EPIC Education Early Learning Centre CIC
Day Care of Children

Lighthouse Church Centre
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Telephone: 01417374265

Type of inspection:
Unannounced

Completed on:
30 April 2026

Service provided by:
EPIC Education Early Learning Centre CIC

Service provider number:
SP2023001548

Service no:
CS2024000455

About the service

EPIC Education Early Learning Centre (CIC) is registered to provide care to a maximum of 24 children aged 2 years to those not yet attending primary school full time at any one time with no more than 10 children between 2 to under 3 years.

Care is provided from within the Lighthouse Church Centre, a standalone building in the town of Rutherglen, Glasgow. Children have access to a large playroom and a secure outdoor garden. The service is close to shops, schools, transport routes and other amenities.

About the inspection

This was an unannounced inspection which took place on Tuesday 28 and Wednesday 29 April 2026. Inspection feedback was provided on Thursday 30 April 2026. The inspection was carried out by one inspector 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 six people using the service and five families
- Spoke with four staff and management
- Observed practice and daily life
- Reviewed documents.

Key messages

- Children were settled, happy and confident in the service.
- Staff had created a calm, warm and welcoming space for children and their families.
- The scope of assessing risk needed to widen and be robust to ensure children were kept safe from potential harm.
- Parental partnership working was a strength for the service, communication and regular discussions about children's individual needs and interests were central to the service approach.
- Monitoring and auditing systems needed to be strengthened to ensure the delivery of a high-quality service.
- Staff were nurturing, sensitive in their approach and attuned to children's daily needs and interests.

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

Leadership	4 - Good
Children thrive and develop in quality spaces	3 - Satisfactory / Adequate
Children play and learn	4 - Good
Children are supported to achieve	4 - Good

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

Leadership 4 - Good

Quality Indicator: Leadership and management of staff and resources

We evaluated this quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.

The service promoted and was committed to their vision of quality childcare in a warm and caring setting. Children and families were consulted as part of the service reviews and improvement planning. We observed that shared vision during inspection which focused on nurture, care and positive outcomes for all.

There was an ethos of continuous improvement which was already helping deliver some elements of quality practice since the service had opened. Overall, staff were accountable, responsible, and had shared values as a team. The manager had been working to develop a focus on sharing the understanding of the service strengths and areas for development with the team and they were onboard with that journey.

We discussed the importance of a partnership approach to regular monitoring and auditing the quality of the service with the manager. The service was at the early stages of their quality assurance journey. We encouraged the manager to continue developing robust systems to support auditing of areas such as accidents, incidents and medication. This would lead to improved outcomes for children and families.

Self-evaluation and reflection within the staff team was beginning to have impact on staff practice. Staff training was supporting the team to further develop competency, skills and promote positive outcomes for children. For example, a staff member had undertaken training on literacy awareness shared this with the wider team and introduced some aspects of this into the playroom to support individual children's needs and experiences.

Staff were safely recruited and they understood their responsibilities within the team. Induction programmes were personalised to meet their unique needs. There were processes for mentoring and supporting staff. Mentors were clear about their roles and responsibilities, and they had written information they could refer to. These approaches supported quality outcomes for all children.

The service had worked hard to develop strong connections with families and to consult with parents. Parents told us communication between home and the service was strong, they felt included and their suggestions and thoughts were considered.

Children thrive and develop in quality spaces — 3 - Satisfactory / Adequate

Quality Indicator: Children experience high-quality spaces

We evaluated this quality indicator as satisfactory/adequate where strengths just outweighed the weaknesses.

A review of the playroom space had taken place since the service opened. As part of that, staff had taken account of best practice documents and team reflections. Staff shared an example of children being involved in the development of playroom layout because of interests and play patterns. This was supporting children's sense of ownership in the service and their ability to be creative and move freely around areas.

Staff recognised and valued children's right to play outdoors every day and spoke of the benefits to individual children. The service was at the early stages of developing the outdoor area and recognised that although children accessed outdoors daily, they had longer term plans to extend opportunities that would enable free flow between the indoor and outdoor spaces.
Children were engaged with and had opportunities to learn about the wider world. Visits to the local library, trips on the train and to local shops all helped to develop a network within the community.

As a new service, arrangements had been made to ensure fixtures and fittings were maintained. There were some minor maintenance issues that needed to be addressed such as remedial painting work in the playroom and loose floor tiles in some toilets. We asked the service to create a maintenance log of works needed and to reflect when action had been taken. Overall, the indoor environment was being maintained for children.

