

# Cambuslang Childcare Project

## Day Care of Children

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**Type of inspection:**  
Unannounced

**Completed on:**  
22 January 2026

**Service provided by:**  
Cambuslang Childcare Project

**Service provider number:**  
SP2003001474

**Service no:**  
CS2003006458

## About the service

Cambuslang Out of School Care Project is provided by a voluntary management committee. The service is situated in a housing estate in the Cambuslang area of South Lanarkshire. It is registered to provide a care service to a maximum of 25 children aged two years to those not yet attending primary school.

Cambuslang Childcare Project has sole use of the building during operational times and has a large outdoor play area. The service is conveniently located close to two primary schools, shops and transport links.

## About the inspection

This was an unannounced inspection which took place on 20 and 21 January 2026. Feedback was given on 22 January 2026. The inspection was carried out by one inspector from the Care Inspectorate. During our inspection there were 18 children in attendance.

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
- reviewed 18 responses from families who used or had used the service
- spoke with South Lanarkshire Council Environmental Health Officer.

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 in relation 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 setting's vision, values, aims and commitment to children's rights reflected a positive ethos which was evident in the day to day life of the setting.
- A clear and robust contingency plan was needed to manage staff absences effectively and protect leadership capacity.
- To promote children's health, food storage and labelling needed to improve.
- Arrangements for infection prevention and control did not consistently support children's wellbeing and required improvement to reduce potential risks.
- The outdoor play area required attention before use. Hazards within the space meant it was not safe and increased the risk of accidents for children.
- Children were happy, confident and independent. They showed strong engagement in their play, positive relationships with others, and a clear sense of belonging within the setting.
- Managers demonstrated strong, positive relationships with families. They took a genuine interest in their lives. This strengthened children's sense of security, identity and belonging.

## 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 thrive and develop in quality spaces	2 - Weak
Children play and learn	4 - Good
Children are supported to achieve	4 - Good

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

## Leadership 3 - Satisfactory / Adequate

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

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

The manager and depute manager had been in post for a long time. They worked well together and knew children and families very well. Their commitment supported a caring and nurturing ethos.

The settings vision, values, aims, and pledge to promote children's rights reflected the positive ethos in the setting. The manager had developed these and sought comments from parents. Children and families had not been fully involved. Involving children and families would help ensure the vision was shared and meaningful to all.

During our visit two full time staff were absent. The manager had not developed a contingency plan to manage this. As a result, the manager and depute manager were required to work on the floor every day to maintain safe ratios and support children's care. This significantly reduced their capacity to manage the service effectively and lead improvement. Their limited availability impacted opportunities to monitor practice, support staff development, and drive forward planned changes. A clear and robust contingency plan is needed to ensure leadership capacity is protected and children continue to benefit from high quality experiences. (See area for improvement 1)

An improvement plan was in place. The priorities were relevant and reflected areas needing development. However, the process for monitoring progress was informal. Target setting, recording actions, and reviewing impact were not consistent. A more structured approach would strengthen self evaluation and lead to clearer improvements in children's experiences and progress.

Some playroom monitoring had taken place over the last year. Observations were recorded but not followed up, for example where suggestions for improvements had been made they had not been revisited to measure the impact of the change. More regular and focused auditing of practice, children's progress, and key processes such as accidents and medication would help ensure children's health, safety, and wellbeing.

Two new staff had recently started working in the service. They told us that they felt welcomed and supported. The modern apprentice had time to meet the children before starting. Induction, however, was informal. Using the national induction resource would improve consistency and help staff to develop confidence in providing high quality care and support to children.

A review of safer recruitment procedures indicated that some important checks had not been fully completed, which reduced the level of assurance the service had about staff suitability. One staff member had not been interviewed directly by the service, and references and other routine checks were not undertaken. Reliance on information from the training provider meant the process was not as thorough as it could have been. Robust recruitment procedures were needed to promote children's safety and wellbeing. (See area for improvement 2)

## Areas for improvement

1. To ensure that children benefit from a service that is continually developing, the provider should develop and implement contingency plans to manage staff absences.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that "My needs are met by the right number of people." (HSCS 3.15) and "I benefit from a culture of continuous improvement." (HSCS4.19)

2. To promote children's safety and wellbeing, the service should strengthen its recruitment and induction procedures. This includes ensuring all necessary pre-employment checks are carried out consistently and recorded clearly before staff begin working with children. This should include, but is not limited to, Protection of Vulnerable Groups (PVG) checks, verification of qualifications, references from previous employers, and confirmation of an applicant's fitness to carry out their role.

