

High Flyers @ The Woods Day Care of Children

Cambuslang Parish Church
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Type of inspection:
Unannounced

Completed on:
4 February 2026

Service provided by:
High Flyers Childcare Limited

Service provider number:
SP2016012672

Service no:
CS2019376449

About the service

High Flyers @ The Woods is registered to provide a day care of children service to a maximum of 25 children from 3 years to those not yet attending primary school. Care is provided from two sites. An indoor space located within a converted church in the Cambuslang area, with a secure garden space and a purpose-built cabin that provides another indoor space. This site is used at the start and end of the sessions and as a contingency in the event of adverse weather. The service is predominantly delivered from a woodland site located in Chatelherault Country Park, Hamilton. A minibus is used to provide transport between the sites.

At the woodland site, two main base camps have been identified as well as utilising other areas of the extensive parkland. Staff consult with children about which of the camps they will spend their day in. At the time of inspection 17 children were present on the first day and 12 children were present on the second day.

About the inspection

This was an unannounced inspection which took place on 3 and 4 February 2026. 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
- reviewed electronic feedback from four families whose children attend the service
- spoke with staff and management
- observed practice and staff interactions with children
- reviewed documents
- checked core assurances, including the physical environment.

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 the 'Leadership' and 'Children are supported to achieve' section of this report.

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

- Leaders should continue strengthening approaches to quality assurance to support children's health and wellbeing.
- Leaders and staff were committed to ensuring they were a skilled and confident team who worked well together to provide positive outcomes for children.
- Children were confident, having fun and deeply engaged in their play and learning.
- Staff were warm, caring and nurturing in their interactions with children.
- Staff knew children well and responded to their individual needs with kindness and respect.

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	4 - 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 within the settings work and some aspects which could benefit from improvement.

Quality indicator: Leadership and management of resources

Leaders were welcoming, responsive, and engaged positively throughout the inspection. They demonstrated openness to feedback and commitment to continuous improvement to support positive outcomes for children and families. A new manager had joined the service the day before the inspection, and plans were in place for existing leaders to provide structured support as they settled into the role. This approach gave reassurance that leadership transitions would be well managed, promoting stability and continuity during this period of change.

The service's vision, values and aims were aligned with the overall ethos of the setting. Aspects such as, child led play, and a safe, nurturing approach were evident in everyday practice. They were shared with families through a display in the cloakroom area. We suggested the addition of children's rights and the use of more user-friendly language would support them to be more meaningful to children and families.

Self-evaluation was taking place as a team on a regular basis using quality frameworks. This provided staff with opportunities to come together to reflect on practice and identify areas for improvement. Information gathered was used to inform meaningful priorities for the service improvement plan. Staff embraced champion roles to develop parts of the plan in daily practice such as, literacy, numeracy and STEM (science, technology, engineering and maths). This motivated staff to lead and drive improvement to support positive outcomes for children.

Leaders understood the importance of consultation with children and families to help develop the service. Parents' views were sought through a 'question of the month' email. Leaders had recognised parental response to this was low. They were seeking alternative ways to increase parental engagement and had identified this as an area for development within the service improvement plan. Children's consultation was taking place on an ongoing basis through daily conversations. We suggested this could be further extended through the use of photo books and mind maps. This would allow children to share ideas and provide a visual representation of how their voice had affected change.

Some improvements had been made to quality assurance processes since the last inspection. Some aspects of the service such as risk assessments, children's learning and staff support were being monitored on a regular basis. However, we found key aspects such as, medication, personal plans and accidents were not being routinely monitored or audited. This had potential to compromise children's safety and wellbeing. An area for improvement had been made to address this at the previous inspection. This area for improvement will be updated and continued (see area for improvement 1).

The staff team had been through a period of change over the past year and most staff were relatively new to the woodland service. We observed staff work well together, ongoing effective communication between the team supported a practice of mutual trust and respect. This contributed to a positive ethos for children. Staff shared they felt supported by leaders and one commented, "I feel my wellbeing needs are recognised by leaders. I know if I have any problems or concerns, I will get the help I need." This supported staff commitment and motivation to the care they provided for children and families.

Regular staff meetings and appraisals supported staff in their daily responsibilities and continuous professional development. Staff shared their learning with enthusiasm and described how training had positively impacted their practice. For example, all staff had accessed forest school training to support them to deliver a quality outdoor service for children in the woodland setting. New staff were supported with an induction and had key people they could go to for support. We suggested induction procedures for staff could be further strengthened with the use of the National Induction Resource.

Areas for improvement

1. To ensure children receive high quality care and support, the manager should strengthen the service quality assurance processes using best practice guidance. Staff, children and families should continue to be involved in this process.

This should include, but not be limited to:

- effective monitoring of all aspects of the service, including children's personal plans, medication, accidents and incidents.

They should refer to 'A quality improvement framework for the early learning and childcare sectors: early learning and childcare' (September 2025). This document can be found in the HUB area of the Care Inspectorate website.

This is to ensure the quality of care and support is consistent with the Health and Social Care Standards (HSCS), which state that:

'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19); and

'I use a service and organisation that are well led and managed' (HSCS 4.23).

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: Play, learning, and developing

Children engaged positively in their play and demonstrated confidence in directing their own learning across both sites. The well-resourced indoor environments and secure garden at the base site successfully stimulated curiosity and sustained engagement. As a result, children independently shared ideas, collaborated effectively, and supported each other during play experiences. For example, they spent prolonged periods of time creating cakes in the sand, helped each other on an obstacle course and organised team games such as, hide and seek. These interactions promoted positive relationships and contributed to the development of supportive friendships.

