Maryhill Park Nursery School
Day Care of Children

81 Kilmun Street
Glasgow
G20 0EL

Telephone: 01419 467 752

Type of inspection:
Unannounced

Completed on:
7 October 2026

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 70 children aged three to those not yet attending primary school. The service is provided by Glasgow City Council and operates from a single storey, purpose built building in the Maryhill area of Glasgow.

At the time of inspection there were 38 children present on the first day and 35 on the second day.

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

About the inspection

This was an unannounced inspection which took place on 6 and 7 October 2026. 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 six families
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- visiting professionals
- assessed core assurances.

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.

Key messages

- Children were nurtured, deeply engaged in quality experiences and having fun.
- Staff knew children well and responded to their individual needs with kindness, patience and respect.
- Positive partnership working with families and other agencies supported children's wellbeing and development.
- Quality assurance, self-evaluation and improvement were meaningful and having a positive impact on outcomes for children and families.
- Management and staff were committed to ensuring they were a highly skilled and confident team, that worked well together to deliver positive outcomes for children.

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 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

Leadership and management of 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.

Leaders had a clear purposeful vison that focussed on continuous improvement and achieving positive outcomes for all children. They modelled high expectations and created a culture where staff were motivated, reflective and committed to delivering a high quality service. This was underpinned by a focus on staff wellbeing. One member of staff told us, "I feel very well supported by our leadership team. They recognise that staff wellbeing can impact our ability to provide the best experiences for children and they work with staff to provide appropriate support when needed".

The vison, values and aims had been recently reviewed and updated in collaboration with staff, children and families. This inclusive approach reflected what was important to everyone, creating a shared vision that was relevant and meaningful across the setting. Key values such as respect, kindness and inclusion were central to the ethos and were strongly evident in daily practice. Children and families were becoming familiar with these values through displays, newsletters and consistency in values focussed language used by staff. This supported a positive, values led culture where children experienced warm, respectful relationships and a sense of belonging.

Leaders demonstrated a strong commitment to meaningful consultation and engagement with staff, children, families, and partner agencies. Feedback was actively gathered through a range of methods, including digital questionnaires, QR codes, informal conversations, and voting systems. Parents agreed they were involved in developing the service and told us, "I feel involved because the staff communicate with me regularly and listen to my views. I feel my opinion is valued".

An 'Improvement Wall' and floor books, provided visible evidence of how the views of children and families were valued and acted upon. This helped them understand the impact of their contributions and promoted a culture of participation and shared ownership of improvement.

Ongoing self-evaluation was taking place against national frameworks and guidance. This provided opportunities for staff to reflect on practice and enabled the setting to identify meaningful areas for development and create clear priorities for improvement. The pace of change was carefully considered, ensuring all staff were included and contributed to the improvement journey together. This allowed for meaningful reflection, deeper engagement with improvement priorities and sustained progress over time.

For example, the team recognised the need to further strengthen staff knowledge and skills in supporting children with English as an Additional Language (EAL) and Autism. Targeted professional learning and development opportunities were implemented, leading to enhanced staff confidence and practice. This contributed to improved developmental outcomes and experiences for children.

Leadership was encouraged at all levels, creating a culture where staff felt included, empowered and valued. They were given meaningful opportunities to lead change by taking responsibility for key areas such as, inclusion, wellbeing and creativity. This meant staff were able to influence and lead improvements within their areas of responsibility. This had resulted in enhancements to learning environments, richer

experiences, and consistency in responsive approaches to meet children's needs. This was having a positive impact on children's learning, wellbeing and overall development.

New members of staff described a positive experience of joining the service, highlighting the support provided by leaders and colleagues. A comprehensive induction process helped staff become confident in their roles quickly, contributing to consistency in practice and service delivery.

Children play and learn 5 - Very Good

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 a rich and stimulating range of play and learning opportunities across the setting. They were consistently happy, motivated and confident in directing their own play both indoors and outdoors. The carefully considered environment, shaped through ongoing improvement planning, created a natural, nurturing and enabling space. As a result, children were able to follow their interests, make choices and engage in meaningful, purposeful experiences that supported sustained engagement.

Parents were happy with the different activities and experiences for their children. One parent commented, "[my child] is given lots of opportunities to take part in different activities that support their development. The staff encourage them to explore, play and make their own choices. I feel staff understand their interests and abilities and help them take part in activities in a way that suits them."

Children were well supported in their play and learning through responsive, skilled interactions from staff. Questions, comments, and prompts were appropriate for each child's age, stage of development, and individual interests, helping to extend thinking and deepen learning. Staff showed confidence and skill in balancing child-led and adult-supported play. Knowing when to step back to allow children to explore independently and when to re-engage to introduce new ideas, sustain curiosity, and enrich learning experiences.

