

# Community Support Network - Kintyre Network Centre Day Care of Children

Old Quay Head  
Hazelburn Business Park  
Campbeltown  
PA28 6DB

Telephone: 01586 559 020

**Type of inspection:**  
Unannounced

**Completed on:**  
3 March 2025

**Service provided by:**  
Argyll and Bute Council

**Service provider number:**  
SP2003003373

**Service no:**  
CS2019373073

## About the service

The Community Support Network - Kintyre Network Centre is a day care of children service based in the Kintyre Network Centre, Campbeltown. The service is located within walking distance of local amenities, schools, shops, and bus routes. The service provider is Argyll and Bute Council.

The service is registered to provide an early learning and childcare service to a maximum of eight school aged children. The service operates between 15:00 to 18:30 Monday to Friday, with an 20:00 closing on a Thursday during school term time and 10:30 to 13:00 and 14:00 to 17:30 on a Saturday.

## About the inspection

This was an unannounced inspection which took place on 25 and 26 of February 2025. Two early learning and childcare inspectors carried out the inspection. 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 from the last inspection. To inform our evaluation we:

- reviewed staff and carer questionnaires
- spoke with management and staff
- observed practice and daily life
- reviewed document
- spoke with children using the service

## Key messages

- Children experienced warm, caring, and nurturing interactions from a knowledgeable staff team.
- The setting had significantly enhanced children's personal plans, ensuring a clear understanding of each child's needs and support strategies.
- Staff responded to children's interests, providing meaningful play experiences, including community based activities.
- The outdoor area remained underdeveloped due to ongoing drainage problems, limiting children's full access to outdoor learning and play opportunities.
- Staff had undergone core and wider training to further develop their skills and knowledge in supporting children and their families.
- Staff deployed themselves very effectively to support transitions, supervise play and respond to children's needs.

## 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?	3 - Adequate
How good is our leadership?	4 - Good
How good is our staff team?	5 - Very 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 this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

### Quality indicator 1.1: Nurturing care and support

Children were confident, happy, and actively engaged in their play. They experienced warm, caring, and nurturing interactions from a qualified staff team who demonstrated very good knowledge of each child's needs, triggers, and support strategies, ensuring children felt included. We observed staff responding sensitively to children's needs. For example, respectfully supporting them with their personal care and providing comfort tailored to their individual needs. Children confidently approached staff to make requests and engage in conversations about their day. This consistent and nurturing care created a safe and secure environment, promoting children's emotional wellbeing and facilitating meaningful attachments between staff and children.

Staff warmly welcomed parents into the service during pick-up times, reinforcing a positive and inclusive atmosphere. This approach encouraged strong relationships and attachments for children. Parents shared that they felt comfortable communicating with staff. One parent told us, "Since my child started at the centre, all the staff have been easy to talk to, and I feel comfortable approaching them with any concerns."

As identified from the last inspection, management and staff had significantly improved children's personal plans. Plans had now been developed to a high standard and ensured a clear overview of each child's individual needs, triggers, and strategies for consistent care. For example, plans included individual risk assessments and detailed information on how the setting supported children's wellbeing, linked to the SHANARRI wellbeing indicators. Parents confirmed their involvement in reviewing and updating their children's plans. Additionally, each plan captured the child's voice, with sections designed to accommodate different communication abilities. Every child had a documented journey highlighting key focus areas such as road safety and community awareness. Plans were now being reviewed every six months or before if required.

Snack times provided calm, relaxed, and unhurried experiences for children. Staff thoughtfully adapted these moments to suit individual needs, recognising when some children preferred to sit alone and self regulate after a busy school day. This approach ensured children felt respected and included.

As identified from the last inspection, the manager had implemented strong processes for managing the administration of medication in line with our most recently updated "Management of Medication in Day care of Children and Childminding Services" guidance. The setting now maintained well documented medication administration procedures and permission forms.

As identified from the previous inspection, staff had completed in person and online training for child protection. As a result, staff demonstrated a sound knowledge and understanding of how to keep children safe from harm.

