

# Soroba Young Family Centre Day Care of Children

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Telephone: 01631 565 263

**Type of inspection:**  
Unannounced

**Completed on:**  
26 March 2026

**Service provided by:**  
Soroba Young Family Group  
Committee

**Service provider number:**  
SP2003000652

**Service no:**  
CS2003003138

## About the service

Soroba Young Family Centre is registered to provide a day care of children service to a maximum of 40 children not yet of an age to attend primary school at any one time.

No more than 10 children are aged 2 to under 3. With no more than 40 children are aged 3 to those not yet of an age to attend primary school. The service operates during school term times only. On the first day of inspection 33 children were in attendance. On the second day of inspection 35 children were in attendance.

Soroba Young Family Centre operates from a ground floor community space in a residential area of Oban, Argyll and Bute. The building has a secure entrance and spacious playrooms. Children benefit from direct access to a secure outdoors space to the front of the centre. The service is close to local shops, parks and other amenities.

## About the inspection

This was an unannounced inspection which took place on 25th and 26th 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 children people using the service.
- Gathered feedback from twenty one families through online questionnaires
- Spoke with staff and management
- Observed practice and daily life
- Reviewed documents
- Spoke with visiting professionals

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 the core assurances.

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

- A strong culture of continuous self-reflection and evaluation had been established within the team.
- A quality assurance calendar had been established, outlining key tasks across the year to support structure and accountability.
- Staff deployment had improved since our previous inspection supporting consistency and continuity in children's care.
- The service benefited from a highly positive team ethos.
- The team has made significant improvements to the environment since our previous inspection.
- Children played an active role in influencing changes within the environment.
- Outdoor learning had developed significantly and now enriched children's play and learning experiences.
- Clear improvements had been made to children's play and learning experiences in the service.
- Children were having fun and fully engaged in wide range of play opportunities available.
- Planning approaches were becoming more flexible, responsive, and reflective of children's interests and needs.
- Staff interactions were consistently caring, respectful and nurturing.
- Personal plans had been developed further since our last inspection and now reflected GIRFEC and SHANARRI wellbeing indicators.
- Relationships with families were warm, respectful, and meaningful.

## 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 thrive and develop in quality spaces	5 - Very Good
Children play and learn	4 - Good
Children are supported to achieve	5 - Very Good

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

## Leadership 5 - Very Good

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

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.

The setting's vision, values and aims had recently been reviewed in collaboration with children, parents, and staff. This inclusive approach ensured the shared values accurately reflected the centres family community. Staff consistently embedded these values within their daily practice, demonstrating they were understood and meaningfully applied. The vision "to be the best we can be," underpinned decision making across the service.

Children strengthened their understanding of the values by creating their own nursery rules, demonstrating the values were actively lived by the children, contributing to a respectful and positive environment.

A strong culture of continuous self-reflection and evaluation was established within the team. Staff demonstrated a purposeful and well considered approach to self-evaluation, with all team members showing clear accountability and understanding of their role in driving improvement. Changes implemented within the setting were measured effectively, with outcomes clearly evidenced. This reflective practice indicated that the service has a very good capacity for change.

Staff told us they were encouraged to share feedback and ideas, noting that the manager fostered a culture of trust, openness, and honesty. This collaborative approach ensured staff confidently influenced improvements that supported positive outcomes for children and families. Leadership roles had recently been developed within the team, contributing to improved experiences for children, families, and staff. Staff shared the positive impact the Health and Wellbeing lead had on motivation and teamwork.

Children's and family's views were actively sought and played a meaningful role in shaping improvement priorities. We sampled numerous examples of consultations leading directly to change within the setting such as the vision, values and aims, policies, mealtimes, and the environment. One parent told us "We are always invited to give feedback on every aspect of care within the nursery". Another parent told us "I feel that both myself and my child are involved in meaningful ways in helping to develop the service. The nursery always encourages feedback, and listens to our views which makes me feel valued and included".

A quality assurance calendar had been established, outlining key tasks across the year. This provided structure and supported accountability. We discussed continuing to development this tool, with particular focus on strengthening meaningful observations of practice to further enhance outcomes for children. The manager agreed to progress this action with the team.

### Quality Indicator: Staff skills, knowledge, values, and deployment

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.

Staff recruitment practices follow safer recruitment guidance, ensuring robust procedures were established.

Staff described a wide range of skills and qualities across the team, which were frequently shared to enhance learning experiences and opportunities for children. A thoughtful skills mix was in place, and staff were effectively supported through mentoring when undertaking new roles. This targeted approach helped build confidence and strengthen the team's overall capacity.

All staff told us they felt well supported in their professional development. They engaged with a broad range of training opportunities, including in house, external and online learning, helping them maintain up to date practice and knowledge. Learning from training was routinely discussed at team meetings, promoting shared understanding and consistency across the team. Training outcomes were reviewed to identify changes in practice or next steps, supporting a wider ethos of continuous improvement within the service.

