

The Scottish Centre for Children with Motor Impairments

Day Care of Children

Craighalbert Centre
1 Craighalbert Way
Cumbernauld
Glasgow
G68 0LS

Telephone: 01236 456 100

Type of inspection:
Unannounced

Completed on:
23 June 2025

Service provided by:
The Scottish Centre for Children with
Motor Impairments

Service provider number:
SP2003003702

Service no:
CS2003016558

About the service

The Scottish Centre for Children with Motor Impairments is registered to provide a care service to a maximum of 61 children. One of these children can be aged two-years to under three-years, and 60 children aged three-years to those not yet attending primary school. There should be a minimum of two adults on duty at any one time, and the staffing ratio should reflect the diverse needs of the children attending the service.

The service was established to provide education and therapy for children affected by disorders of movement or co-ordination, including reduction in communication.

Care is provided from the Craighalbert Centre in Cumbernauld, North Lanarkshire. The building was purpose built spaciouly to ensure accessibility for children. Facilities within the service include spacious classrooms, a sensory room, hydrotherapy pool, canteen, specially designed toilets and a safe enclosed garden.

At the time of the inspection, three children were registered to attend the service and all three children were present on the day of the inspection.

About the inspection

This was an unannounced inspection which took place on 23 June 2025 between 09:30 and 17:00. 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:

- observed the children's experiences throughout the day
- we gathered feedback from three families using a survey
- we gathered feedback from five staff using a survey
- spoke with the staff and management
- observed staff practice
- reviewed documents.

Key messages

- Each child's care was well planned to ensure they received highest quality care which targeted their needs and interests.
- Leaders were fully committed to providing the right care, play and learning for each child.
- The service kept up to date with new thinking and research, and organised for all staff to be trained in these areas to provide excellent outcomes for all children.
- The staff worked extremely close with all those involved in the children's care, to ensure they provided the right care and support.
- Exceptional relationships had been formed with all the families, and parents were very pleased with the care and support their children received.

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?	5 - Very Good
How good is our setting?	5 - Very Good
How good is our leadership?	5 - Very Good
How good is our staff team?	6 - Excellent

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

How good is our care, play and learning?

5 - Very Good

We evaluated different parts of this key question as excellent and very good, with an overall grade of very good. We found significant strengths in some aspects of care, and elements where performance was sector leading with outstanding outcomes for children.

Quality Indicator 1.1: Nurturing care and support

Children were extremely settled and familiar with the staff and their daily routines. We observed that children communicated and interacted with staff with confidence and ease. Each child was provided with a communication aid to allow them to express their thoughts and feelings. All staff were highly skilled and tuned into using children's preferred method of communication. This promoted children's rights and ensured their voices were heard. All parents gave positive feedback about the positive relationships within the service. One parent told us, "The staff are incredibly knowledgeable, patient, and compassionate. They truly understand the unique challenges faced by children with complex needs." Giving children a voice and the right to influence their care was truly embedded throughout the service.

Staff were exceptionally knowledgeable about all the children, but had outstanding knowledge about the child they cared for on a daily basis. Designated staff worked with each child, successfully building positive bonds, which truly enabled children to have a sense of belonging, security and safety. All parents told us about the huge benefits for their child as a result of attending the service. One parent told us, "The centre takes the kids complex needs incredibly seriously and addresses them incredibly well. They ensure all children are involved and don't put obstacles in their way." Another parent told us, "My child had made wonderful progress thanks to the individualised care and attention they received." Staff were passionate and recognised each child's needs individually and ensured they provided excellent outcomes for the children.

Effective and robust records were in place to ensure the service were fully aware of the children's needs. This included extremely robust information around children's medical, development and care needs. In addition, new personal plans were in place, these were still under review but were working well. All parents agreed they had been involved in their children's personal plans. One parent told us, "The child's plan and my child's day-to-day tasks and routine is discussed with us on a daily, weekly, monthly, termly basis. We're involved at every step and staff ensure they communicate all changes with us." The plans we reviewed had successfully recorded what mattered to the child and families, and provided staff with meaningful and effective information required to provide the highest quality care, and significantly helped the service to track and monitor children's achievements.

