

Happy Days Too @ Southfield Day Care of Children

Southfield House
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Mearns Kirk
Glasgow
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Telephone: 01416 399 191

Type of inspection:
Unannounced

Completed on:
20 June 2025

Service provided by:
CME Investments Ltd

Service provider number:
SP2003000807

Service no:
CS2003019940

About the service

Happy Days Too @ Southfield provides a care service to a maximum of 45 children across the following age groups:

- 15 children aged between 0-2 years
- 8 children aged between 2-3 years
- 22 children aged between 3-5 years; a maximum of six of these places may be used for children aged between 30 months and 3 years if required.

The service operates Monday to Friday, between 07:45 and 18:00.

The service is provided by CME Investments Ltd and operates from a two storey detached building in the Mearnskirk area of East Renfrewshire. The service has sole occupancy of the building and has outdoor play areas for children to explore and enjoy energetic play in the fresh air.

The service is in partnership with East Renfrewshire Council to provide early learning and childcare for 3-5 year old children.

About the inspection

This was an unannounced inspection which took place on Wednesday 18 June and Thursday 19 June 2025. The inspection was carried out by two early learning and childcare 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 and observed children using the service
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

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 experienced a caring and nurturing setting as good working relationships had been established between the team, senior management, and families.
- Children enjoyed mealtimes that were relaxed, unhurried and sociable.
- Children were happy, confident, and relaxed within their environment.
- Staff role modelled positive interactions with children while enhancing children's opportunities.
- The management team and staff were open, honest, and engaged well during the inspection.
- Planning and documenting observations of children should be developed to support all age ranges in the service.
- We identified several areas of the environment that require attention to support a safe and clean environment.
- We found the service did not have robust risk assessments in place to support a safe environment.

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?	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

Quality Indicator 1.1 - Nurturing care & support

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

Children were happy, relaxed, and confident accessing all areas of the nursery. They were engaged and having fun with their peers and staff. Staff were supportive and nurturing in their interactions which enabled children to feel safe and secure. Staff were warm, caring and kind and provided children with cuddles and comfort when they were crying or requiring help. We observed staff speaking to children at their level, they used touch to provide comfort and reassurance. As a result, children were observed to be settled and approaching staff for help when required. Parents told us 'I can honestly say this nursery is a true gem. From the moment you step through the doors, you feel it - the warmth, the care, the energy. It is not just a place where children go; it is a place where they are truly loved.' 'Nursery staff are caring and understanding of individual needs.'

Staff knew the children well, they were able to talk about likes and dislikes, strengths, and areas of development. Staff talked about extended families, showing that they knew families well. We observed positive, warm interactions at drop off and collection times. Staff took time to talk about the children's day ensuring parents had some feedback on their child's time at the nursery. This was supporting effective communication and developing positive relationships.

Children's personal plans contained core information about individual health, welfare, and safety needs. The service communicated with parents through daily conversations at drop off and collection times and invited parents in for parents' meetings. Management had recently developed a new template for personal plans. We discussed implementing this for all children and asked the management to focus on streamlining information gathered to enable staff to clearly identify 'how' they will support children's health, welfare and safety needs linked to next steps in play and learning.

We found children enjoyed mealtimes that were relaxed, unhurried and sociable. Children were encouraged by staff and given some opportunities to be independent for example self-serving their drinks and food choices. Children enjoyed engaging in conversations with each other and staff together at the table. Staff recognised this routine as an opportunity to check in with children and reflect on their time at nursery. We would continue to encourage the staff to develop children's ability to self-serve their lunchtime meals and monitor how they are keeping food warm.

Food choices were nutritious, and water was available to ensure children remained hydrated across the day. We have asked the manager to monitor the menus to ensure they continue to be in line with current best practice guidance 'Setting the Table Nutritional Standards and Practical Guidance for Early learning and childcare. Parents told us 'Food is of a very high standard', 'Home cooked meals are great at the nursery. We are happy that the menu has rotated more frequently in the past year to allow the children to try new foods and expand their palates.'

Children's health and wellbeing was supported by a clear administration of medication policy and procedures. The service was storing medication appropriately in line with best practice guidance 'Management of medication in daycare of children and childminding services.' We sampled the nursery's

medication consent forms and found these were not in line with best practice guidance. Management were in the process of updating the templates and agreed the changes required would be implemented.

Children were supported to have a sleep if they needed, at a time that suited them or requested by their parents. Staff comforted children during this time. Staff supervised children which contributed to providing a safe, comfortable sleep time for children. As a result, children slept well supporting them to be refreshed and relaxed.

Quality Indicator 1.3 - Play & Learning

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

Children had fun as they experienced a range of spontaneous and planned opportunities. They were engaged throughout the day, exploring the setting and resources available to them. We observed children confidently leading their own play at the block table building, counting and problem solving trying to stop the blocks from falling. We saw children using their imagination through pretend play together with lots of smiling and laughing. As a result, children were engaged, curious and excited to play and learn with their peers, staff and, at times, on their own. Parents told us 'My child participates in lots of activities she/he enjoys arts and crafts outside time and learning about different cultures e.g. Eid and Chinese New Year which is fantastic.' 'Exploring the local community, visit to the local nursing home, Christmas trip.' 'Great range of activities including outdoor play.'