This is to ensure 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 thrive and develop in quality spaces 2 - Weak

### Quality indicator: Children experience high quality spaces

We made an evaluation of weak for this quality indicator, as there were some strengths but these were compromised by important weaknesses.

Children had access to two playrooms, giving them space to play and learn. They were confident and comfortable in their environment. Children made choices about their play, and staff were responsive to their ideas and wishes. This helped children feel heard and respected.

Children's work and interests were displayed attractively across the playrooms. This supported children's sense of pride and belonging. Resources were accessible, and children could make independent choices about what they wanted to use.

The service had a large secure outdoor play area, however, children had very limited opportunities to play and learn outdoors. Children were missing out on important daily experiences to support their physical development, wellbeing, and curiosity. Some parents and carers who provided feedback commented about the limited opportunities their children had to play outdoors. Some of their comments included "My son loves outdoor play, unfortunately the weather isn't always the best for that. He would still go out in the rain if it was an option and when the better weather comes my child is often picked up from outside the nursery where they have been playing. I'm not sure of how often they are taken out in the colder months or the winter." The manager should ensure that children have the opportunity to play and learn outdoors daily. (See area for improvement 1)

Outdoors, we identified several issues that needed attention before children could safely access the space. The garden contained broken and discarded resources, equipment that was beginning to deteriorate, and areas where stagnant rainwater had collected. These hazards could compromise children's safety when they were playing outside.

Arrangements for infection prevention, ventilation and food safety were not consistently supporting positive outcomes for children. Extractor fans were not working effectively and were visibly unclean. In addition to this unnecessary items, including soft toys, paperwork, uncovered clothing and freeze paper stored in toilets and changing areas further increased the risk of infection.

Food safety practices also required improvement to ensure children were protected from avoidable risk. We noted cooked chicken was stored in the fridge partially uncovered and without appropriate labelling. These practices did not demonstrate effective food safety management and presented a potential risk to children's health and wellbeing. During the inspection we contacted environmental services to share these concerns.

We identified concerns about security. The front door was adjacent to a public walkway and was unlocked during our visits. Inspectors were able to enter without challenge on both days. This presented risk of unauthorised entry and the possibility of children leaving unnoticed. We shared with the manager how the doorbell system available should have been consistently used to control access. (See requirement 1)

## Requirements

1. By 14 March 2026, the provider must ensure that children receive care in a safe and clean environment.

To do this, the provider must, at a minimum:

- a) Ensure all toilets, nappy-changing areas, and staff facilities are clean and hygienic.
- b) Repair, replace, or clean extractor fans to ensure effective ventilation in all toilet and changing areas.
- c) Ensure the building is secure at all times, with controlled entry procedures that prevent unauthorised access.
- d) Ensure regular and recorded safety checks of the indoor and outdoor environment are completed, and prompt action taken to address identified risks.
- e) Ensure unsafe outdoor equipment and materials are removed, repaired, or replaced to ensure the outdoor area is safe for children to use.

This is to comply with Regulation 4(1)(a) 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 environment is safe and minimises risk." (HSCS 5.17)

## Areas for improvement

1. To support children's wellbeing, learning and development, the provider should ensure that children have regular and consistent access to safe outdoor play and learning each day.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: "I am supported to have an active life and participate in a range of recreational, social, creative, physical and learning activities." (HSCS 1.32)

**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 were very happy and confident in the setting. They showed independence as they led their own play and learning. This supported a strong sense of belonging .

Children enjoyed the wide variety of resources and experiences available to them. They showed sustained interest, which promoted curiosity and exploration. Children were highly engaged in their play. They cooperated well and worked together during shared experiences. Positive friendships and relationships had clearly been encouraged and developed.

Staff interacted very well with children. They offered warmth, reassurance and fun, which contributed to a nurturing learning environment. The manager and depute knew children and families very well. We heard meaningful conversations about family events. This helped children feel safe, secure and valued.