The service had always had exceptional relationships with the families of children using the service. However, to further enhance parental engagement, the service had introduced a new communication tool online, which meant parents and staff received the most up to date information on children's needs. The service planned to keep the online communications under review and to further enhance where identified, if feedback confirmed they had been a success.

Quality Indicator 1.3: Play and learning

Each child's daily routine was planned around their needs. The service's daily routine was very well-planned with designated time allocated to each child, to ensure they received high quality play and learning, and access to resources meeting their needs. All staff were very well informed about the children's individual routines, and in consultation with children they implemented these seamlessly.

The playroom was well designed to meet the needs of the children and provide space for children to move around whilst using their wheelchairs or gait trainers. The service had been working hard to ensure the play spaces met the needs of the children. However, we discussed that some areas could be further enhanced, for example, by providing more inviting and open ended materials in the area where the new black floor mats had been installed.

Children's daily experiences were provided to meet their needs and interests. We saw that staff were highly skilled at finding solutions to challenges to provide high quality play and learning. Equipment had been sourced to enable children to access, for example, if they were playing on mats on the floor or using their wheelchairs. We observed, for example, staff used appropriately height adjusted boards and tables to display the materials for activities. Equipment was easily accessible within the playroom to support children's play and learning. When asked about the most positive aspects of the service, one parent told us, "My child has come on leaps and bounds since being in this setting. I couldn't be happier for them. They are always engaged and happy. Their communication has come on amazingly." Another parent commented, "My child is not expected to fit into a box. The service and their day is built around them, how their health is that day, their energy levels and what they wish to interact with. Most importantly, they're happy there."

To support children's learning, staff encouraged children to share their views and to make choices in their play. We observed children letting staff know what they wanted to play and learn. We observed one child, whilst outside moving freely between the outdoor play equipment, selecting where they wanted to play, on the trampoline or the swing, and then later to go to play on the grassed more natural play space. Another child asked about time, and staff responded by placing a clock on the smart screen to see, and once the child knew the time they asked for their favourite song to be played. Staff were highly skilled at using the communication aids to ensure children were able to express themselves and direct their own play and learning.

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, therefore, we evaluated this key question as very good.

Quality Indicator 2.2: Children experience high quality facilities

The building was secure and had appropriate procedures in place to keep children safe. Children arrived by car, and staff collected children at a designated area and then escorted children to the nursery to start their day.

The nursery room had been well designed in response to the children's needs. Display boards helped children to access materials, for example, at the right height and in different areas. Equipment such as floor mats and display boards were black to support children's visual needs. We asked them to be mindful of the location of some of the equipment after use, to ensure they were stored safely out of reach of children. The layout and equipment within the nursery was easily accessible to staff and was adapted to meet the needs of the children.

Each child had access to equipment to ensure they could participate in experiences and be as independent as possible. Staff ensured children had use of appropriate equipment, such as walking aids, specialist seating and standing frames, as outlined in their personal plans. We observed staff were highly skilled and had been trained to move children in and out of different equipment, and when they did this, they did so with respect and care.

To further support children's needs, they had access to a sensory room, hydrotherapy pool and spacious outdoor spaces. Parents gave extremely positive feedback about the facilities, however, one parent did mention there could be more consistent use of facilities, such as the swimming pool and rebound therapy timetabled. The outdoor space had a sensory garden which included a mud kitchen, playground with swings and round-about and large nature space. These spaces were accessible from the nursery room through the conservatory. Each child had a schedule time to access the outdoors and they were able to make choices where they wanted to play, and if they wanted to play outside or not.

Within the playroom, most of the play materials were stored away to keep the room clear with minimal visual distractions. There were some materials out and accessible to the children. We discussed how materials could be displayed to further invite and inspire children to play and learn. To achieve this, they could provide more open ended materials.

The building had a variety of changing and toilet facilities. Some of the facilities had been updated and others were planned to be refurbished as funds became available. These facilities had appropriate equipment to ensure children's safety. We were informed that the privacy screens were kept clean and replaced regularly following infection prevention and control measures. However, they did share that when funds became available they would like to update these with a more appropriate easy clean surface.

How good is our leadership?

