

Yokerburn Early Years Centre Day Care of Children

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Type of inspection:
Unannounced

Completed on:
18 June 2025

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Service no:
CS2003017155

About the service

Yokerburn Early Years Centre is provided by Glasgow City Council. The nursery is registered to provide a care service to a maximum of 117 children, aged from birth and those not yet attending primary school. On the day of inspection there were 70 children in attendance.

The service is located in the West of Glasgow close to local amenities such as parks, shops and shares a campus with two schools. The children are accommodated within large playrooms and have access to rooms within the campus. The children have direct access to a large outdoor area.

About the inspection

This was an unannounced inspection which took place on Tuesday 17 and Wednesday 18 June 2025. The inspection was carried out by three 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
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- received electronic feedback from 13 parents/carers

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

- Children were happy, confident and settled in the service.
- The setting was comfortable and spacious and stimulating for children.
- Children benefitted from direct access to a large outdoor area.
- Staff worked well together to offer positive outcomes for children.
- The manager and staff should develop auditing and monitoring process to support children's wellbeing.
- Staff and management had positive relationships with children and families.
- The management team were friendly, visible and approachable, which strengthened relationships with families.

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

How good is our care, play and learning?	4 - Good
How good is our setting?	5 - Very Good
How good is our leadership?	4 - Good
How good is our staff team?	4 - Good

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

How good is our care, play and learning?

4 - Good

We evaluated different parts of this key question as very good and good, with an overall grade of good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality indicator 1.1 Nurturing care and support.

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this quality indicator as very good.

Staff were warm, kind and nurturing in their approach with children. Children were confident and happy within the setting. Staff knew the children well, which meant they were able to respond to their individual needs and preferences. One parent commented, 'They take great care of the kids and genuinely care about them all individually.'

Lunches were a relaxed and unhurried experience for children. Staff sat with younger children supporting them to have a safe and sociable experience. Opportunities could be enhanced for children in the two to three room to be responsible and independent through self-serving. A rolling lunch was in place for older children, which allowed them to choose when to eat and for their play to come to a natural end before eating. We discussed with management the importance of staff being less task focused at mealtime to support all children to have a positive, social experience.

Personal plans were in place for children and contained information staff needed to meet children's needs. Plans were created in consultation with parents, which supported them to be involved in their children's care. Staff had taken time to consult with parents and children on the development of the plans and were using these as working documents, which could be further developed to suit everyone's needs and preferences. Strategies to support children with additional support needs had been identified in partnership with outside agencies. The service worked well with other agencies to support children to meet targets and experience positive outcomes.

We reviewed the policies and procedures for supporting children's health, safety and wellbeing. Medication was stored and administered safely and securely. Staff and management were aware of child protection procedures to support children's safety and wellbeing. Staff monitored UV levels to keep children safe outdoors. When levels got too high, staff brought children indoors for physical play to support their wellbeing. Younger children's wellbeing and safety was supported through safe sleep practices. Staff were aware of children's individual sleep preferences and comforters. Sleep checks took place regularly to ensure children slept safely.

Children's rights were supported during personal care routines. Staff asked children permission before changing clothes and nappies and were discreet in doing so. This supported children's privacy and dignity.

Quality indicator: 1.3 Play and learning.

We evaluated this quality indicator as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

We observed children having fun and being fully engaged in their play and learning. Children had opportunities to lead their own play and learning, such as role playing, and building with large blocks. We could see that friendships had been formed between children. This had a positive impact on their development and wellbeing.

We saw children engaged in play experiences for periods of time showing engagement and joy which impacted positively on their development. Play experiences supported children's development of numeracy, language and literacy skills. For example, children were reading stories, playing matching games and following instructions to make playdough.

Younger children were supported to develop their imagination and language skills as they participated in role play in their home corner with baby dolls, taking them for walks and putting them down for a sleep. Staff played alongside children at sensory experiences and used questions and comments that were age and stage appropriate, which supported children's engagement and excitement in play.

Children had opportunities for physical play outdoors and indoors including soft play, obstacle courses and bikes. Children benefitted from free flow access to outdoors. When playing outdoors children were joining in physical play, imaginative play and water play. Regular access to outdoors supported children's health and wellbeing.

Management and staff shared with us that the service was currently developing their planning processes. Formal planning processes had been impacted by staffing challenges. Planning for children's learning was happening through visual observations and staff discussions of children's interests. We advised the importance of recording responsive learning to plan next steps to support children's development and progress. Planning could be enhanced for older children to include children's voices. Plans would benefit from links to curriculum guidance and good practice guidance. Staff were planning individual targets for children to support with progression and learning.

Observations of children's learning were shared with parents online, giving them the opportunity to be included in their children's play and learning. There were some inconsistencies with the recording of observations for children's play and learning. We saw observations which recorded children's skills and learning and next steps were planned for to support children's learning and progression. In contrast other observations were more descriptive of the activity rather than the skills and learning. There were some gaps within the recording of observations. We discussed with management that observations should be shared regularly and should be clear, personal and show progression in children's development.

How good is our setting?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children/people, therefore we evaluated this key question as very good.

Quality indicator 2.2: Children experience high quality facilities

Children were cared for in an environment that was bright, welcoming, and clean. There was ample space

for children to play independently or in groups. There were cosy areas for children to rest and relax. Playrooms were furnished to a high standard. This gave children the message that they mattered.

Staff regularly audited play areas to ensure sufficient and appropriate resources were available to support children's play and learning. Staff evaluated learning experiences for older children in different play areas to establish key learning and development taking place.

The environments contained lots of natural furniture and resources, which were well maintained. Children could easily access resources to support their play experiences. Older children had access to a variety of play experiences including large block play, messy play and sensory/musical toys. Younger children benefited from resources that were age and stage appropriate. Resources supported children's interest in schematic play. Schematic play is repeated actions or behaviours that children display as they explore the world around them. For example, children could use pasta and containers for emptying and filling.