Staff responded effectively to children's non verbal cues. They recognised gestures and body language. This ensured all children were included, respected and able to communicate their needs. A parent who provided feedback told us "As a parent of a non verbal child who is unable to verbalise how his day is going I can tell how happy he is by his smile going each day and his expression when he sees the staff, they are amazing with him and his needs."

We observed children showing a strong interest in numeracy and literacy. Staff supported this effectively through skilled questioning, games and targeted activities. Storytelling, singing and rhyming were of high quality and supported children's language development.

Children confidently showed and explained their learning. Many children demonstrated particular interest in space and naming planets. Some children had written the names of the planets, which were displayed. Several children showed strong skills in letter and number formation.

Children's experiences were recorded on a secure online portal. Sampling showed that children accessed a wide range of enjoyable and meaningful experiences. However, records were not consistently focused on outcomes for children, as links to learning, progress, next steps or lines of enquiry were not always clear or shared with parents. This created a gap in the quality of assessment, planning and partnership with parents.

The service used a balance of intentional and responsive planning. However, planning had not been updated since November 2025, which limited staff's ability to track, respond to and extend children's emerging interests and developmental needs.

Numeracy and literacy trackers were in place and identified children's achievements and next steps. However, observations were not routinely used to inform these trackers. This reduced the reliability and consistency of assessment.

## Children are supported to achieve 4 - Good

### Quality indicator: Nurturing care and support

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.

Staff interactions with children and families were warm, nurturing and consistent. Children were offered high levels of comfort, reassurance and emotional support. Staff spoke positively and knowledgeably about children's families and extended families. This supported children's sense of identity and belonging. Managers demonstrated strong relationships with families and took a genuine interest in their lives. Children responded positively to staff affection and reassurance. These interactions supported children to feel safe, valued and emotionally secure. Parents and carers who provided feedback were very positive about the relationships they and their children had with the staff team. Some of their comments included "I feel it is a very welcoming and nurturing place and the attention given to the child is very specific to their individual needs and I have a great relationship with the staff at Cambuslang Child Care Project they always do their best to help me and listen to everything I have to say".

The service supported children with a range of additional support needs. Staff demonstrated a strong understanding of individual children and their circumstances. Staff worked well with other agencies to share information and support children. Specialist support was observed in the setting during the inspection. This demonstrated a proactive approach to meeting children's needs.

The service provided snacks and meals for children. Children were involved in preparing the lunch environment. Individual placemats and table decorations created a welcoming atmosphere. Lunch was organised across two rooms, supporting calmer experiences for children. Children were encouraged to choose their own food and feed themselves. We discussed with the manager and depute manager how small changes to the lunchtime routine, such as placing foods in the centre of the tables could further improve opportunities children had to be independent.

Children were welcomed into designated playrooms with separate entrances and information areas. This supported smooth arrivals and reduced congestion at busy times. This was a thoughtful and nurturing approach which supported children's emotional wellbeing. We discussed with the manager and depute manager how these arrangements could be further developed to strengthen meaningful connections with families. At the time of the inspection, parents and carers did not have access to the playrooms, which limited opportunities for parents and carers to be involved in and see the day to day work of the setting. Some parents who provided feedback confirmed that they did not have access to the playrooms. Some of their comments included "I've never been inside the play rooms in nursery. I like now that we go in to sign the kids in, it makes it feel more welcoming and in previous years it has been pick up and drop off at the front door so did not have an opportunity to see inside the nursery but at the start of the new term in August 2024 we were allowed in to the door of the playroom but have never been inside the playroom." Providing opportunities for parents and carers to come into playrooms would support relationships and contribute positively to children's emotional wellbeing.

## 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

The service should review and update their nappy changing procedures in line with best practice.

National Care Standards for Early Education and Childcare up to age 16: Standard 2: A Safe Environment

**This area for improvement was made on 19 July 2017.**

#### Action taken since then

We identified some concerns about how the service minimised the spread of infection within toilets and changing areas. We have made a requirement around minimising the spread of infection within the "Children thrive and develop in quality spaces" section of this report.

Therefore this area for improvement has not been met.

### 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	3 - Satisfactory / Adequate
Leadership and management of staff and resources	3 - Satisfactory / Adequate
Children thrive and develop in quality spaces	2 - Weak
Children experience high quality spaces	2 - Weak
Children play and learn	4 - Good
Playing, learning and developing	4 - Good
Children are supported to achieve	4 - Good
Nurturing care and support	4 - Good

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