Staff deployment had improved since our previous inspection. Staff demonstrated flexibility and responsiveness to children's individual needs, ensuring effective supervision and high quality experiences were sustained across the day. Particular consideration had been given to deployment during busy periods, such as mealtimes. Adjustments to lunch breaks and deployment patterns had enhanced continuity and supported smoother transitions throughout the day. Staff and the manager also provide valuable support to families during school visits and meetings, contributing to positive transitions beyond the early learning and childcare setting.

All staff were registered with the Scottish Social Services Council (SSSC) and were supported to meet their professional training requirements. SSSC codes of practice were routinely discussed during team meetings, reinforcing professional standards across the service.

The service benefited from a highly positive team ethos. Professional relationships were strong, contributing to effective communication, a supportive working environment and respectful practice. Staff demonstrated clear passion and commitment to delivering a high quality service, which was evident throughout the inspection. One parent told us "The nursery is safe, welcoming and full of positive energy!".

## Children thrive and develop in quality spaces 5 - Very Good

**Quality Indicator: Children experience high quality spaces.**

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.

The team has made significant improvements to the environment since our previous inspection. Children now accessed spaces that were warm, welcoming, and inviting which promoted a strong sense of belonging and showed children that they matter. Cosy, homely spaces for children to relax, rest and regulate were now available to support children's learning, resilience, and wellbeing.

Children played an active role in influencing changes within the environment. Staff promoted a rights based approach, enabling children to make decisions about their spaces, such as selecting new bikes and other resources. Children were also supported to understand and manage risk, while still engaging in meaningful, risk beneficial play. For example, a child creating a ramp outdoors demonstrated confidence and problem-solving skills by adapting the environment safely and creatively.

Resources and materials across the setting were now accessible, varied and well organised. Clear, decluttered areas supported children to self select and lead their own play, as well as move freely between spaces.

This change had helped create purposeful, well considered zones that catered to different types of play and learning. One parent told us "Soroba offer a lovely variety of activities for the children".

Opportunities for children to explore their senses and engage in schematic play were evident both indoors and outdoors, supported by a wide range of loose parts and natural, open ended materials. Children could independently choose where and how they want to play, with staff responding sensitively to their interests by providing additional resources to extend learning.

Provocations and real life objects enriched children's learning experiences, sparking curiosity and imagination. The use of typewriters inspired children to engage in creative and exploratory play. The environment reflects strong inclusivity, with communication aids, visuals, and multisensory materials available to support diverse needs. Cultural learning was also meaningfully embedded in experiences, with children and families contributing to projects exploring language, traditions, and cultural identity.

Outdoor learning had developed significantly. A covered outdoor area enables year round access regardless of weather conditions. Planting, sustainability activities, and the use of natural, open ended materials supported children's understanding of the natural world. Block play, loose parts, and a cosy reading and literacy space within the outdoor shed further enhance children's engagement and learning outdoors. One parent told us "The nursery does so much outdoor learning to keep the children interested".

The services use of the local community further enriched outdoor and real world learning. Regular "Friday adventures" to forest areas and weekly visits to local libraries, museums, parks, and nearby shops strengthen children's connection with their community and broaden their experiences. One parent told us "The nursery provides lots of opportunities to explore the local community".

Safety routines were well established. Secure entry and exit procedures were in place, and staff carry out regular head counts to ensure awareness of children's whereabouts, recording numbers on the whiteboard. Staff and children demonstrate a clear understanding of SIMOA practice.

Some risk assessments required to be reviewed to ensure they remain current, robust, and reflective of ongoing environmental developments, the manager had identified this task and agreed to progress. Information management systems were well organised, and the setting had appropriate data protection measures in place, including registration with the Information Commissioner's Office.

## 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.

Clear improvements had been made to children's play and learning experiences in the service. Children were highly motivated, demonstrating sustained interest, enthusiasm and enjoyment across their play and learning during our inspection. Children confidently shared their learning with us through journals and floorbooks, showing pride in their achievements and understanding of previous activities.

An effective balance of child led and adult initiated experiences were evident. The team's focus on responsive planning was beginning to positively influence the quality of children's play and learning.

Staff were increasingly attuned to children's emerging interests and curiosities and using these to shape learning opportunities and provocations in each area. Children's achievements were recognised and celebrated, with praise and encouragement shared both in the moment from staff and through Seesaw posts and learning journals. One parent told us "I'm always included in my child's play and learning, and the staff often ask how they can support me in helping my child progress".

Staff interactions were consistently caring, respectful and nurturing. Practitioners extended children's play and thinking by sensitively joining in, asking open ended questions, and offering appropriate challenge. Staff provided children with the time, space and support needed to make their own decisions and confidently use their voice within play. This rights-based approach supported children to develop their knowledge and skills at a pace that was right for them.

