Maryhill Mobile Creche
Day Care of Children

35 Avenuepark Street
Maryhill
Glasgow
G20 8TS

Telephone: 01419 451 888

Type of inspection:
Unannounced

Completed on:
26 August 2026

Service provided by:
Maryhill Mobile Children's Services

Service provider number:
SP2003001275

Service no:
CS2003005915

About the service

Maryhill Mobile Creche is registered to provide a service to a maximum of 42 children from birth to 16 years of age. Where young people have additional support needs, the service will be provided to those young people up to 18 years of age. The numbers of children attending will be defined by the space available.

Creche provision is available for parents who are taking part in training, meetings and support groups. Creche provision can take place in various locations within Maryhill and surrounding areas. The service also provides part-time supported places for children within the respite service.

The service is provided from two playrooms on the upper level of Maryhill Community Centre. Children have access to an enclosed garden space and make use of local parks and green spaces. Four children were attending on the day of the inspection.

About the inspection

This was an unannounced inspection which took place on 24 and 26 August 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 children
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Improvement approaches positively impact outcomes for children and families.
- Children benefited from a safe, nurturing and stimulating environment.
- Children experienced high-quality play and learning that supported very good progress.
- Children experienced consistently warm, responsive and nurturing care.
- Partnership working enhanced outcomes for children and families.

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	5 - Very Good
Children thrive and develop in quality spaces	4 - Good
Children play and learn	5 - Very 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 5 - Very Good

Quality indicator: Leadership and management of staff and resources

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

The service's vision, values and aims had recently been reviewed in consultation with staff. The organisation had provided support to the local community for over 40 years and had continued to evolve in response to the changing needs of children and families. Whilst the core aims of reducing isolation and supporting families had remained consistent, the updated vision, values and aims reflected the changing needs of the community and the wider role of the service. Feedback from key partners, including NHS colleagues and local organisations supporting people from a wide range of backgrounds, highlighted the positive impact the service had on children and families and demonstrated the value of their work within the community.

The management team had implemented an overarching improvement plan to support service development. Priorities identified within the plan included improvements to the play environment and staff training. We found clear evidence that these priorities had been progressed and had resulted in positive changes for children and families. Management were beginning to explore how national self-evaluation frameworks could be used to strengthen improvement activity further. This demonstrated a reflective approach and a willingness to continually improve practice. We suggested that they focus on each individual service for improvement planning. This will give staff working within different areas of the organisation more targeted approaches to meeting the improvement priorities.

A range of quality assurance activities supported safe and effective service delivery. Risk assessments were reviewed regularly, and accident information was monitored to identify patterns and reduce risks. These processes helped ensure children experienced a safe, well-managed environment. The management team demonstrated a good understanding of the importance of monitoring practice and using information gathered to inform improvement planning. This could be more formalised going forward with the tests of change they were already working on across the organisation.

The service benefited from a stable and experienced staff team. They had appropriate staff recruitment procedures within the organisation and ensured that staff felt valued and were nurtured to progress and develop. This provided continuity for children and families and helped maintain positive, trusting relationships. Staff spoke positively about their roles and demonstrated a commitment to the values and aims of the organisation. The use of the National Induction Resource will strengthen the induction for new staff and developing staff to give a clear framework for developing and enhancing staff skills.

We spoke with a group of parents whose children had a range of experiences attending the service. Some had been there for some time and others had just joined. They shared positive feedback, including: "Amazing respite service, very supportive to the children and families who attend. The staff are very welcoming and approachable, my child has become very fond of their keyworker and is comfortable with the other staff who they meet also." Parents highlighted that relationships were strong within the service.

Children thrive and develop in quality spaces 4 - Good

Quality indicator: Children experience high quality spaces

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 benefited from an environment that was clean and well-maintained and had been freshly decorated. The service had also invested in a range of new resources to support children's play and learning. Staff had reviewed how space was used within the setting and removed unnecessary tables and chairs, creating more room for children to play and engage meaningfully in activities to suit their age and stage of development. As a result, the environment was more welcoming and better reflected children's needs and interests. Children attending the service were at the stage of becoming more mobile and the environment reflected their needs.

We found the premises to be clean, safe and well-maintained. Daily risk assessments were completed and demonstrated that staff took appropriate action to identify and minimise potential risks. This supported children to access the environment safely.

Children's individual needs were clearly identified within care plans, and we saw that staff considered children's ages, stages of development and support needs when planning the environment and experiences available. Parents spoke positively about the service and highlighted the progress their children had made through their interactions with caring and supportive staff.

Children had access to a shared garden which was secure when in use and included within risk assessment processes. The outdoor area was in a better condition than at the previous inspection. However, it was not specifically designed as a play space and offered limited play opportunities. Other groups used the space to grow a range of plants that the children could get involved in taking care of. To help address this, staff regularly used local community environments to support children's play and learning. We saw evidence of this within children's learning journals. This ensured children had regular access to fresh air and energetic play.

The service no longer prepared food on site, with children bringing their own snacks. As a result, food preparation was not taking place during the inspection. Access to running water within the play space remained limited, with staff using the handwashing sink located within the kitchen area for water-related activities. Appropriate arrangements were in place to support hygiene practices. Facilities for changing nappies had improved and were part of the daily checks to ensure they were safe, hygienic and well-maintained. This supported children's health and wellbeing.

The provider should continue to develop opportunities for indoor physical play and challenge by increasing access to physical resources and making greater use of available indoor space. This will support children's gross motor development, confidence and overall wellbeing.

