

# Redwood Childcare Day Care of Children

The Strand  
2 Redwood Court  
East Kilbride  
Glasgow  
G74 5PF

Telephone: 01355 574 944

**Type of inspection:**  
Unannounced

**Completed on:**  
3 March 2026

**Service provided by:**  
Sword (Nursery) Limited

**Service provider number:**  
SP2010011203

**Service no:**  
CS2016350479

## About the service

Redwood Childcare is registered to provide care to 123 children. Of those 123 children no more than 30 are aged under 2 years; no more than 39 are aged 2 years to under 3 years and no more than 54 are aged 3 years to those not yet attending primary school. Care is provided from a building located in Peel Park, East Kilbride, South Lanarkshire. The service is close to local shops, schools, transport routes and other amenities.

## About the inspection

This was an unannounced inspection which took place on Monday 2 and Tuesday 3 March 2026 between 08:00 and 16:15. Feedback was given on 3 March 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 nine people using the service and 11 families
- Spoke with 12 staff and management
- Observed practice and daily life
- 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

- Positive, nurturing relationships had been formed between staff and children.
- Both the indoor and outdoor environments had been improved and had created a calm and relaxed atmosphere for children. There was scope to further enhance some aspects of these areas.
- Quality experiences, play and learning were now being supported through an increase in staff knowledge and experience about play and play pedagogy.
- Personal plans and additional support plans were having a positive impact on children's individual needs and interests.
- To fully support creativity, choice and imagination in play and learning, resources should continue to be reviewed and replenished to ensure children can access a wide range and variety of good quality resources.

## 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 thrive and develop in quality spaces	4 - Good
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 4 - Good

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

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.

The service promoted and was committed to their vision of quality childcare in a warm and caring setting. Children and families were consulted as part of the service reviews and improvement planning.

The service had placed quality learning through play at the heart of improvement planning. The impact of this approach was beginning to lead to improved outcomes for children and increased parental participation. Parents agreed, with one telling us, "feedback and suggestions are always welcomed and opportunities for feedback are also given through parents evening, reviews or surveys."

Sustainable change was being achieved because there was an appropriate pace of change. Effective practices were shared and promoted improvements which had led to positive outcomes for children. For example, participation in Froebel training had helped staff to focus on holistic and child centred experiences.

Quality assurance activities such as monitoring and mentoring supported agreed standards and expectations that were understood by all staff. Evidence assisted the team to identify strengths and areas to action for improvement.

Staff had worked hard as a team to develop their skills and confidence to embrace the current journey of well-informed change and had taken responsibility for the process. This was helping them know what was important when meeting the needs of children.

A staff member shared that training had "enhanced my knowledge and understanding and allowed me to fill any gaps in my knowledge." Training was supporting the team to further develop their skills and knowledge. We discussed the possible leadership opportunities that could now help share and embed this learning across the wider team.

Staff were safely recruited and they understood their responsibilities within the team. Induction programmes were personalised to meet their unique needs. There were processes for mentoring and supporting staff. Mentors were clear about their roles and responsibilities, and they had written information they could refer to. Together these approaches supported quality outcomes for all children.

**Children thrive and develop in quality spaces** 4 - Good**Quality Indicator: Children experience high-quality spaces**

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.

The service provided a safe setting for children. There was a secure entry system, collection passwords were used and walkie talkies supported communication between indoor and outdoor spaces. As part of our discussions, we asked the service to reflect and consider how they could best track the numbers of children indoors and outdoors throughout the day and they agreed this was important. Confidential records and information were securely stored, and a CCTV system was used.

Risk assessments were in place for tasks and individuals where needed. This was helping to minimise potential risks and to keep children safe from harm. Overall, infection prevention and control procedures were effective in supporting children's health. A few items of remedial work were needed in the 3-5 toilet and nappy changing area. We shared this with the service and the manager confirmed during the inspection that plans had been approved to action them.

The environment was well-maintained for children. The need for monitoring and addressing regular maintenance of the building, resources and equipment had been considered and was built into quality assurance systems.

Staff had reflected and reviewed spaces taking account of best practice documents. A staff member told us they wanted to, "continue to develop areas to ensure child engagement is high." We agreed that there was still scope to further develop some spaces. For example, the meal area in the 3-5 room was unused for parts of the day and we shared examples of how that could be used to enhance children's creativity and curiosity.

The outdoor play areas had much improved since the last inspection. Children were engaged and had opportunities to learn about the wider world. Staff recognised children's right to play outdoors every day and spoke of the benefits to individual children. A parent told us, "I am overall so happy with the service. I have seen such a big improvement since last year. The garden is my child's favourite place to go."

**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.

Some aspects of the environment took account of children's needs, interests and learning. However, there was scope to further develop resources across the service to ensure all children would benefit from rich experiences that provided breadth and depth of choice and learning (see area for improvement one).

Children were having fun, experiencing joy and mostly engaged in quality play and learning experiences both indoors and outdoors. Many children were actively involved in leading their own play and learning.

We discussed the development of strategies that could support children to make choices about access to other spaces such as the sensory room, IT room and outdoors and staff agreed.

Children were motivated and engaged by some experiences on offer. Skills, including language, literacy, and numeracy, had developed through a balance of child and adult-led interactions and playful experiences.

The service had taken positive steps to work with families to support their understanding of the benefits of play-based learning. This included stay and play sessions and workshops. This approach was helping to develop trust and cooperation, which supported children's wellbeing and development.

