

Oganan Ghlaschu Day Care of Children

Bun-sgoil Ghàidhlig Bhaile a' Ghobhainn
3 Burndyke Court
Glasgow
G51 2BG

Telephone: 07484 785 527

Type of inspection:
Unannounced

Completed on:
4 September 2025

Service provided by:
Oganan Ghlaschu Ltd

Service provider number:
SP2015012625

Service no:
CS2018367649

About the service

Oganan Ghlaschu is registered to provide a care service to a maximum of 40 school age children at any one time. At the time of the inspection, 29 children were using the service.

The service is located within Bun-sgoil Ghàidhlig Bhaile a' Ghobhainn (Govan Gaelic Primary School) in the Govan area of Glasgow. It is close to local transport links, shops and amenities. Children using the service have access to a main playroom, and a large outdoor playground. Additionally, they have access to another small room in the school, and the gym hall.

About the inspection

This was an unannounced inspection which took place on 3 and 4 September 2025. 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 using the service
- spoke with staff, management and the provider
- reviewed 12 completed questionnaires from staff and families
- 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.

Key messages

- Children were nurtured, engaged in good experiences, and having fun.
- Children experienced care within a service where they were fully immersed in Gaelic medium.
- Staff worked well together, and with the school community to meet children's needs.
- Children benefitted from well-maintained, well-furnished, and well-resourced facilities.
- Children benefitted from free-flow access to the outdoor play space.
- Quality assurance, self-evaluation and improvement planning approaches were developing and having a positive impact on the outcomes for children and families.
- The provider should further invest in staff, by providing quality professional learning that supports high-quality play.

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?	4 - 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 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 benefitted from warm and caring interactions from staff. For example, children were warmly welcomed by staff on arrival, enabling them to settle quickly and confidently into the play environment. Staff demonstrated genuine interest in children's conversations, listening attentively and responding meaningfully, which supported children's communication skills and sense of belonging.

Children appeared relaxed and comfortable in the setting, indicating strong relationships and a sense of emotional security. All children who provided feedback were positive about their experience at the service. One child said, "Drawing is good, but it's all fun." This meant children were nurtured and well supported to have fun.

There was a real sense of community across the school campus. Staff from the after-school service had established close professional and nurturing relationships with the school staff. For example, staff from the school such as the janitor passed through the service regularly, chatting with children about their day. Additionally, good communication with the school ensured children entered the club each day smoothly and safely. This supported children's safety and wellbeing.

Children experienced an unhurried and homely snack time. Tables were set up attractively with table covers, plants and menu boards. A selection of nutritious snack was available for children to independently choose from. We shared how staff sitting with children would further develop the snack to be a key opportunity to support meaningful and rich engagement with children.

Personal plans supported responsive and individualised care for children. Almost all plans had been developed in partnership with children and families, with key information about children's needs and interests recorded in the "Seo Mise" (All About Me) section. This enabled staff to respond sensitively to changes in children's lives and meet their evolving needs. However, some plans lacked this section and missed important updates, which may have limited staff's ability to provide fully informed support. Management acknowledged this and agreed to review the plans. Where plans were complete, they reflected the wellbeing indicators, safe, healthy, achieving, nurtured, active, respected, responsible, and included, allowing staff to tailor their support effectively.

Quality indicator 1.3: Play and learning.

Children confidently led their own play. Staff planned experiences and children confidently developed them throughout the session in response to children's interests and play ideas. One child said, "I like the snacks and getting to play with other friends, fun games, and playing outside." Some of the experiences children took part in included, painting, colouring and mark making, den building, small world play, board games, and reading books. This helped children have fun while learning through play.

Staff planned experiences in response to children's interests and the views they gathered through general interactions and planned consultations. All parents who provided feedback commented positively about the

experiences children had. One person said, "No two days are the same. Sometimes they have been playing monsters outside and sometimes they are drawing or making things inside. The kids love it." As a result, we observed children to be engaged in experiences of their own choosing that were appropriate to their age, stage, and interests.