### Quality indicator 1.3: Play and learning

Children's play and learning was created through their preferences, individual needs, and goals. Staff actively responded to children's interests by creating meaningful learning experiences. For example, one child expressed interest in the birds in the garden, staff extended this interest further by making bird feeders together with the child and helping them to monitor how much had been eaten. Another child had shown an interest in fairy tales and the staff had responded by creating a castle like role play area. These responsive and engaging approaches ensured that learning remained relevant, interactive, and child led.

Children engaged with their community through hands on experiences. They explored local beaches, visited the shops, St. Columba's footprint, Keil Caves and interacted with animals during a visit from a local alpaca farm. These experiences strengthened their connection to both their local and wider community, fostering practical life skills, friendships, and promoted their curiosity.

The staff team had made progress in providing loose parts play opportunities for the children, both inside and outdoors. However, outdoor play opportunities remained limited due to ongoing drainage and resource issues in the garden. The management and staff team had identified outdoor play as priority for their improvement plan. See area for improvement under quality indicator 2.2 "How good is our setting?"

Staff carefully documented children's play and learning journeys, recording their achievements, experiences, and engagement in activities. These learning journeys captured progress and allowed staff to evaluate how learning opportunities could be further developed with areas for focus clearly identified. Children played an active role in assessing resources and activities, with staff ensuring that all communication needs were met. For instance, picture based communication supported some children in making choices. This inclusive approach strengthened children's sense of belonging, security, and emotional well-being, demonstrating the effectiveness of involving them in their own learning experiences. We discussed drawing upon the children's learning journeys to develop themes for future activities.

### How good is our setting?

**3 - Adequate**

We evaluated this key question as adequate, where strengths only just outweighed weaknesses.

### Quality indicator 2.2: Children experience high quality facilities

The service provided a welcoming and secure environment, with a buzzer entry system and sign in process in place. Staff maintained a clean, well ventilated, and bright setting. To uphold high hygiene standards, management had recently introduced a structured cleaning schedule at the start and end of each day, complementing the regular cleaning service. A variety of furniture sizes accommodated children of different ages, ensuring comfort and accessibility.

Children moved freely throughout the setting, including the lounge area, which featured soft furnishings and a newly added safe space to support self regulation. A dedicated sensory room enriched their experiences with interactive lighting, sounds, an image projector, and a range of tactile materials. The space effectively balanced opportunities for both group play and individual activities, promoting social interaction and independent exploration.

Staff and management designed spaces to reflect children's interests and curiosity, creating areas such as a music corner and an area for science exploration. Since the last inspection, they had improved resource availability and accessibility, allowing children greater independence in selecting materials from the resource cupboard and play spaces. Resources included material to make dens, role play, small world, science, books, arts and crafts and musical instruments. These improvements demonstrated a strong commitment to fostering child led play and provided children with meaningful learning experiences.

As identified from the previous inspection, the outdoor area remained under development, limiting its full use by children. Staff and management had identified ongoing drainage issues in the garden and were awaiting an assessment from contractors. The manager was actively pursuing solutions and had shared extensive communications with contractors and the owners of the neighbouring land to resolve the problem. Despite these efforts, the drainage issues continued to prevent children from fully accessing the space. The garden featured some opportunities for risky play, including climbing and balance equipment, as well as a hammock and areas for gardening, bird feeders and wind chimes. However, the setting still did not meet the necessary standards for safe and consistent use. One parent told us "There is a lack of outside activities for the children and currently the garden area suffers badly from flooding. The staff do what they can, weather permitting." See Area for improvement 1

Staff actively encouraged children to wash their hands, reinforcing good hygiene habits. The setting provided appropriate spaces for personal care, ensuring cleanliness and comfort. Staff consistently used personal protection equipment (PPE), and wipeable surfaces helped maintain a hygienic environment. Children took part in cleaning routines, such as wiping tables, which supported the development of important life skills.

As identified from the previous inspection, the manager had now developed risk assessments for the indoor and outdoor environment, outings, as well as risk assessments that reflect the needs and risks of individual children. We discussed the importance of regularly reviewing risk assessments and sharing them with all staff to ensure they were up to date with any changes to risks within the setting.

## Areas for improvement

1. To ensure children have safe and consistent use of their outdoor space and have access to high quality outdoor play experiences, the provider should resolve the flooding in the garden as a matter of urgency.

