

## Buddies Clubs and Services Day Care of Children

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**Type of inspection:**  
Unannounced

**Completed on:**  
30 October 2025

**Service provided by:**  
Buddies Clubs and Services (Glasgow  
West) Ltd

**Service provider number:**  
SP2003001235

**Service no:**  
CS2003005812

## About the service

Buddies Clubs and Services is registered as a daycare of children service. It is registered to provide a care service to a maximum of 25 school aged children up to the age of 19 and a playscheme during school holidays for a maximum of 35 school aged children up to the age of 19.

The service is based within Buddies Clubs and Services in Glasgow. The service has two main playrooms. There is a large, enclosed garden and large greenhouse. Three children were attending at the time of this inspection.

## About the inspection

This was an unannounced inspection which took place from 27 - 30 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
- 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. No improvements were identified relating to core assurances.

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

- The service created a warm, welcoming environment where children and families felt valued and well connected.
- Staff interacted with children respectfully, delivering person-centred care.
- Personal plans provided detailed insights into each child's needs and preferences, ensuring their needs were fully met.
- Staff promoted a rights-based and collaborative approach to ensure children were nurtured and respected.
- Staff were highly attuned to children's needs and fostered trust through kindness, patience and playful engagement.
- Exceptional relationships with other professionals ensured partnership working to meet the needs of children and families.

## 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	6 - Excellent

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 service demonstrated clear aspirations for children which were consistently reflected in practice. A strong example of individualised care was the use of communication passports, ensuring that each child's unique needs and preferences were understood and respected. This approach supported children to feel valued and secure within the setting.

There was a strong sense of community across staff, families and the board, all working collaboratively to make the service the best possible environment for children. Staff and families shared that they recognised that working as part of the service they could see that this was high-quality provision for children. Values were deeply embedded in everyday practice, creating a positive ethos throughout the service.

Daily briefings at the start of each session ensured staff were clear about their responsibilities and any changes to children's needs. Leadership was distributed effectively, with different staff members leading sessions to provide consistency and continuity of care. This approach promoted confidence amongst staff and ensured children were cared for exceptionally well. Upskilling and valuing staff were priorities, contributing to a motivated and knowledgeable team.

Respect, compassion and empathy were evident in all interactions. Staff understood the significance of the service for children and families, recognising it as a place where children could truly be themselves. They were proud to share how their work was having a positive impact on children's lives. Families valued the service as it provided opportunities for children to socialise and build connections, while offering parents reassurance that their children were safe and well cared for.

Self-evaluation and quality assurance processes were robust. The service had implemented the new quality framework for school-aged childcare and demonstrated a strong understanding of its principles. Values were reviewed to ensure they reflected what mattered most for children attending the service. All plans aligned with national policy and guidance including The Playwork Principles and the United Nations Convention on the Rights of the Child (UNCRC). Children were treated with respect for their age, stage, interests and personalities.

Quality assurance calendars and audits were in place, creating a uniformed approach across services. Regular staff meetings provided opportunities for team involvement in the improvement journey and ensured individual care needs were discussed. Daily briefings supported staff to feel confident and prepared, promoting a calm and organised environment that prioritised the safety and wellbeing of children.

Children's voices were central to practice, with staff using visuals, timetables and observation of body language to ensure children's views were heard. Staff were highly attuned to children's needs and reflective about restrictive practices, which were rarely required.

Recruitment processes were effective, although staffing challenges occasionally impacted service delivery.

The service maintained fairness in allocation and communicated changes to families, with plans to strengthen this through newsletters.

Overall, leadership and management were strong, underpinned by clear values, effective systems and a culture of respect and collaboration. This unique service provided a safe, inclusive environment where children could thrive, supported by skilled and compassionate staff.

## 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

The service was provided to support children to have the opportunity to have fun, play and socialise, if children wanted to engage. Staff demonstrated major strengths in supporting play, learning and development. Children were observed to be happy, settled and calm within the service, showing a strong sense of security and trust in staff. They engaged meaningfully in a wide range of experiences that reflected their interests while offering appropriate challenge. Staff provided opportunities for children to lead their own play and learning, such as teaching adults how to play a game or choosing preferred activities like Lego building and pool. Adults responded sensitively to children's cues, knowing when to engage and when to allow space. This approach supported children's autonomy and confidence.

Interactions were warm, respectful, and skilled. Staff extended learning naturally, for example by suggesting adding a roof to a Lego structure, and used humour and trust to build positive relationships. Where children required space to regulate, staff provided access to sensory areas and encouraged gradual reintegration with peers. Individual aims were achievable and supported consistently, ensuring progress in social and developmental outcomes.