Children had opportunities for play outdoors through a free-flow approach. They enjoyed playing ball games and exploring the growing garden. This supported their wellbeing and physical development.

Some staff were good at observing children as they played. They joined in by asking questions, exploring their ideas, and helping them try new things based on what they were interested in. This helped support children's right to play. To make sure all staff were confident and consistent in how they supported play, we said it would be helpful for them to learn more about the play principles. This would help them know when to step in and how to build on children's play. When we shared this with management, they told us there was already a training plan in place, with sessions planned to support staff in this area. We agreed this was a positive step towards making sure staff felt confident and had the skills to offer high-quality play tailored to children's individual needs.

How good is our setting?

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 2.2: Children experience high quality facilities.

The setting was comfortable, well-furnished, and welcoming, with lots of natural light and fresh air from open doors and windows. Children had plenty of space to meet their needs, including quiet areas to rest and relax. They were given the freedom to shape and change their environment, such as building dens and creating obstacle courses. There was also space for them to hang their jackets and bags, sending a strong message that they mattered.

Entry to the setting was secure through the school, and the perimeter fence and gates were kept closed to support children's safety. Staff were vigilant when outdoors, supervising children and keeping accurate registers. Although systems were in place to monitor where children were playing, indoors and outdoors, these were not used during the inspection. We discussed how using these systems, including walkie-talkies, could further support staff in keeping children safe as they moved around.

Maintenance was well managed. The provider reported issues to the local authority for prompt repairs, helping to maintain a safe environment.

Staff and management were aware of risks and responded appropriately to keep children safe. Accident and incident forms were completed when needed and shared with families. Risk assessments were in place, clearly identifying hazards and control measures. These had been shared with staff, and daily checks were carried out to ensure safety measures were followed. This helped keep children safe.

Children's information was stored securely, either in files or password-protected apps. Staff had access to the information they needed to care for children safely and effectively.

Infection prevention and control (IPC) policies and procedures were in place and mostly followed well. The

building, play areas, and resources were clean, and staff regularly cleaned surfaces and maintained hygiene in children's bathrooms. Janitorial and cleaning staff supported these routines, helping to create a safe and hygienic environment. However, we noticed some areas for improvement in handwashing, especially at snack time. This was shared with the manager, who agreed to support improvement through staff discussions and audits. These actions will help strengthen IPC practices and ensure consistent hygiene standards across routines.

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 improvements are led well.

The service was part of a group of four, with strong and supportive relationships between managers and the provider, including input from an area manager. The service manager was visible in daily practice, well-connected with staff and children, and praised for their professional support. One staff member said, "Our opinions and ideas are listened to when it comes to developing the service." This helped foster a positive, shared ethos.

There was a shared vision of values and aims across the provider group. This had recently been reviewed and agreed following consultation with staff, children, families, and the wider community. This created a culture where people felt confident to lead well-informed change. The shared vision supported the delivery of quality care and play experiences for children and families.

Staff and management were proud of the language support offered to children. We observed children using Gaelic fluently during play and even helping visitors with basic translations. Parents who gave feedback spoke positively about the Gaelic immersion. One person said, "They can keep using Gaelic in a social way. They're really good with supporting the younger ones too." This reflected the service's strong commitment to full Gaelic immersion, which was helping children to develop and thrive.

A development plan was in place, created in partnership with staff, children, and families. The new manager had begun engaging with self-evaluation and improvement planning tailored to the service's specific needs. Management and staff used a range of quality assurance methods, such as meetings, training, monitoring, and appraisals, to support reflection and improvement. These activities led to positive changes in practice. For example, children now had free-flow access to outdoor play throughout the session, with plenty of choice and enjoyment. We concluded that self-evaluation and improvement planning were clearly benefitting staff, children, and families, and driving improvement.

