and families provided positive feedback about staff, highlighting their friendliness, approachability and commitment. There was a real sense of community, supported by a parent-led committee and regular family engagement events. Communication was strong, with a closed Facebook page and other channels of communication which were used effectively to keep families informed and involved in the service. One parent commented that they felt that staff were like friends and the connections they made were invaluable to family support.

## 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	4 - Good
Leadership and management of staff and resources	4 - 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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