Careful consideration should be given to ensure safety reviews take place before and after installations or work. This will help to keep children safe from harm. We discussed this with the manager and provider and they both agreed. Improvement was needed to widen the scope of risk assessment in the outdoor area. The service should ensure a measured and robust approach to assessing risk is adopted to ensure children are safe (see area for improvement one).

However, risk assessments were in place for some tasks, and this was helping to minimise potential risks in those areas. We discussed the importance of noting review dates on these documents. This would ensure records were accurate and up to date.

The service had a secure CCTV entry system. They used telephone systems to communicate indoors to outdoors and a secure system was in place for collection of children. Confidential records and information were securely stored.

Areas for improvement

1. Improvement was needed to widen the scope of risk assessment in the outdoor area. The service should adopt a measured and robust approach to assessing risk to ensure children are kept safe from potential harm.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My environment is secure and safe' (HSCS 5.17).

Children play and learn 4 - Good

Quality Indicator: Playing, learning and developing

We evaluated this quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.

Children were having fun, experiencing joy and mostly engaged in quality play and learning experiences indoors. Many children were actively involved in leading their own play and learning. We discussed the development of strategies that could support children to make choices about access to other spaces such as outdoors and staff agreed.

Further reflection on planning approaches would ensure children's individual interests remain at the centre of planning and get recorded in detail within mind maps. We encouraged the service to be more evaluative in their planning which would help to strengthen their approach.

Continuing to develop observation strategies would ensure children's individual needs and interests were helping to extend their knowledge, understanding, skills and achievements.

Staff were skilled in supporting children to recognise and celebrate their successes, how to be mindful of how their actions can impact on others and the benefits of working together to create things. For example, a staff member supported a child to follow their interest in creating a tower with foam bricks and encouraged children to work as a team when they had to rebuild the tower.

Interactions, experiences and indoor spaces were beginning to enrich play and learning. We observed staff supporting children's curiosity when creating and then playing in a large muddy puddle. Staff extended language, offered ideas and promoted creative thinking.

We asked the service to continue to develop the core provision of resources for children. A review of resources needed to continue and be added to provide children with enough choice to engage in rich, deep and broad learning opportunities.

The service was taking positive steps to work with families to support their understanding of the benefits of play-based learning. This included stay and play sessions and a chance to share their experiences at a workshop. This approach was helping to develop trust and cooperation, which supported children's wellbeing and development.

Children are supported to achieve 4 - Good

Quality Indicator: Nurturing care and support

We evaluated this quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.

Families participated in making decisions about their child's care. As a new service, focus had been placed on building connections with children and their families. This was important to the staff team. Regular opportunity for handover discussions and information sharing supported children's transitions when they joined the service and at various transition points in their attendance.

The service had introduced an online app to share information with families. This had proved to be meaningful. The content focused on responsive plans, individual needs and interests and the progress of children. One parent told us "Communication is a real strength of the service. Information shared via the family app is clear and linked to learning."

Personal plans were developing and we discussed the importance of focusing on significant needs and interests in these. Parents told us they appreciated that some aspects were of an individual nature in the plans. One parent shared, "Staff are focused on the individual needs of children. Staff followed my child's interest in transport, and the service arranged a trip on a train for them as well as a visit from firefighters to explore that interest further."

Monitoring and sharing best practice would further support staff to evaluate personal planning strategies and approaches. This would ensure staff skills and knowledge were attuned and expectations for personal plans were shared.

Staff were aware of their responsibility to keep children safe. Systems in place supported safe sleep and mealtimes and the management and administration of medication. Child protection training had taken place. Staff fully understood the role they played in keeping children safe. As a result, we were confident they would respond correctly if concerned about a child. We asked the service to ensure contact telephone numbers were included as part of the child protection display information in the service and they agreed to do this.

Staff had created a welcoming environment. They were calm, responsive and attuned to children's needs relating to routines, relationships and building life experiences. Feedback from a family reflected this saying, "The staff team are genuine and make the effort to connect families, friendships and check in on the wellbeing of parents as well."

Children were nurtured, cared for and supported. Some children's care and learning routines were individualised to meet their needs and were delivered with kindness and compassion.

Lunch progressed at children's pace and staff took the time to support children in developing real life skills such as opening packets and making healthy choices about food. We asked the service to review their procedure relating to the safe storage of lunch boxes and they agreed.

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

Leadership	4 - Good
Leadership and management of staff and resources	4 - Good

Children thrive and develop in quality spaces	3 - Satisfactory / Adequate
Children experience high quality spaces	3 - Satisfactory / Adequate

Children play and learn	4 - Good
Playing, learning and developing	4 - Good

Children are supported to achieve	4 - Good
Nurturing care and support	4 - Good

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