Children were encouraged to think creatively, for example, in the construction area creating rockets. Staff extended learning through using mathematical language and methods of measuring. Children had access to a range of experiences such as sand, water, and loose parts. One child made their own laptop using cardboard and proudly showed inspectors and their peers. As a result, children were challenged, encouraged to think and be creative through effective questioning from staff. Staff role modelled positive skilful interactions with children which supported the less experienced staff to see how to interact and respond to children while enhancing children's opportunities. Parents told us 'Care and attention given is brilliant from all the ladies who work with our child.'

We could see that planning was responsive to children's interests, the use of floor books clearly documents a wide range of play and learning experiences. However, planning could be further enhanced if it is streamlined to triangulate evidence of children's experiences, outcomes, and next steps. This would then support staff when completing tracking tools based on children's development and progression.

We identified that the under two-year-old staff would benefit from some support, guidance and training in planning and recording children's play and learning. We discussed this with the management team and suggested focusing on age and stage of development and exploring children's physical, cognitive, language and emotional development. For example, how do staff support schematic play, heuristic play, language, and communication. We would recommend staff undertake training with a focus on under threes and the role of the adult - attachment, touch, loving and responsive interactions. Management should review planning with a focus on streamlining information and linking this the children's age and stage of development (**see area for improvement 1**).

Children had opportunities to make connections within the local community through developing and making connections to the local care home, and children and staff spent quality time with the people who live there. This was a positive opportunity for showing kindness and bringing comfort to others.

How good is our setting?

3 - Adequate

Quality Indicator 2.2 Children's experience high quality facilities.

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

Children were supported in playrooms which had ample space for them to play together or on their own if they wished. Staff had developed the environment to support interest areas for children to freely access. For example, art and crafts, small world, soft play, construction, home corner and the sand area. The playrooms were welcoming and well-ventilated.

Children confidently accessed all areas and had regular access to the surrounding community. For example, when possible, staff took babies for walks in the local areas. Children visited the local Co-op, playpark, and woods. Some children talked with enjoyment of going on a bear hunt, they were expressive and excited during this discussion. This supported children's wellbeing and links with their local community.

Staff and children were practicing some infection prevention and control measures through washing hands before mealtimes. To improve infection prevention and control practice further, staff should be aware of children with runny noses and encourage children to wash their hands and face after lunch. This will help to reduce the spread of infection and ensure children and staff are kept safe and healthy.

Children enjoyed being outdoors. The 2-5 children were having fun climbing, playing football, and using their imagination with loose parts. For example, children had created a beauty salon. Staff were reading stories and playing in the water alongside the children asking questions and developing their imagination. The 2-5 children played well together outside, developing friendships, and playing co-operatively.

However, we found the outdoor area for the under two year old children presented barriers for children and staff to use safely. We identified several potential hazards, for example trip hazards due to tree stumps and roots. Staff told us they found the area unsuitable due to the very uneven ground and lack of shelter, and there was no robust risk assessment in place to support staff to safely use this area.

We raised our concerns with the manager and the provider. On the final day of inspection, the service had taken some measures to improve the area and assured us they would be making further improvements to ensure that environments outdoors were suitable for all children to access and use safely. **(See requirement 1).**

We also identified areas of the environment that required attention to support a safe environment. The grounds surrounding the service were open to the public and directly off a main road. Parents, staff, and visitors' cars were parking or accessing areas that were open to staff and children. Although the service advised there was a one-way system in place for cars, we observed hazards and potential risks during the inspection. We found the service did not have a robust risk assessment in place to support a safe environment for cars or the public accessing the surrounding grounds. **(see requirement 1).**

The inside environment also raised several areas requiring attention and we have discussed these with the provider and manager. The nappy changing facilities did not meet best practice guidance as they also consisted of the washing machine and tumble dryer. We identified a lack of respect for resources and the disorganisation of some areas inside the nursery, and areas that would benefit from being refreshed to support a more welcoming environment as well as supporting good infection, prevention, and control measures.

We acknowledge the manager, and provider had actioned some of the areas we raised prior to us concluding the inspection which reassured us the service has capacity to make changes. However, we do require the provider to address all concerns and submit to the Care Inspectorate how they plan to address these areas including how their nappy changing areas will be adapted to meet best practice guidance. **(see requirement 2).**

Requirements

1. By 30 September 2025, the provider must ensure children experience high quality facilities that support children to play and rest in an environment that is safe, secure and is well maintained. The provider and manager should consider attention to the following areas:

- Review the entry, exit and surroundings of the nursery to ensure they are always safe and secure.
- Implement robust risk assessments to support a safe environment.
- Develop the outdoor areas with a focus on the under two-year-old area to ensure it is safe, secure, has appropriate shelter and is suitable for children to use.