Children play and learn 5 - Very Good

Quality indicator: Playing, learning and developing

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

Children experienced warm, nurturing and responsive care which supported their play, learning and development very well. All children attending the service were under three years of age and had differing levels of experience of attending the service. For some children, this was their first experience of an early learning and childcare setting. Children were settling into the service, others were re-establishing attendance following a period away, and some children required additional support to meet their individual needs. We observed children who were settled, comfortable and secure with staff in the environment.

Staff demonstrated a strong understanding of children's individual needs and responded sensitively to them throughout the session. The atmosphere was calm and relaxed, with low levels of stimulation that supported children's wellbeing. Soft music played in the background and staff were attentive, affectionate and nurturing in their interactions. They provided reassurance, cuddles, singing and encouragement when needed, helping children feel secure and confident to engage in their play. Staff recognised what children required in the moment experiences such as a song to capture their interest, and they adapted their support accordingly.

Parents spoke very positively about the progress their children had made since attending the service. They described significant developments in their children's confidence, communication and overall development. Parents told us staff celebrated children's achievements and successes and were genuinely proud of the progress children had made. Feedback highlighted the positive relationships children had developed with staff and the impact these relationships had on supporting children's learning and emotional wellbeing.

Parents also described children's enthusiasm for attending. One parent spoke warmly about the delight on their child's face as they approached the building, demonstrating the positive experiences children associated with the service.

The layout of the environment had been reviewed, and resources were displayed in ways which allowed children to self-select and lead their own play. Children could independently access a range of age-appropriate resources and were offered meaningful choices throughout the session. As the service did not have direct access to a dedicated outdoor area, staff planned regular outdoor experiences, including local walks and visits within the community, helping children benefit from outdoor play and learning opportunities.

Staff had attended training and moved to an "in the moment" approach to planning. This approach was working very well. Children's interests and voices were clearly reflected within planning, and staff demonstrated how observations were used to identify next steps in learning. Records showed that children were leading their own play and that staff were effectively supporting and extending learning through responsive interactions.

Learning journals were in place for each child and provided a meaningful record of progress and achievement. Families accessed these regularly, and we saw evidence of positive two-way communication between parents and the service. Observations, photographs and learning stories reflected children's experiences and clearly demonstrated progress over time.

Children are supported to achieve — 5 - Very Good

Quality indicator: Nurturing care and support

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

Children experienced very warm, nurturing and responsive care from staff who knew them well and were skilled in supporting their individual needs. For many children, attendance at the service represented their first experience of being away from family members. Staff demonstrated a sensitive and caring approach, giving children the time, reassurance and support needed to settle at their own pace. Throughout our visit, we observed positive interactions between staff and children. Staff were calm, attentive and responsive, helping children feel secure, valued and confident within the setting.

Feedback from parents was very positive. Parents spoke highly of the support offered by staff and described trusting relationships that had developed over time. They told us staff were approachable, caring and committed to ensuring children experienced positive outcomes. Four parents participated in a group discussion and shared examples of the difference the service had made to their children and families. Comments included: "This service has given me back a few hours to myself every week. Which as a single [parent] with no family has changed my life."

Personal planning processes supported staff to meet children's individual needs. Personal plans were in place for children and parents confirmed they had been involved in their development and review. Information gathered enabled staff to understand children's backgrounds, routines and support needs. At the previous inspection, we discussed the importance of recording updates to significant events within children's lives. We found evidence that plans were being regularly reviewed with families and updated appropriately. Meetings with parents focused on children's progress, targets and next steps, ensuring strategies were agreed collaboratively to support positive outcomes for children.

Staff demonstrated a clear commitment to inclusion and early intervention. They worked closely with families to identify when additional support may be beneficial and were proactive in helping families access services. We saw evidence of strong multi-agency working, including collaboration with health visitors, Home-Start a local family support group, local charities and education services. Staff played an important role in referral processes and in helping families navigate services available within the community. This was particularly valuable for families who were new to the area or new to the country and required support to access education, childcare and other community resources.

The service provided support to a diverse community and demonstrated a strong commitment to reducing isolation and promoting inclusion. Staff worked hard to ensure vulnerable families and children with additional support needs were able to access appropriate services and opportunities. We heard examples of how the service had supported families to engage with nurseries, respite services and wider community supports. This proactive approach helped improve outcomes for children and families and strengthened community connections.

For children attending the crèche on an ad hoc basis, effective information sharing processes were in place to ensure staff had the information required to meet children's needs. This was particularly important where English was an additional language. Staff worked collaboratively across the organisation to ensure continuity of care and support.

The service was highly valued within the community and had established strong relationships with families and partner organisations over many years. Children and families benefited from nurturing relationships, effective support and a culture of inclusion.

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 safety, health and wellbeing, the provider should ensure that children are cared for in a safe and clean environment. This should include, but is not limited to, ensuring toilets and nappy changing facilities are clean and that the premises and furnishings are well-maintained.

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

This area for improvement was made on 12 June 2025.

Action taken since then

The provider had taken action on ensuring that spaces children used were clean and well-maintained. The playrooms had been deep cleaned, painted and new resources had been purchased. The toilet area had been deep cleaned and cleared of any items that should not be within a changing facility for children. They had also risk assessed and ensured that no other groups within the building were accessing the allocated toilet and changing area.

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.scot

Detailed evaluations

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Leadership and management of staff and resources	5 - Very Good

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Children experience high quality spaces	4 - Good

Children play and learn	5 - Very Good
Playing, learning and developing	5 - Very Good

Children are supported to achieve	5 - Very Good
Nurturing care and support	5 - Very Good

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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.gov.scot

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