The manager and staff valued strong communication and actively listened to people's views. Families were regularly engaged through face-to-face conversations, emails, and wall displays. Children's voices were gathered through consultations on topics such as snack choices and resources. This had a positive impact on practice; for example, children helped design the play space, and families received a thank-you letter recognising their contributions. This approach upheld children's rights and ensured their views were a meaningful starting point for improvement.

We reviewed a sample of staff recruitment files and found that staff had been recruited safely. A simple induction process was in place, which supported safe recruitment and helped keep children safe. Almost all

staff caring for children were registered with the Scottish Social Services Council (SSSC). One staff member had not registered within the agreed timescales. When we shared this with the provider and manager, they told us they had plans to audit staff registration and acted quickly to support the staff member to register. This was a positive step; however, the delay had the potential to put children at risk. Therefore, we have identified this as an area for improvement (see area for improvement 1).

Areas for improvement

1. To ensure that children are safe and protected from harm, the provider should ensure all staff working with children have submitted an application to register with the regulatory body within three months of starting employment.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I am confident that people who support and care for me have been appropriately and safely recruited' (HSCS 4.24).

How good is our staff team?

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 4.3: Staff deployment.

The manager and provider recognised how important it was to have the right number of staff in place to meet children's needs. The staffing rota ensured enough staff were present throughout the session to provide quality care and learning. When needed, staff from a sister service supported the team. This helped maintain continuity for children, as they were familiar with the staff and had built positive relationships with them.

Staff showed strong commitment to their roles and were enthusiastic about creating fun play experiences. They were kind and caring, and children confidently approached them for help and reassurance. This showed that children had developed trusting relationships with staff. All parents who gave feedback were very positive about the staff, highlighting their caring nature and the support they provided. Comments we reviewed included:

"The staff are lovely and were so kind to [child] when she first started."

"The team are super friendly but can also advise of how your child has been. The fact my child doesn't like me coming early says it all."

"It does feel like family, and the rapport my son has with the staff has considerably contributed to his confidence and well-being."

Staff brought a range of skills and experience to the team. Many had been recruited for their transferable strengths. While some staff had not yet achieved the required qualifications, they were observed to be caring and to know the children well. However, there were missed opportunities to extend children's play and thinking. We recommended that the provider review staffing arrangements to ensure qualified staff were available to guide others. The provider agreed and shared plans to review staffing and introduce a

supportive training programme for staff. This was a positive and reflective step towards improving outcomes for children.

Systems were in place to support staff development. Staff met with their line manager throughout the year, and records showed a collaborative approach to professional review. Staff who gave feedback spoke positively about the support they received from management. One person said, "I feel looked after and that my well-being needs are met." This supported staff wellbeing and ensured they were working towards shared goals.

Staff worked well together to benefit children. We saw good examples of teamwork and communication, such as when children needed help retrieving items from the classroom or during collection times. This collaborative approach supported positive experiences and outcomes for children.

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

Care plans should provide comprehensive and effective information and support staff to use these effectively to meet children's needs and be reviewed and updated every six months or sooner if required.

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

This area for improvement was made on 20 November 2019.

Action taken since then

All children had a personal plan in place. Plans contained the correct information staff needed to care for children. Almost all plans were updated regularly in partnership with children and families.

This area for improvement has been met.

Previous area for improvement 2

The service should consider how to better support children's choice in directing their own play and activities.

This is to ensure care and support is consistent with the Health and Social Care Standards, 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 for my age and stage, which stimulate my natural curiosity, learning and creativity' (HSCS 2.27).

This area for improvement was made on 20 November 2019.

Action taken since then

Children had lots of choice during the session. They could explore a wide range of experiences and follow their own ideas, like building dens and performing dance shows. This showed staff supported children's creativity and independence.

Children moved freely between indoors and outdoors and chose when to have snack. These flexible routines respected children's right to play and helped them decide how and when to take part in different experiences.

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.

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?	4 - Good
2.2 Children experience high quality facilities	4 - 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

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

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

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.