This is to comply with Regulation 10 (2)(a)(d) (fitness of premises) of the Social care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards which state that: 'I experience an environment that is well looked after with clean, tidy and well- maintained premises, furnishings and equipment' (HSCS 5.22). 'My environment is secure and safe' (HSCS 5.17).

2. By 30 September 2025, the provider must ensure children experience high quality facilities that support children to play and rest in an environment that is well maintained and supports rigorous infection prevention and control. The provider and manager should consider attention to the following areas:

- Ensure the nappy changing area is developed and operating in line with best practice guidance.
- Repair sink areas that have exposed porous surfaces.
- Review the nappy changing door to support good infection prevention and control.
- Organise and declutter areas with a focus on storage of resources, staff role and responsibility of role modelling to support children's understanding in respecting and caring for their environment.

This is to comply with Regulation 10 (2)(a)(d) (fitness of premises) of the Social care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards which state that: 'I experience an environment that is well looked after with clean, tidy and well- maintained premises, furnishings and equipment' (HSCS 5.22). 'My environment is secure and safe' (HSCS 5.17).

How good is our leadership?

4 - Good

Quality Indicator 3.1 Quality assurance and improvement are led well.

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

We found the manager and staff team engaged well during the inspection process, taking on advice and support, demonstrating a commitment for improvement. We acknowledge there had been several changes in the team since the last inspection. We found the manager was open and honest about the impact of the changes and the areas required to support improved outcomes for children and families. The manager pointed out how these changes have positively influenced the nursery, particularly with the addition of a new deputy manager and area manager who provide support to help lead on improvements.

Management and staff welcomed parents into the service, and we could see there was positive relationships established. The service had regular contact with parents at drop off and collection times, and regular communication through the online platform SWAY. As a result, staff were able to share information to support children's overall health, wellbeing, play and learning. We found parental engagement enabled parents to stay connected with staff and support them in their child's early level development. Parents told us 'The staff at Southfield House are all so caring and kind.' 'The staff are so friendly, and you really feel like they know your child.' 'Great communication with families, our child is happy and enjoys going to nursery and this makes the start of each day easy.'

The management team had developed quality assurance processes, and we could see the impact of some of these activities. For example, monitoring, tracking, and observing children, reviewing the service's vision values and aims with a shared ethos of developing a nurture approach throughout the nursery. Staff, parents, and children were encouraged to reflect on areas of improvement leading to better outcomes for children and families. However, the improvement plan did not reflect the services under three-year-old provision. We asked management to review the plan for the coming year to ensure all age ranges were acknowledged, identifying key priorities, improvements and outcomes while reflecting children, staff and parents' views and voice.

To improve outcomes for children and enhance the nursery as a whole, staff would benefit from having more regular one-to-ones with their manager. This would support staff to develop their skills and reflect on their own development. The manager should ensure they plan regular staff meetings and improve how they are communicating with the team during this period of change. This would give staff the opportunity to be included in leading the changes or actions to support service delivery.

Staff were safely recruited through the organisation following best practice guidance 'Safer recruitment through better recruitment' and all safer recruitment checks were undertaken prior to staff starting in the service. Staff were registered with the Scottish Social Services Council (SSSC) and newly appointed staff were supported as part of their induction. This supported the safety of children, families, and staff.

How good is our staff team?

4 - Good

Quality Indicator 4.3 Staff deployment

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

Children experienced a caring and nurturing setting as good working relationships had been established between the team, senior management, and families. We found staff worked well together within the nursery and staff engaged well in the inspection process and they were open and honest during discussions.

The team had a wide variety of experience, knowledge, and skills. During discussions staff spoke warmly about working together as a team, being coordinated with one another and knowing what the other is thinking. We could see staff supporting less experienced practitioners by guiding and modelling practice. This showed effective level of teamwork. Parents told us 'The staff are wonderful and care deeply about the children and I love what a bond my child has built with them. My child enjoys the activities and outside time.' 'You can clearly see that all the staff genuinely care for the children, they nurture them and get the best out of them, e.g. they have massively encouraged my child to try new and more foods and this has been a positive experience for them. They also know how to respond to each individual child's needs.'

Staff were respectful in their interactions with each other, creating a positive ethos for children and their families. Staff told us they felt supported by management and could approach and gain support when required. Most staff communicated well with each other across the day. We saw examples of staff being flexible in their deployment when their colleagues asked for help. For example, when taking children to the toilet or during nappy changing. Staff discussed communication logs and how they communicate with each other in relation to sharing of information. Staff would benefit from an agreed method of communication, particularly if sensitive information about children is being recorded.

We discussed the need to revisit staff positioning in the outdoors as there were occasions when supervision of children's engagement with each other could have been improved. For example, when the children were climbing. We would also encourage the service to begin to use the walkie talkie radios they have as a support when some staff and children are inside, and some are outside.

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	4 - 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?	4 - Good
4.3 Staff deployment	4 - Good

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