Staff demonstrated a strong understanding of child development and adapted their approaches to support the differing needs, personalities and play styles of individual children. The team regularly referred to national guidance such as Realising the Ambition, Curriculum for Excellence, and GIRFEC. They thoughtfully guided children who required support to engage positively with others or navigate challenges in their play. We observed staff sensitively and patiently scaffold a child's ideas as they built an "animal hotel" with their friends.

Planning approaches were becoming more flexible, responsive, and reflective of children's interests and needs. Children's and families' voices were increasingly visible within planning processes. A revised "I can..." and next steps template had been developed and shared with families to promote shared understanding of their children's progress and next steps.

Floorbooks better reflected a responsive planning cycle informed by children's ideas and adult observations. To strengthen this further, the team should continue embedding the full planning cycle, including regular evaluation, outcomes, possible lines of development (PLODs), and opportunities for additional breadth and challenge.

Staff were progressing well in developing their observation and assessment skills, with support for the local authority. Improvements since the last inspection were evident. The team should now focus on ensuring observations are meaningful, individualised, and clearly linked to personal progress. Learning journals and Seesaw records should prioritise each child's personal learning journey rather than group focused entries.

## Children are supported to achieve **5 - Very Good**

### Quality indicator: Nurturing care and support

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.

Children were supported by staff who were warm, caring, and responsive which supported their health and wellbeing. We observed nurturing interactions and staff who were highly attuned to children's verbal and non verbal cues. This approach sensitivity enabled staff to respond promptly to children's needs, ensuring they felt welcome, safe, and emotionally secure. One parent told us "My child is well looked after and nurtured, and the workers ensure it is a safe space for my child to express her wants, needs and interests and they always work to my child's best interests".

Care routines were flexible and carefully adapted to meet individual needs and preferences. The introduction of a sensory room provided a calm, soothing environment for children who required space to rest, regulate or sleep. Approaches to personal care were thoughtful, dignified, and respectful, supporting children's comfort and independence. One parent told us "The staff are friendly, caring and compassionate to the children".

Mealtimes had improved significantly since our previous inspection. Mealtimes were now relaxed and unhurried, contributing to a homely and positive experience for children. Children's independence was developing with opportunities to set the table, self serve meals and tidy up afterwards. Children were able to eat at their own pace and leave the table once finished, ensuring the routines reflected their individual needs. Water was readily available throughout the day indoors and outdoors to ensure children remained hydrated.

Transitions throughout the day were well planned and responsive to children's evolving needs. Staff had recently adapted afternoon routines to better support younger children, recognising when they required a quieter, slower pace. Children were actively listened to and encouraged to make choices about their play and daily experiences, helping transitions to be smooth and meaningful. Transitions to school were well supported, with children engaging in positive conversations about their upcoming move and, where required, attending joint visits with staff to support their confidence and individual family needs.

Personal plans had been developed further since our last inspection. New formats reflected GIRFEC and SHANARRI wellbeing indicators, ensuring a holistic approach to children's care. Information was clearly recorded and regularly reviewed with families to ensure it remained up to date. One parent told us "They genuinely care about the children and take full interest and remember what each kids likes/dislikes are". Children requiring additional support had detailed plans with clear targets, strategies, and outcomes. Strong partnerships with external professionals ensured coordinated approaches to meeting children and their families needs. Medication procedures and consent forms had been updated to reflect current best practice guidance to ensure children's health needs were effectively met at the service.

Relationships with families were warm, respectful, and meaningful. Staff knew families well and demonstrated a clear commitment to ensuring they felt welcomed and supported. One parent told us "The nursery seem to look at the bigger picture with the children and provide support to the whole family and not just the individual". Families were offered a wide range of opportunities to engage in the life of the setting, including Friday adventures, Sunday bike rides, monthly family groups, Book bug sessions, and wellbeing challenges. Parents were invited into the playrooms at drop off and collection times, strengthening connections to their child's service. Bilingual families were supported through translation apps and inclusive communication approaches, helping ensure the environment was culturally responsive and accessible. One parent told us "We truly appreciate how the staff finds a personal approach to our child in a bilingual environment...the teachers have been amazing at making them feel comfortable and understood".

## 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 enjoy a relaxed, nurturing meal time experience management and staff should monitor and review the arrangements they have in place over the lunchtime period.

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

'I can enjoy unhurried snack and meal times in as relaxed an atmosphere as possible' (HSCS 1.35).

**This area for improvement was made on 1 November 2024.**

#### Action taken since then

Mealtimes had improved significantly since our previous inspection. Mealtimes were now relaxed and unhurried, contributing to a homely and positive experience for children. Staff were deployed effectively over meal times to support children to eat at their own pace.

