

# Maryhill Park Nursery School Day Care of Children

81 Kilmun Street  
Glasgow  
G20 0EL

Telephone: 01419 467 752

**Type of inspection:**  
Unannounced

**Completed on:**  
27 November 2025

**Service provided by:**  
Glasgow City Council

**Service provider number:**  
SP2003003390

**Service no:**  
CS2003014908

## About the service

Maryhill Park Nursery School is registered to provide a care service to a maximum of 50 children aged three to those not yet attending primary school. The service is provided by Glasgow City Council and operates from purpose built premises in the Maryhill area of Glasgow. At the time of inspection there were 25 children present.

Children had access to four interlinked playrooms and a large, secure garden. The service is located close to local schools, shops and green spaces.

## About the inspection

This was an unannounced inspection which took place on 26 and 27 November 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
- reviewed electronic feedback from families
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- assessed core assurances, including the physical environment.

As part of our inspections, we assess core assurances. Core assurances are checks we make to ensure children are safe, the physical environment is well maintained and that a service is operating legally. At the time of this inspection, no improvements were identified relating to core assurances.

During this inspection we 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

- Management should develop approaches to auditing and monitoring procedures to enhance children's care and support.
- Management should continue with their plans to develop a collaborative approach to self-evaluation processes.
- Children were nurtured, deeply engaged in experiences and having fun.
- Children had opportunities to play and learn outdoors in gardens and their local community.
- Staff knew children well and responded to their individual needs with kindness and respect.

## 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	3 - Satisfactory / Adequate
Children play and learn	4 - Good
Children are supported to achieve	5 - Very Good

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

## Leadership 3 – Satisfactory / Adequate

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

### Quality indicator: Leadership and management of staff and resources

The setting's management team had experienced some recent staff changes. The established team leader had been joined by a new manager who had been in post since August. In addition a temporary team leader had been in the service for several weeks. Managers engaged well with the inspection process. They demonstrated a good understanding of the service and had identified where improvement was needed. They were receptive to feedback and committed to making improvements to ensure positive outcomes for children and families. One parent commented positively on some recent improvements and told us, "Since the new head teacher has taken over she has made great improvements. Forest school for kids, new tables and toys. Having calm lighting makes nursery feel warm and welcoming. The changes are all for the better and I am in support of this".

Managers understood the importance of reviewing and updating the settings vision, values and aims in collaboration with children, families and staff. Some staff had shared their views of what was important to them. This included children being safe and happy, and a focus on partnership working with parents and the community. At the time of inspection there had been no responses from consultation with parents and children were yet to be consulted. As a result the vision, values and aims currently shared did not fully reflect the aspirations of the service, children or families.

Some self-evaluation had impacted positively on experiences for children. For example, changes had been made to environments to support children's wellbeing and engagement. The management team had a plan to develop self-evaluation practices further. The new manager shared a vision for the service that focussed on improvement through a partnership approach to self-evaluation. They recognised this would take time and were mindful of the pace of change to ensure staff, children and families felt valued, respected and included in the journey. Managers and staff were developing their knowledge and skills of the new quality improvement framework to support self-evaluation processes. The manager acknowledged the service was in a transitional phase of self-evaluation and had identified this an area for improvement within the service improvement plan. Although current impact was not yet evident, we acknowledged this had potential to lead to positive outcomes for children.

We found the service had processes for gathering and recording information across a range of areas, including personal plans, online learning journals and medication. However information held was not regularly audited to identify gaps in the way children's care, play and learning was being delivered. For example, the completion of observations in learning journals or information contained in children's personal plans. We discussed with the manager the importance of developing robust quality assurances process to ensure consistently good outcomes for children. We have therefore made an area for improvement to address this (see area for improvement 1).

Managers understood the importance of developing and sustaining a well trained and highly skilled staff team. Staff told us leaders recognised them as skilled professionals and had confidence in them. This supported staff to remain motivated to provide quality care to children. Professional development was actively encouraged within the service and the manager had sourced a range of recent training

opportunities to support staff in their roles. This included training in literacy and outdoor play. The manager discussed plans to develop a distributed leadership approach through champion roles. We acknowledged this had potential to positively contribute to staff's ongoing professional development, knowledge and skills.

### Areas for improvement

1. To ensure that children experience consistently positive outcomes, the provider should support the manager to develop and implement robust quality assurance processes. This should include but is not limited to, developing a monitoring calendar.

This is to ensure that children's care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

"I experience high quality care and support based on relevant evidence, guidance and best practice"(HSCS 4.11)

"I benefit from a culture of continuous improvement, with the organisation having robust and quality assurance processes" (HSCS 4.19)

## Children play and learn 4 - Good

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

### Quality indicator: Play, learning and developing

Playrooms had been thoughtfully arranged to create a calm environment where children could rest and relax if they wished. Staff were attentive and responded quickly to ensure safety, such as intervening when a child attempted to climb over a gate. Children were actively involved in shaping their experiences, requesting a story with a puppet. Staff embraced this idea enthusiastically, creating a cosy area and using props to build anticipation and excitement. The session encouraged discussion about patterns and sizes, supporting numeracy, language development and creativity. The interactive approach captured children's interest and sustained their engagement, resulting in a fun and meaningful learning experience.