This is to ensure that the environment is consistent with the Health and Social Care Standards which states that: "I experience an environment that is well looked after with clean, tidy and well-maintained premises, furnishings and equipment". (HSCS 5.24)

and

"As a child, I play outdoors every day and regularly explore a natural environment". (HSCS 1.32)

**How good is our leadership?****4 - Good**

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

**Quality indicator 3.1: Quality assurance and improvement are led well**

Since the last inspection, the service had made significant progress in almost all the areas for improvement. This demonstrated a strong commitment and capacity for improvement to achieve the best outcomes for children and their families. The manager and staff team engaged well during the inspection process, participating in discussions and demonstrating their knowledge and skillset.

As identified from the previous inspection, the manager was at the early stages of introducing systematic quality assurance procedures. For example, a quality assurance calendar to organise and track the quality assurance processes effectively. Staff told us "Quality and improvement planning has improved. Parental involvement, overall, has improved." The manager understood the importance of implementing robust quality assurance procedures to sustain and continue improvements to the service. The manager agreed this area for improvement should be repeated. See Area for improvement 1

The manager had established a positive system of teamwork and collaboration within the setting. Staff reported feeling welcomed into this new approach, which included the successful implementation of an effective communication diary. The manager had also introduced a structured self-evaluation process using our "Quality Improvement Framework" as a guide. The manager had adopted a mind maps format during team meetings to capture collaborative reflection and idea sharing. Additionally, team meetings began with a standing agenda item that focused on reflecting on the setting's aims and objectives. This approach fostered a shared vision and a culture of continuous evaluation among staff. We discussed the importance of formally capturing the perspectives of staff, children, and families and developing an improvement plan. This would provide a clear framework for ongoing development and help sustain and further develop the positive changes implemented. One parent told us, "Parents could be used better to help develop the service asking their opinion or if anyone has any suggestions." The management and staff identified parental engagement as an area for further development and we discussed reflecting this in the setting's improvement plan.

As identified from the previous inspection, the manager had become familiar with the "Early Education and Childcare: National Induction Resource" and had been implementing the relevant sections to support staff development.

**Areas for improvement**

1. To improve and support better outcomes for children. Management along with staff should develop and implement robust quality assurance systems including self-evaluation, with a focus on a whole team approach to improving the service, reflecting on the impact and outcomes of monitoring and evaluating the service.

This is to ensure that management and leadership is consistent with the Health and Social Care Standards that state: "I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes". (HSCS 4.19)

## How good is our staff team?

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 4.3: Staff deployment

As identified from the previous inspection, the service had met their requirement regarding staff deployment. Following a review of the current staffing model, the manager's working hours had been increased and their work pattern more aligned to the needs of the service. The manager was carefully considering the diverse skills and experience within the team to ensure children's needs were met whilst also considering staff wellbeing. As a result, the setting was appropriately and consistently staffed to meet the needs of the children throughout the session. We observed staff deploying themselves very effectively to support transitions, supervise play experiences, and respond to children's needs, contributing to very positive outcomes for the children and their families. Staff told us, "Staff ratios have changed, and more often than not, we have an extra team member on the floor to keep children and staff safe."

Children benefited from a nurturing, dedicated, and responsive staff team. Staff consistently demonstrated warmth and care in their interactions, fostering a positive and supportive environment. They spoke positively of teamwork, highlighting very good relationships within the team. Parents told us "The staff are lovely and look after my child's needs well."

As highlighted from the previous inspection, staff had completed a range of core training on first aid, behaviour support and child protection, demonstrating a commitment to continuous learning and improvement. They were all registered with the Scottish Social Service Council (SSSC) and felt well supported by the manager, who had strengthened the team dynamic through regular supervisions and more frequent team meetings. These meetings provided valuable opportunities for staff to reflect on practice, share ideas, and drive improvements. One to one supervision further supported staff wellbeing and professional development. They worked flexibly and respectfully, modelling positive communication and collaboration. The team talked positively about the system of communication using a daily diary and wall charts.

Staff absence management strategies minimised disruptions to children's routines, ensuring consistency in care. The manager was working to increase the number of bank staff to ensure long term sustainability in managing absences.