The environment offered a wide variety of experiences including sensory play, crafts, dolls, small world play, baking and structured snack times. Teen spaces and breakout areas promoted self-regulation, while outdoor play was available straight from the playrooms. Staff recognised the value of outdoor spaces for regulation and wellbeing for children. The range of outings during holiday clubs extended experiences into the wider community, supported by clear risk assessments to ensure children got the best from the experiences. For example, they went swimming or to farm parks based on children's interests.

Planning was underpinned by national guidance including the United Nations Convention on the Rights of the Child (UNCRC), Getting it right for every child (GIRFEC), The Playwork Principles and the Health and Social Care Standards. Long-term plans incorporated festivals and seasonal events, and big books with photographs and comments provided opportunities for reflection and evaluation. Staff demonstrated reflective practice and a strong understanding of individual needs, ensuring positive outcomes for children and young people.

Children's voices were central to practice. Staff used visuals, timetables and observation of body language to ensure children's views were heard. Communication friendly approaches included Makaton, which is a language programme combining signs, symbols and speech to help people communicate. This supported inclusion and allowed children time to respond. Children were consistently offered choices and encouraged to take ownership of their play and learning. Playrooms were arranged to promote independence, and environments were audited regularly to ensure resources extended learning opportunities.

Overall, this unique service provided a rich, inclusive play environment supported by skilled practitioners. Parents shared positive feedback about how their children's lives were enriched by attending the service. Parents liked that children could interact with peers, attend outings and explore the community while being well-supported by a dedicated staff team.

## Children are supported to achieve 6 - Excellent

We evaluated this quality indicator as excellent where aspects of performance were outstanding and sector leading.

### Quality indicator: Nurturing care and support

The service demonstrated sector-leading practice in nurturing care and support. Staff were consistently respectful, highly attuned to children's needs, and had fostered close, trusting relationships. These strong bonds were evident through warm conversations and playful interactions, creating an inclusive ethos where children and families felt part of the service. Everyone referred to it like being part of a family. Parents shared that their children were very well-supported by a staff team who were kind, caring and supportive of their children.

Staff cared deeply for children and responded with kindness and patience. They followed children's interests and provided space for relaxation, fun and play. Children were treated as individuals, with staff recognising their personalities and stages of development. A staff member described their approach simply: "They are teenagers, so we treat them like teenagers, we treat them with respect and have a laugh, because they deserve that." This ethos underpinned practice and reflected The Playwork Principles throughout the service.

Safety and wellbeing were prioritised through consistent care and staff presence. Staff knew children well, understood their boundaries, and maintained a professional approach while being playful and engaging. Children's privacy and dignity were respected, and independence was encouraged. For example, children collected snacks at the hatch and cleared away afterwards, promoting responsibility and confidence.

Staff demonstrated skill in supporting children's rights, always seeking consent and engaging at the child's level of social interaction. Protocols for child protection were clear, and staff were confident that management would escalate concerns appropriately. Medication procedures were robust, discussed during daily briefings, and included verbal authorisation and updates for families. Risk assessments were thorough, yet balanced, ensuring children's experiences were not unnecessarily restricted. Physical intervention protocols were in place, but staff reflected that these were rarely needed due to the trusting relationships they had built with children.

Personal plans were dynamic and meaningful. Communication passports provided staff with essential information to support each child effectively, were written respectfully and often from the child's perspective. These plans linked to Getting it right for every child (GIRFEC) and the United Nations Convention on the Rights of the Child (UNCRC) principles and were reviewed regularly, including during daily briefings, to ensure they reflected current needs. This was essential to keep children safe and ensure a positive experience.

Families were actively involved in planning and valued the collaborative approach. Staff maintained strong connections with families through regular communication, social events and updates using the service's closed social media. They understood the dynamics of family life and the importance of providing a space where children could thrive while families felt supported.

The service worked closely with schools and other agencies to ensure continuity of care and a holistic support package for families. Parents shared positive feedback, describing the service as "invaluable" for their children's wellbeing and their own peace of mind. Children were safe, respected and accepted for who they were. Staff were deeply committed to making a difference in the children's lives and the lives of their families. Overall, this unique service provided outstanding nurturing care and support for children and families. Children would often move onto an adult service within the setting, supporting a seamless transition.

## 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	6 - Excellent
Nurturing care and support	6 - Excellent



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