Children had frequent opportunities to develop their thinking and skills. Areas included imaginative and physical play. For example, when outdoors staff chatted with children, provided support on an obstacle course and gave praise for efforts. They encouraged children to challenge themselves when walking along wooden stumps and sliding down a chute. This helped children to experience risky play, develop their own thinking and practise new skills.

Overall, most children were at the centre of planning. Some staff were still growing their skills in recognising the various stages in children's play and learning. Observations were being used to reflect on individual children's patterns of play. This was helping to plan, support, challenge and extend their learning. As a result, most children were able to progress at their own pace.

## Areas for improvement

1. To fully support creativity, choice and imagination in play and learning, resources should be reviewed and replenished to ensure children can access a wide range and variety of good quality resources.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: "As a child, I can direct my own play and activities in a way that I choose and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity" (HSCS 2.27) and "As a child, I play outdoors every day and regularly explore a natural environment." (HSCS 1.32).

## 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.

Overall, most families participated in making decisions about their child's care. Connecting with children and their families was important to the staff team. The opportunity for handover discussions and document sharing supported children's transitions between different spaces and rooms.

The service had recently introduced an online app to share information with families. We shared that for the app to be meaningful it was important that the content focused on responsive plans, individual needs and interests and the progress of children. The management team agreed.

Personal plans had been developed to help ensure consistency in children's care. We agreed this was needed and parents told us they appreciated that area of focus. One parent shared, "every few months we get asked about things that we want our children to work on and have a parents' evening to keep us updated on their learning. I have also attended a stay and play session which wasn't offered previously and really enjoyed that too."

Many children's care and learning routines were individualised and delivered with kindness and compassion. However, there was a mixture of knowledge and experience within the staff team. Continued focus by management to monitor and mentor best practice could support staff skills and knowledge to be attuned to all children's individualised learning.

Staff were aware of their responsibility to keep children safe. Systems in place supported safe sleep and mealtimes and the management and administration of medication. Child protection training had taken place. Staff fully understood the role they played in keeping children safe. As a result, we were confident they would respond correctly if concerned about a child.

Children were nurtured, cared for and supported. Parents told us, "the staff are all very welcoming, helpful and approachable. They feedback on our child and give us updates on their progress. The monthly updates in the new family app are a nice addition to the parents' evenings too."

Staff had created a welcoming environment. Feedback from a family reflected this, "staff are all friendly and always provide a nice insight into my child's time at nursery. I have a good relationship with my child's key worker who is very approachable and easy to talk to."

## 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 that children receive high quality care, the manager should ensure that staff access training that provides them with a greater understanding of integrating children's play experiences with curricular learning and improved knowledge of good practice guidance to able to reflect on practice.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes' (HSCS 3.14).

**This area for improvement was made on 31 January 2024.**

#### Action taken since then

The manager had ensured that staff accessed training that provided them with a greater understanding of integrating children's play experiences within curricular learning. Staff had improved their knowledge of good practice guidance and were able to reflect on their practice. This was helping to ensure children received quality care.

This area for improvement was addressed.

## Previous area for improvement 2

To support children's wellbeing and development, the provider should ensure that children receive care in stimulating environment. This should include, but is not limited to, regular access to outdoor play opportunities and experiences, maintaining outdoor areas and providing children with enough toys and equipment to meet their development needs.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My environment is relaxed, welcoming, peaceful and free from avoidable and intrusive noise and smells' (HSCS 5.18); and 'The premises have been adapted, equipped and furnished to meet my needs and wishes' (HSCS 5.16).

**This area for improvement was made on 31 January 2024.**

### Action taken since then

The service had worked together to ensure that children received care in stimulating environment. This included regular access to outdoor play opportunities and experiences. The maintenance of outdoor areas had improved and the provision of outdoor toys and equipment had increased to help meet children's development needs.

This area for improvement was addressed.

## Previous area for improvement 3

The manager should identify and minimise risks to children within the setting both indoors and outdoors, across the whole day. This includes but is not limited to ensuring hazardous materials and equipment are stored safely and nappy change cleaning systems are robust.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state: 'My environment is secure and safe' (HSCS 5.17).

**This area for improvement was made on 31 January 2024.**

### Action taken since then

The manager had developed a monitoring system as part of the service quality assurance processes to identify and minimise risks to children within the setting both indoors and outdoors and across the whole day. Overall, hazardous materials and equipment were stored safely and almost all nappy change cleaning systems were robust.

This area for improvement was addressed.

#### Previous area for improvement 4

Staff as a team should reflect on good practice guidance and undertake an audit of the environment to create a calm, inviting and well considered space that promotes and supports meaningful invitations and provocations for play and learning.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state: 'I am able to access a range of good quality equipment and furnishings to meet my needs, wishes and choices' (HCSC 5.21); and 'I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishings and equipment' (HSCS 5.22).

**This area for improvement was made on 31 January 2024.**

#### Action taken since then

The service had reflected and evidenced the journey undertaken to create calm, inviting and considered spaces that were beginning to promote and, in some areas, support meaningful invitations and provocations for play and learning.

This area for improvement was addressed.

## 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 thrive and develop in quality spaces	4 - Good
Children experience high quality spaces	4 - Good
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

## To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at [www.careinspectorate.com](http://www.careinspectorate.com)

## Contact us

Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

0345 600 9527

Find us on Facebook

Twitter: @careinspect

## Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iarrrtas.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.