Children had opportunities to take part in an outdoor learning project with countryside rangers, where they experienced activities such as fire building, den building, and creating slides using natural materials. This was delivered as a seven week block for a small group of children and provided rich learning experiences that promoted confidence, independence and problem solving skills. On the final day, due to staffing challenges the session was held at the nursery instead of the local woodland park, with children making wooden medals using tools to celebrate their achievements. Staff had received forest school training, enabling them to continue to offer similar experiences to children in the future. Children spoke confidently about their previous sessions, recalling activities such as, cooking on the fire, and naming tools they had learned to use, demonstrating the positive impact on their learning and development.

Staff were skilled in interactions to support and extend children's play and learning. Staff supported a group of children building and playing with a wooden train set, offering praise and encouragement to promote confidence and cooperation. At the mark making table, staff interacted positively, asking open ended questions and encouraging children to talk about their drawings, which supported language development and creativity. Children were keen to share their work and ideas, and staff extended conversations to

include topics of interest, such as dinosaurs and favourite foods. Interactions positively supported children's engagement levels and sustained their interest in activities for prolonged periods of time.

Children's literacy and language development was a key focus of the service. Staff had been developing their knowledge of the 'create' programme and were implementing sessions to support children's communication and language skills. Although in the early stages staff were positive about the approach and the initial impact they had observed in some children. For example, children singing spontaneously for enjoyment and their increased levels of engagement in activities. Staff were beginning to gather information that would help them monitor and track children's development and plan for progression in their language development.

Current planning approaches used staff observations, discussions with parents and children's ideas. This helped staff offer experiences for children's current interests and stage of development. Managers had identified planning approaches required improvements to ensure they were inclusive of all learners and had included this as a priority in the service improvement plan. To support this staff had been introduced to Education Scotland's document 'Milestones' to help plan for children that require additional support. The use of the document was in the early stages and plans were in place to further develop staff knowledge and confidence before implementing in practice. While we were unable to fully assess the impact of new planning systems, we acknowledged this was a positive step to support children's individual development.

The service used an online platform to share examples of experiences and activities children were involved in. While this provided families with an overview of what children were doing, observations were often descriptive rather than showing what children had learned or identifying next steps. This limited the ability to plan effectively for individual progress. A more robust approach to recording and planning children's learning, including tracking progress and setting clear next steps would strengthen practice and support improved outcomes for children.

## Children are supported to achieve 5 - Very Good

We found major strengths in this aspect of the settings work and identified very few areas for improvement; therefore, we evaluated this quality indicator as very good.

### Quality indicator: Nurturing care and support

Staff were warm, caring and responsive in their interactions with children. They knew children very well and were attentive to their individual needs. They used children's preferred methods of communication and consistently offered comfort, support and reassurance when required with kindness, respect and patience. This fostered strong attachments between staff and children, and helped children feel safe, secure and loved. Parents appreciated the care their children received. Some of their comments included:

"Maryhill Park is an amazing nursery. The nursery made [my child] and our whole family feel welcome from day one. My child has never had a day where they didn't want to go, which I think speaks volumes about the staff and the environment".

"We are very happy at the nursery. Staff are excellent with [my child] and have made them feel so welcome and settled in a very short space of time".

"I have no concerns about leaving my child with the staff. My child loves going to nursery each day, interacts well with staff and children and always leaves with a smile".

The service gathered important information from parents about their children before they started the service and on an ongoing basis through daily conversations. They worked with other professionals such as, health visitors, children's previous nurseries and social work to gather and share important information about children. This helped staff understand the support individual children required to meet their care, wellbeing and developmental needs. However, plans did not always document strategies or targets to help staff plan for children's care and learning. This meant there was limited opportunity to track children's development. The manager had identified that personal plans required further development to improve planning for children's individual needs. To support this we signposted the service to the Care Inspectorate guidance on personal planning.

Overall mealtimes were a positive experience for children. A rolling lunch system meant children could choose when they wanted to eat, this created a natural ending to their play and supported positive transitions between activities. There were some opportunities for children to develop their independence skills through pouring drinks and tidying away their items when finished. We found some children served their own food whilst other children's food was plated for them by the adult. We suggested all children's independence skills would be further enhanced through a more consistent approach to self-serving food. Staff sat alongside children at each table to ensure they were well supervised and given support when needed. This enabled them to respond quickly and effectively to an episode of choking, and ensured children's safety whilst eating. Staff engaged children in lots of social conversation and chat. This made lunch time an enjoyable and sociable experience for children.

Children and families were at the heart of the service. Staff took time to get to know children and their families well, promoting positive relationships. The service had some approaches to keep families informed and involved, such as, regular newsletters and digital tools to share information. Occasional events and information sessions provided opportunities for parents to engage. The manager expressed a strong commitment to strengthen family partnerships and build the service as a community hub, recognising the importance of supporting parents and involving them in the life of the nursery. Plans included exploring ways to improve communication methods to ensure all families language preferences were reflected and increase attendance at family engagement opportunities.

## 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

Leadership	3 - Satisfactory / Adequate
Leadership and management of staff and resources	3 - Satisfactory / Adequate
Children play and learn	4 - Good
Playing, learning and developing	4 - Good
Children are supported to achieve	5 - Very Good
Nurturing care and support	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 càinain eile ma nithear iarrtas.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلؤں اور دیگر زبانوں میں فراہم کی جا سکتی ہے۔

ਬਿਨਤੀ '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.