This was evident in a range of experiences, including games such as "Piggy in the Middle", water play, and minibeast hunts, where staff used timely interventions to encourage problem-solving, language development, collaboration, and curiosity. As a result, children remained highly engaged in their play and were supported to develop confidence, creativity, and a wide range of skills across their learning.

Numeracy and literacy were embedded throughout the learning environment and consistently promoted through high-quality staff interactions. Children had access to a wide range of engaging experiences that supported the development of early communication, language, literacy, and numeracy skills in meaningful and purposeful ways. This included story telling, singing, mark making, counting, and matching and sorting.

Children were highly engaged in outdoor play experiences that supported their physical development and overall wellbeing. Opportunities to ride balance bikes, climb the tree ladder, and play catch helped children develop coordination, balance, strength, and confidence in their physical abilities.

The outdoor environment provided rich opportunities for children to build and strengthen friendships through cooperative and collaborative play. Children demonstrated positive relationships and teamwork as they gave each other 'lifts' on bikes, played games such as connect four, and worked together to design and build castles.

Planning for children's learning and development had been reviewed and updated to reflect their individual interests, strengths, and learning needs. This supported the delivery of responsive, child-centred experiences that promoted engagement and progress. Quality observations captured children's learning and were used to identify meaningful next steps. These informed planning and enabled staff to monitor and track children's progress across areas of development.

Children's learning experiences were enhanced through participation in additional programmes, including forest play sessions with Countryside Rangers and the Create Programme, which focused on developing communication and language skills. This provided children with opportunities to explore, investigate, and engage with the natural environment. Whilst extending their vocabulary, confidence in communication, and ability to express their thoughts and ideas.

Children are supported to achieve — 5 - Very Good

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's emotional wellbeing was promoted through nurturing, responsive and consistent care. Staff were skilled in recognising and responding to children's verbal and non-verbal cues, offering reassurance during times of upset and celebrating children's individuality and achievements. The use of the 'Think Equal' programme supported children to develop positive self-esteem, confidence and a strong sense of belonging.

Children had developed warm, trusting and secure relationships with staff. Interactions were natural, affectionate and respectful, with children confidently seeking out staff for support, comfort and shared enjoyment. Observations of children playing alongside staff, singing together, engaging in meaningful conversations and seeking cuddles demonstrated that children felt safe, secure, valued and emotionally connected within the setting.

Parents valued the care and support their children received. Some of their comments included:

"I would just like to say thank you to all the staff for the care, patience and support they give [my child]. I can see the progress they are making, and it makes me very happy to know that they feel safe, comfortable and supported at nursery."

"Each keyworker knows their child's personality strengths and needs, and helps their confidence grow everyday. My child has thrived since starting in the nursery and continues to do so."

"The staff take time to speak to me about my [child's] development. They are friendly and you can tell they all care about each child and their needs."

Personal plans were in place for all children and contained relevant information to support staff in understanding and responding to individual needs. Staff demonstrated an awareness of the information

contained within personal plans and used this to inform their practice and ensure children received appropriate support.

However, some plans we sampled contained some inconsistencies, including missing signatures and dates. In addition, significant event information was not always followed up with the outcomes achieved. While these inconsistencies did not detract from staff's knowledge of children's needs. We suggested more robust auditing processes would help ensure plans were fully completed and consistently maintained across the service.

Mealtimes were calm, relaxed, and unhurried, providing children with flexibility and choice. Children were able to leave their play when ready, allowing for a natural ending to activities and supporting positive transitions. Children's independence skills were promoted through self-selecting food items, pouring drinks, and tidying away their items. This helped build confidence and the development of important life skills. Staff sat with children offering support where needed. Meaningful conversations about home and family life demonstrated staff's genuine interest in children's lives. As a result, mealtimes promoted children's wellbeing, independence, and social skills.

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. This was enhanced through meaningful approaches which included, open evenings, family fun days, celebrations and events and individualised approaches to transitions.

Strong partnerships with families began before children started at the setting. Planning, information sharing and engagement with parents and external agencies helped staff gain a thorough understanding of each child's individual needs. This ensured appropriate supports, strategies and resources were in place from the outset. This contributed to positive transitions, continuity of care and children's overall wellbeing and development.

Children with additional support needs were well supported through a proactive, collaborative multi-agency approach. Staff worked closely with parents and relevant professionals to ensure children received the right support at the right time. This promoted positive outcomes and enabled children to participate fully in nursery life. Allowing each child to develop at a pace that was right for them and flourish as an individual.

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 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)

This area for improvement was made on 27 November 2025.

Action taken since then
A monitoring calendar was in place and supported the routine auditing of key aspects of the service, including care plans, medication records, accidents and incidents, and children's observations. Findings were analysed with actions identified. This had resulted in positive changes to practice and improved outcomes for children's health, wellbeing and care.

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

Leadership	5 - Very Good
Leadership and management of staff and resources	5 - Very 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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