5 - Very Good

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

Quality Indicator 3.1: Quality assurance and improvement are led well

The leaders within the setting were very well informed and had worked hard to ensure that self-evaluation was embedded into the service ethos. They had laid very effective foundations and had continued to build upon these. By successfully engaging in reflective practice they had been effective, efficient and had insight into how best to support children's needs and rights, which in turn had enhanced the outcomes for children.

Self-evaluation tools used gave them a very good understanding of how well the service was doing, and to identify areas for further improvement. They used various methods, such as current research, staff training and good practice guidance to measure successes. The positive impacts for children were monitored and tracked to ensure they met expectations. Parental engagement and children's voice had been two key areas they had focused on to improve, and we could see the positive impacts of these changes, however, the service were still to measure the outcomes. All parents provided outstanding feedback about their involvement in the service. One parent told us, "I love our setting and feel very honoured that our child has the opportunity to attend here. I don't have any comments about making anything better."

The staffing structure within the service ensured that those tasked to measure the quality of the service were highly skilled and experienced. The leadership team included heads of learning, health and innovation. They were all very knowledgeable when talking about their roles and responsibilities within the service. The leaders worked closely with the staff to ensure they had the right information, training and support to meet the needs of the children, including innovative practices and current thinking.

The service's policies and procedures were in place and reviewed regularly to ensure they met current legislation and good practice guidance. They implemented safer recruitment and induction procedures, and staff had regular reviews to support their development needs. Overall, the service was very well managed as a result of robust quality assurance being in place.

How good is our staff team?

6 - Excellent

We evaluated this key question as excellent, where performance was sector leading with outstanding outcomes for children.

Quality Indicator 4.3: Staff deployment

Outstanding staff deployment within the service ensured children received excellent care and support. Staffing levels were very well considered to ensure there were two staff per child, this ensured children's individual plans were followed at all times. There was a highly effective and efficient contingency plan in place for staff absences, which included support from staff working in the school.

Staff were excellent at working together to ensure there were always appropriate staff present to care for the children. We heard staff communicate when doing tasks to ensure staffing levels were maintained. Additional staff employed over lunch ensured children continued to receive highest quality care. This consistently supported positive outcomes for children.

When there was a change in staff caring for children, this was seamless and children's needs were fully supported by staff. They informed children and ensured the transitions were smooth. On one occasion, a staff member from the school was in the nursery and we observed one child having lots of fun playing with them and we heard lots of laughter. This supported what we had been told, that children knew all the staff in the school well and had formed positive relationships with them.

Staff interactions with children were exceptionally caring, kind and respectful. Children used communication aids with confidence to interact with the staff. Staff were highly skilled at recognising when children wanted to say something and use the communication aids. Staff were extremely patient and relaxed. They provided children the time and space required to use aids, and to share their views effectively.

The whole school team worked very well together to meet children's needs. However, children's care was mostly provided by the early years practitioners being supported by other professionals. Teachers delivered children's learning plans in collaboration with different therapists. Each morning before children arrived, staff met to plan strategies to support the children's needs, and as a team, they ensured children's needs were fully met throughout the day.

Staff were fully committed and believed children should receive care to support them reach their full potential. We observed on several occasions children sharing their views and staff responding, for example, one child wanted to play with balls and another wanted to eat independently. When asked about recent successes or achievements, one staff told us, "I would be proud of the care, compassion and dignity that the whole staff team afford the children in their care. They challenge the children and have ambition for them." Staff and children were successfully using communication aids to ensure children had a voice and their right to influence their care was being upheld.

Staff had extremely high expectations for themselves and commitment to their own personal development. For example, staff told us they had recently completed training on cortical visual impairment (CVI), which helped them to understand how activities are structured, and to promote inclusion and engagement. In addition, they participated in other training courses which supported their roles, for example, manual handling, first aid and child protection. All staff found the training opportunities had helped them to provide better care to understand and meet children's needs. One staff shared, "I feel it makes me able to perform my job to a high standard and adapt to the children's needs." Another staff shared, "I can better support their participation and development across a range of contexts."

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?	5 - Very Good
1.1 Nurturing care and support	6 - Excellent
1.3 Play and learning	5 - Very Good
How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good
How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good
How good is our staff team?	6 - Excellent
4.3 Staff deployment	6 - Excellent

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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

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