The woodland setting offered a dynamic and challenging play space where children could develop physical skills and engage in risky play. Children's rights were promoted as they were given the freedom to explore areas and make decisions for their play guided by well-established boundaries that helped keep them safe.

This supported children to be fully engaged and highly motivated in their play and learning. We observed children having fun as they climbed trees, chased each other and slid down a mudslide. Children were excited to share their experiences of the woods with us. Some of their comments included:

"I like the mudslide here and the stick house, but the mudslide is the best".

"The woods are fun, I can run and I climb trees".

"I like playing with my friends, we go on a Gruffalo hunt".

Children's development of language, literacy and numeracy was well supported. There were plentiful opportunities for sharing stories, singing, conversations and mark making. Children explored number, quantity and patterns using natural materials such as sticks, stones and leaves. Staff were skilled in bringing stories to life through imaginative approaches to storytelling. Children's interest was fully captured through a Gruffalo hunt. Staff prompted children through open-ended questions to orally re-tell the story as they explored different areas of the woods. This captivated children and fully immersed them in the story. One child excitedly told us, "There's a Gruffalo in the woods. That's the log pile house, snake lives there. Gruffalo's love snakes, they like scrambled snake."

Children's learning was well supported through a balance of planned and spontaneous activities. Staff were responsive to children's interests and facilitated their ideas. This contributed positively to children's wellbeing, participation and sustained engagement. Parents were meaningfully involved in their children's play, learning and development through a range of opportunities. This included, home link activity bags, a lending library and sharing learning from home which was celebrated and recognised on the 'proud cloud' display.

Online journals shared information with families about children's individual play experiences and learning. Most observations were regularly updated, clearly linked to the curriculum, and informed by next steps, supporting children's progress. We found some observations would have benefitted from more detail. Leaders had identified this as an area for development and were routinely monitoring the quality of observations and providing support to staff. We were satisfied this would support a more consistent approach to observations, that would enhance children's learning and support their individual progression.

Children are supported to achieve 4 - Good

We evaluated this quality indicator as good, where there were important strengths within the settings work and some aspects which could benefit from improvement.

Quality indicator: Nurturing care and support

Children were supported with caring, nurturing and respectful interactions that supported their overall wellbeing. Children received cuddles, reassurance and care from staff that knew them well. This fostered strong attachments between staff and children. Parents valued the care their children received, one commented, "With every interaction of staff I've felt like they treat our [child] like one of their own." This supported meaningful and trusting relationships between the setting and families.

Children experienced a mealtime that was relaxed and unhurried. Children washed their hands and sat together under the tarpaulin shelter. They enjoyed a warm, hearty meal of veggie mince and mashed potato. There were opportunities to develop independence skills as children collected water bottles, self-

served food and tidied away their items when finished. Staff sat alongside children to ensure supervision whilst eating and engaged them in social chat, showing genuine interest in their lives. This made mealtimes a safe and sociable experience for children.

Personal plans contained relevant information that supported staff to understand children's routines and preferences. Some plans showed robust individual support actions for children requiring additional support, supporting inclusion and positive outcomes moving forward. There were some inconsistencies noted between children's plans. Important daily information, such as, specific wellbeing concerns were not consistently recorded, however, we could see that these needs were understood, communicated and were being met in the moment. Recording this information more consistently would ensure all staff have timely access to key updates, supporting continuity of care for children. We discussed with leaders how regular monitoring and auditing of personal plans would ensure consistency of information being recorded. This has been addressed in an area for improvement within the 'Leadership' section of this report.

Transitions from home to nursery, as well as between sites, were planned and implemented with sensitivity and care. These were strengthened through visits and enrolment days prior to children starting. Leaders demonstrated a clear commitment to building strong relationships with families and had outlined specific actions within the service improvement plan to enhance family engagement. Planned initiatives included, coffee mornings, open days, and stay and play sessions across both sites. As a result, families felt included and valued.

We reviewed the storage and administration of medication within both settings and found that overall medication was stored and administered safely. However, we found some inconsistencies in paperwork and storage which could potentially compromise children's health and wellbeing. For example, not all medication boxes were clearly labelled, more detail was needed of children's symptoms in some consent forms, and one box we checked had paperwork stored elsewhere. We discussed how improvements to monitoring and auditing of medication would help ensure a more consistent approach. This has been addressed in an area for improvement within the 'Leadership' section of this report.

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 ensure children receive high quality care and support, the manager should strengthen the service quality assurance processes using best practice guidance. Staff, children and families should continue to be involved in this process

This should include, but not be limited to:

- effective monitoring of all aspects of the service, including children's personal plans, medication, risk assessments, staff support and supervision
- self-evaluation

- complete and submit an annual return for the service when requested to do so.

They should refer to 'A quality framework for daycare of children, childminding and school aged childcare' (June 2021). This document can be found in the HUB area of the Care Inspectorate website.

This is to ensure the quality of care and support is consistent with the Health and Social Care Standards (HSCS), which state that:

'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19); and

'I use a service and organisation that are well led and managed' (HSCS 4.23).

This area for improvement was made on 12 June 2023.

Action taken since then

Some improvements had been made to strengthen quality assurance processes. Regular self-evaluation using quality frameworks was taking place and the service had submitted their annual return.

A monitoring calendar supported routine auditing of key aspects such as, observations risk assessments, and staff support and supervision. However, we found that other key aspects such as medication, accidents, incidents and personal plans would benefit from more frequent auditing to identify gaps in children's information.

Therefore, this area for improvement has been partially met. It has been updated to address outstanding areas and can be found in the 'Leadership' section of this report.

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	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	4 - Good
Nurturing care and support	4 - Good

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