

# St. Roch's Childcare (Royston Primary) Day Care of Children

Royston Primary School  
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Royston  
Glasgow  
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**Type of inspection:**  
Unannounced

**Completed on:**  
12 March 2026

**Service provided by:**  
St. Roch's Childcare Service

**Service provider number:**  
SP2003001291

**Service no:**  
CS2003005958

## About the service

St. Roch's Childcare (Royston Primary) is registered as a daycare of children service. It is registered to provide a care service to a maximum of 72 school aged children up to the age of 16.

The service is based within Royston Primary School in Glasgow. It has use of the dining hall, gym hall and playground. Eight children were attending at the time of this inspection.

## About the inspection

This was an unannounced inspection which took place on the 11 and 12 March 2026. 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
- 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**

- Effective leadership supported improvement and consistency.
- Children were happy, settled and engaged in inclusive play opportunities.
- Staff provided warm, respectful and responsive care.
- Personal planning met children's individual needs well.
- Further opportunities to extend outdoor play would enhance children's play experiences.

**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	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 management team supported the delivery of the service and contributed to positive outcomes for children. Managers provided direction and oversight which helped ensure staff were supported and resources were used appropriately to meet children's needs.

The service was in the process of reviewing its vision, values and aims. Staff had been fully involved in this work during the recent in-service days, where they were encouraged to share their views and reflect on the ethos of the service. This supported staff engagement and ownership of the service's direction. At the time of inspection, the service was extending this consultation to children and parents. This work was ongoing and demonstrated a commitment to ensuring that the service's vision and values were shared and inclusive.

An improvement plan was in place and used to guide development. Management along with staff were able to describe how improvement actions were identified and how progress was monitored. Staff were aware of key priorities and understood their role in supporting improvement. This helped ensure that developments were purposeful and focused on improving children's experiences.

Personal plans were used effectively to support children's individual needs. Key group arrangements were well-established and helped staff develop secure, positive relationships with children. Systems for sharing information supported continuity of care and helped staff respond appropriately to children's wellbeing and interests.

The management team was visible within the service to support change. During a period of staff recruitment, the service manager was present within the out of school care setting. This ensured appropriate oversight and provided reassurance to staff and children during a time of change. This leadership presence supported stability and contributed positively to maintaining standards within the service.

Senior staff were observed to role model positive interactions and good practice. They provided guidance and support to staff which helped promote consistent approaches to care and behaviour. This contributed to a calm, nurturing environment where children were engaged in play and felt supported.

The service used self-evaluation and quality assurance processes to reflect on practice. Accident and incident records were reviewed to identify patterns and support improvement. Most accidents had taken place during trips, highlighting the need to review risk assessments more regularly. The management team discussed plans to strengthen risk assessment processes by making them more responsive and by involving children in discussions about managing risk during play. This approach supports children's learning while helping to keep them safe.

Safeguarding arrangements relating to staff recruitment were in place. Safer recruitment checks had been completed for newly appointed staff. While the service had not yet begun using the Early Learning and Childcare - National Induction Resource, there were clear plans to implement this consistently with all staff going forward.

Staff training and development were supported. New staff completed a three-month probationary period during which they received regular support. The service manager acted as a mentor, supporting staff to understand expectations and develop their practice.

## 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 experienced a welcoming, inclusive and supportive environment where they were happy, relaxed and engaged in their play and learning.

Children were confident within the setting and moved freely between activities. They spoke positively about their experiences and demonstrated enjoyment and sustained engagement. Children particularly enjoyed active play in the gym hall, including games such as football and basketball. These experiences supported children's physical wellbeing, confidence and social skills. Staff supported inclusion by adapting approaches to ensure all children could participate in ways that met their individual needs and preferences.

Children benefited from a varied and well planned programme of experiences including a holiday programme that provided engaging and meaningful activities. Children described the holiday club as fun and enjoyable. Staff had thoughtfully considered funding and transport arrangements, including the use of children's own bus passes, to reduce barriers to participation. This supported inclusion and helped children to develop independence and confidence within their community.

Staff interactions with children were warm, responsive and respectful. Staff took time to listen to children and build on their interests. For example, staff extended children's discussions during the walk back from school by later supporting related activities such as making maps they had been discussing. This approach helped deepen children's learning and demonstrated effective use of everyday experiences to support play and exploration.

Staff played alongside children during activities, including role play and active games, which strengthened relationships and encouraged children's engagement. Staff supported children sensitively to resolve conflict, using calm approaches to help children express their feelings, understand others' perspectives and reach solutions together. This contributed to a respectful and nurturing atmosphere within the setting.

Planning was child-centred and informed by children's views and interests. Staff used tools such as mind maps to capture children's ideas and plan experiences that were meaningful to them. Planning meetings focused on emerging interests, and staff made good use of professional learning, including training on the power of play and play principles, to inform practice. A range of science, technology, engineering and maths (STEM) resources supported curiosity, problem solving and exploration.

Children's participation was being developed well. A children's council had been established, giving children a voice in decisions that affect them. There were plans to introduce suggestion boxes and floor books to further strengthen how children's learning and experiences were captured and reflected upon. Improvements to storage and resources were underway to support children's independence through self-selection.

Children enjoyed opportunities for relaxation at the end of the session including watching a movie which had been introduced in response to their views. Children would benefit from increased opportunities for outdoor play and digital experiences to further enhance their choice and learning.

## 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.

Children experienced a nurturing, caring and supportive environment where their wellbeing was prioritised.

Children appeared happy, safe and settled within the service. They were relaxed and confident and demonstrated positive relationships with staff and peers. Staff knew children well and responded sensitively to their individual needs. This helped ensure children felt secure and supported throughout the session.

Staff interactions with children were warm, respectful and reassuring. Staff spoke kindly with children, listened to them and offered support when children needed reassurance or guidance. Children were encouraged to share their views and express how they were feeling which supported emotional wellbeing. There was scope to continue strengthening children's understanding of their rights, particularly their right to have their views listened to and respected, by embedding children's voice further into everyday practice and decision-making.

Snack times were calm, unhurried and sociable. Children enjoyed a variety of healthy food choices, including wraps, fruit, vegetables and meats. Staff sat alongside children during snack times, promoting positive relationships and encouraging conversation and social interaction. Children appeared to enjoy this time and engaged well with staff and peers.

Staff supported children's independence appropriately. Children had easy access to drinks throughout the session and were supported to take drinks with them to activities such as the gym. Snack was offered soon after children returned from school, helping to meet their needs and support regulation following the school day. Menus reflected children's preferences and choices, demonstrating that children were involved in decisions about food. There were clear plans to further develop children's independence at mealtimes which would continue to build confidence and life skills.

Personal planning was effective and contained a good level of detail. Plans clearly identified children's individual needs and supported staff to provide consistent and appropriate care. Emotional regulation tools were in place and helped staff understand how children communicate their feelings and how best to support them during times of difficulty. It would be beneficial to ensure these tools are consistently included within children's main profiles to support accessibility and shared understanding among staff.

The service recognised the importance of keeping personal information current. There were discussions about archiving older personal plans to ensure records remain up-to-date and relevant. The service had also started developing one page profiles which will support staff to quickly understand children's strengths, needs and preferred ways of being supported.

Relationships with families were positive. Parents provided encouraging feedback and spoke positively about the care their children received. Staff communicated well with families and were approachable and supportive. The service regularly engaged in community events to strengthen connections with families and promote inclusion.

## 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	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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