**This area for improvement has been met.**

#### Previous area for improvement 2

To support children's wellbeing, development needs and progress, personal plans should be further developed and consolidated with a focus on children's support strategies and next steps linked to clearer progression pathways for their play and learning.

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

'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15).

And

'My care and support meets my needs and is right for me' (HSCS 1.19).

**This area for improvement was made on 1 November 2024.**

#### Action taken since then

Personal plans had been developed further since our last inspection. New formats reflected GIRFEC and SHANARRI wellbeing indicators, ensuring a holistic approach to children's care. Children requiring additional support had detailed plans with clear targets, strategies, and outcomes.

**This area for improvement has been met.**

## Previous area for improvement 3

To support children's play and learning and enable them achieve their potential, management and staff should:

- Review and further develop their approaches to child-led planning, by ensuring appropriate levels of challenge and depth in play and learning that supports children's curiosity and creativity and enables them to lead on their play and learning.
- Consideration should be given to how individualisation is captured within planning. In addition, planning should be closely linked to observations in children's profiles where meaningful next steps should be recorded. These should be monitored to ensure consistent quality of written observations.

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

'As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable to my age and stage, which stimulate my natural curiosity, learning and creativity' (HSCS 2.27).

And

'My care and support meets my needs and is right for me' (HSCS 1.19).

**This area for improvement was made on 1 November 2024.**

### Action taken since then

We found planning approaches were becoming more flexible, responsive, and reflective of children's interests and needs. The team had developed their approach to child led planning which meant children were highly motivated, demonstrating sustained interest, enthusiasm and enjoyment across their play and learning during our inspection.

The team had developed their templates and processes for recording children's achievements and identified next steps through "I Can" forms. This was frequently updated and shared with families. The team should now focus on ensuring observations are meaningful, individualised, and clearly linked to personal progress. Learning journals and Seesaw records should prioritise each child's personal learning journey rather than group focused entries.

**This area for improvement has not been met.**

## Previous area for improvement 4

To support positive outcomes and improve children's play experiences management and staff should:

- Review the layout of children's play spaces indoors with a view to creating an environment with better areas and opportunities for children to play and learn, choose resources based on their interests, and be inspired and creative. Full consideration should also be given to cosy quiet spaces where children are able to relax away from the main play spaces.

This is to ensure care, play and learning 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 the way that I choose, and freely access a wide range of experiences and resources suitable to my age and stage, which stimulate my natural curiosity, learning and creativity' (HSCS 2.27).

**This area for improvement was made on 1 November 2024.**

#### Action taken since then

The team has made significant improvements to the environment since our previous inspection. Children now accessed spaces that were warm, welcoming, and inviting. Resources and materials across the setting were now accessible, varied and well organised. Clear, decluttered areas supported children to self select and lead their own play, as well as move freely between spaces.

**This area for improvement has been met.**

#### Previous area for improvement 5

To support and sustain continuous improvement throughout the service, management and staff should embed robust systems to monitor and evaluate all aspects of their service delivery and place high quality play at the heart of their improvement planning.

This is to ensure management and leadership is consistent with the Health and Social Care Standards (HSCS) which states that:

'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11).

And

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

**This area for improvement was made on 1 November 2024.**

#### Action taken since then

A strong culture of continuous self-reflection and evaluation was established within the team. Staff demonstrated a purposeful and well considered approach to self-evaluation, with all team members showing clear accountability and understanding of their role in driving improvement. A quality assurance calendar had been established, outlining key tasks across the year. This provided structure and supported accountability.

**This area for improvement has been met.**

## Previous area for improvement 6

To ensure positive outcomes for children the management team should monitor and review the deployment of staff in general and over key times.

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

'My needs are met by the right number of people' (HSCS 3.15).

And

'People have time to support and care for me and to speak with me' (HSCS 3.16).

**This area for improvement was made on 1 November 2024.**

### Action taken since then

Staff deployment had improved since our previous inspection. Staff demonstrated flexibility and responsiveness to children's individual needs, ensuring effective supervision and high quality experiences were sustained across the day. Particular consideration had been given to deployment during busy periods, such as mealtimes. This ensured children received consistency and continuity in their care.

**This area for improvement has 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

<b>Leadership</b>	<b>5 - Very Good</b>
Leadership and management of staff and resources	5 - Very Good
Staff skills, knowledge, values and deployment	5 - Very Good
<b>Children thrive and develop in quality spaces</b>	<b>5 - Very Good</b>
Children experience high quality spaces	5 - Very Good
<b>Children play and learn</b>	<b>4 - Good</b>
Playing, learning and developing	4 - Good
<b>Children are supported to achieve</b>	<b>5 - Very Good</b>
Nurturing care and support	5 - Very Good

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