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

### Requirements

#### Requirement 1

By 1 July 2024, the provider and manager must ensure that the service continues to operate safely to meet the health, welfare and safety needs of children and staff. To do this, the provider must, at a minimum,

- review the current staffing model in place this includes the manager's working pattern
- ensure there is a sufficient number of skilled and trained staff on each shift to support and meet the individual needs of children at all times.

This is in order to comply with: The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011. SSI 2011/210 regulation 4 (a) welfare of users, and

This is to ensure that 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 "I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow professional and organisational codes" (HSCS 3.14).

**This requirement was made on 28 February 2024.**

#### Action taken on previous requirement

Please see comments under section "How good is our staff team?" quality indicator 4.3 Staff deployment. This requirement has been met.

**Met - within timescales**

## 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 support children's health, welfare and safety needs the manager and staff should ensure individualised personal plans are sufficiently detailed to include but not be limited to strategies on how staff support children managing their emotions, identifying triggers and de-escalation techniques and identified next steps in learning and support strategies. Risk assessments for individual children should reflect children's current level of risk to staff and other children and that plans are reviewed and updated at least every six months or before if required along with children and parents' views.

**This area for improvement was made on 28 February 2024.**

## Action taken since then

Please see comments under "How good is our care, play and learning?" Quality indicator 1.1: Nurturing, care and support. This area for improvement has been met.

## Previous area for improvement 2

To keep children safe and healthy, management should update the recording templates and ensure medication is audited, in line with the best practice guidance "Management of medication in daycare of children and childminding services."

**This area for improvement was made on 28 February 2024.**

## Action taken since then

Please see comments under "How good is our care, play and learning?" Quality indicator 1.1: Nurturing, care and support. This area for improvement has been met.

## Previous area for improvement 3

To ensure that all children are safeguarded the staff team should undertake in person child protection training to support their knowledge, understanding and how to keep children safe from harm. To do this, the provider and manager should arrange in person child protection training for all staff including bank staff.

**This area for improvement was made on 28 February 2024.**

## Action taken since then

Please see comments under "How good is our care, play and learning?" Quality indicator 1.1: Nurturing, care and support. This area for improvement has been met.

## Previous area for improvement 4

To support a safe and nurturing environment for children and young people the provider and management should review the standard of furniture and resources throughout the setting. This should include the outdoor play space and environment. Management should review and update policies and risk assessments when children are accessing outdoors to ensure children are always kept safe.

**This area for improvement was made on 28 February 2024.**

## Action taken since then

Please see comments under "How good is our setting?" Quality indicator 2.2: Children experience high quality facilities. This area for improvement has been revised to reflect the outstanding work needed to improve the outdoor play space for children.

## Previous area for improvement 5

To improve better outcomes for children. Management along with staff should develop and implement robust quality assurance systems including self-evaluation, with a focus on a whole team approach to improving the service, reflecting on the impact and outcomes of monitoring and evaluating the service.

**This area for improvement was made on 28 February 2024.**

**Action taken since then**

Please see comments under "How good is our leadership?" Quality indicator 3.1: Quality assurance and improvement are well led. This area for improvement will be repeated.

**Previous area for improvement 6**

To support staff development, build capacity within the team and support continuous improvement a programme of supervision and development should be implemented that includes:

- more opportunities for staff to self-evaluate and critically reflect on their work with formal observations of practice linked to their supervision sessions and time set aside to support their training
- audits of staff training needs with individual training plans in place linked to their core learning, strengths and personal development areas as well as training linked to children's specific support needs
- an induction programme that includes the Scottish Government National Induction Resource
- all staff should undertake core training in first aid, child protection and food handling.

**This area for improvement was made on 28 February 2024.**

**Action taken since then**

Please see comments under "How good is our staff team?" Quality indicator 4.3: Staff deployment. This area for improvement has been met.

**Previous area for improvement 7**

To improve better outcomes for children and young people the service should implement a robust communication system to enable all staff and management to share information clearly on a daily basis.

**This area for improvement was made on 28 February 2024.**

**Action taken since then**

Please see comments under "How good is our staff team?" Quality indicator 4.3: Staff deployment. 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

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?	3 - Adequate
2.2 Children experience high quality facilities	3 - Adequate
How good is our leadership?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good
How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very 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 iartras.

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.