Children benefitted from direct access to safe and spacious outdoor areas. Older children had opportunities for risky play on swings and balancing equipment as well as sensory experiences through making cakes in a mud kitchen and loose parts play. One parent commented, 'There are many opportunities available for my kids. They can play outdoors all day if they wish which is great for us in particular, as we have no garden when they are home.'

Staff shared with us they were in the process of developing their outdoor play environments for younger children. There were opportunities for younger children to join in sensory experiences. We discussed with management that children would benefit from more opportunities for challenging and risky play, loose parts materials and further shelters to support children's play and learning in most weathers.

Infection prevention and control procedures were followed with staff washing hands regularly and encouraging children to wash hands when coming indoors and before and after meals.

How good is our leadership?

4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children/people and clearly outweighed areas for improvement.

Quality indicator 3.1: Quality assurance and improvement are led well

The management team were friendly, approachable and engaged well with the inspection process. Staff and families told us they found management to be supportive and approachable. One parent commented, 'The nursery is run by an excellent head teacher. She is a role model for staff and children alike and I feel safe knowing she is in charge!'

The service aims and values were displayed for families to see and families had been asked to note what mattered to them to support a review of the values and aims for the service. These were translated into different languages, to support all parents to participate.

An improvement plan was in place which identified strengths and areas of development. Staff were involved in the development of the plan and were given the opportunity to identify areas they believed were priorities

for improvement. The service was using the action plan from a previous inspection to support developments within the service, focusing on children's lunch experience and outdoors.

A quality assurance calendar was in place to support the self-evaluation process through monitoring and auditing. When reviewing monitoring and auditing processes, we found that medication wasn't regularly audited which meant that one medication was out of date. Some plans were not reviewed regularly which meant not all information was being recorded to support staff to meet current needs. Monitoring could be more robust in areas such as accidents, personal plans, practice and medication. This would support children to receive care that met their individual needs.

Staff meetings gave staff the opportunity to identify any issues and review practice within the service. One to one sessions supported staff to identify training needs and areas for development in their practice.

Self evaluation processes included staff consultations in regards to planning for children and deciding how long they should spend in their designated areas to further support children's learning and play. Families and children were consulted in aspects of self evaluation including playroom environments and care plan developments. One parent commented, 'The service is ran professionally and with respect and care for the kids. As a parent, I feel included in many opportunities that the nursery provide and have the upmost respect for the experience my children receive here.'

How good is our staff team?

4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children/people and clearly outweighed areas for improvement.

Quality indicator 4.3: Staff deployment

During our inspection, we found that staff deployment within the setting meant that children's needs were being met by the right number of staff. There had been some staff changes and absences, which had affected the hours of operation for the service. This did not appear to be having a significant impact on children's overall experiences, however had impacted on continuity of care for children. Staff absences meant that members of the management team were supporting staff on the floor. This impacted on their capacity to carry out aspects of their leadership responsibilities. Staff and parents commented on this impacting the service. One parent told us, 'There is constant reduced service because of staffing issues.'

The staff team provided a range of skills and experience to the service within and across environments. Some staff had leadership roles and champion roles including outdoors, personal plans and art outdoors. Staff were confident and passionate about their roles in developing children's experiences within the setting.

Staff had recently began to have protected time off the floor. Due to staffing issues this had not always been possible and had affected staff's ability to keep up to date with other responsibilities such as planning for children's play and learning.

A keyworker system was in place where staff worked in trios to support children. This meant that if a staff

member was absent or on a break there were other staff that children knew they could go to for help or support.

Staff worked well together as a team and communicated when leaving areas or rooms. A communication book supported this, as staff recorded any relevant information to pass on to each other.

Staff development was encouraged in the service and staff had attended a variety of training to support their development. This included block play training, child protection, outdoors and nurturing my potential. Staff were passionate in sharing how this had impacted on their practice to improve outcomes for children and their families.

Management and staff understood the importance of having positive relationships with parents. Parents agreed that they had positive relationships with staff. One parent commented, 'I feel I can go to the staff and just have a chat and get things off my chest. The staff are great at listening and helping in any way they can.' Knowing the families and children well supported staff to offer care which met their individual needs and interests.

What the service has done to meet any requirements we made at or since the last inspection

Requirements

Requirement 1

By 30 January 2025, the provider must ensure that children are safe and protected from harm. To do this, the provider must, at a minimum:

- a) Ensure the manager and staff are competent in using chronologies and child protection records to assess the level of risk to children and that any concerns identified are reported to the relevant authorities timeously.
- b) ensure effective systems are in place to review and audit chronologies and child protection records and appropriate actions have been taken.
- c) ensure they fulfil their statutory duties of notifying the Care Inspectorate, and any relevant authorities, of significant events. This should include but not be limited to allegations of abuse in relation to a person using a service, accidents and outbreaks of infectious diseases.

This is to comply with Regulation (4) (1a) 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 states that:

'I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear

understanding of their responsibilities' (HSCS 3.20).

This requirement was made on 19 November 2025.

Action taken on previous requirement

When assessing this requirement we found that the service had introduced a checklist to ensure that Care Inspectorate were informed of any relevant referrals. Staff and management knew how to use chronologies and child protection concerns to assess risk levels to children.

Notifications had been made to Care Inspectorate regarding accidents, and outbreaks of infectious diseases. Audits and reviews of child protection records were taking place and concerns were notified to the relevant agencies.

Met - within timescales

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

How good is our care, play and learning?	4 - Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	4 - Good
How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good
How good is our leadership?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good
How good is our staff team?	4 - Good
4.3 Staff deployment	4 - Good

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