Young Parents' Support Base Nursery
Day Care of Children

Smithycroft Secondary School
282 Smithycroft Road
Glasgow
G33 2QU

Telephone: 01417 708 452

Type of inspection:
Unannounced

Completed on:
9 September 2026

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Service no:
CS2009228533

About the service

Young Parents' Support Base Nursery provides a care service to a maximum of nine children from birth to three years of age. At the time of inspection, 2 children were in attendance on the first day and three on the second.

The service is accommodated within Smithycroft Secondary School, in the North of Glasgow close to local amenities such as parks and shops. The service also has an office and parents room and children have access to an outdoors.

About the inspection

This was an unannounced inspection which took place on 8 and 9 September 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 people using the service
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- received electronic feedback from parents/carers

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

- Staff supported all children and their parents to reach their full potential.
- The service promoted an ethos of respect and inclusion.
- Staff knew children and families very well, and provided the support and care they required in a kind and nurturing way.
- Partnership with families supported continuity of care and a sense of belonging.
- Children experienced warm, nurturing care and felt safe, secure and valued.
- Children and families needs were at the heart of all quality assurance and improvement processes.

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

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 and aims included key aspects of care that were important to the young parents and their children. We observed these being consistently reflected in practice. For example, the service provided a safe, secure, stimulating, and nurturing environment for parents and children. There were high-quality family nurturing experiences that encouraged secure attachment and active play. We discussed with management that, moving forward, they could work alongside parents to further develop the service aims and vision. This could enhance the aspirations of parents attending, and reflect the distinctive way the service is delivered.

The service had a clear and purposeful improvement plan which identified key areas for development. We observed that progress was evident in some areas. This included families receiving a warm welcome into the service, children having daily access to outdoor experiences, and positive relationships being established with parents.

Parents were fully engaged in self-evaluation processes. Regular consultations and questionnaires were used to gather their views and inform change. For example, the parents' handbook was revised to better meet the needs of the parents it was intended for. This supported them to feel included within the service.

Staff took part in regular self-evaluation using national guidance to identify strengths and areas requiring improvement. We discussed with management that they could provide feedback to staff and families regarding their suggestions. This would help them understand the impact their views had on service developments.

The skilled staff team worked in partnership with parents to support their children and promote their development. Staff collaborated very well within their team and with other professionals to provide support to parents and their children. This collaborative approach contributed to positive outcomes for parents and their children.

Good practice within the service was regularly shared with other professionals. Interested parties were also welcomed to visit the base and learn about the service provided. The service supported other schools and families beyond their own area through an outreach programme. This approach enabled support for families beyond the local community.

Children play and learn 5 - Very Good

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.

All children attending the setting were aged under one year old. Children were happy, engaged, and stimulated within a nurturing environment. Staff demonstrated a strong understanding of how children grow, learn, and make progress. Staff skilfully applied relevant theory and practice to provide quality play experiences that promoted children's development and progression.
Responsive and nurturing interactions supported the development of communication, language, and social skills through positive role modelling. For example, staff repeated words, sang songs, and imitated children's sounds.

Parents were able to spend time in the base throughout the day to feed and play with their children. Staff acted as positive role models and worked alongside parents to improve their understanding of the benefits of play-based learning experiences. For example, using language and interactions to demonstrate when to engage children in play, and when to allow them time to explore and play independently.

Resources were accessible and developmentally appropriate, enabling children to explore independently while developing curiosity and movement. These included a ball pool, mobiles, and sensory and musical toys.

Children had daily opportunities to access outdoor experiences. This included visiting areas within the local community, providing opportunities to enjoy fresh air and explore nature through their senses. Parents had opportunities to join children on these walks, supporting their health and wellbeing.

Parents received support from other professionals within the base. Teachers and social care workers worked alongside the parents to support their attendance and engagement in school. This holistic approach also had the potential to improve outcomes for children.
Staff were responsive to children's verbal and non-verbal communication and understood when to interact and when to pause and observe. Staff encouraged children to interact with one another, recognising the important role peers play in enriching experiences and learning.

Planning for children was informed by observations of their developmental needs. Staff worked with parents to identify targets and developmental goals, such as using tummy time to build muscle strength. This supported parents to play an active role in their child's development. One parent told us, "The nursery gives young parents education while also teaching us to be great mums."

Observations of children's play and development were shared with parents through an online app. Observations highlighted learning experiences and helped parents understand how to further support children's skills and development at home.

Children are supported to achieve — 5 - Very Good

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.

Staff were nurturing and compassionate in their interactions, responding to children with warmth and sensitivity. These positive interactions supported children to feel safe and secure and contributed to the strong relationships they had with staff. Staff worked closely alongside parents to support and encourage their relationships with both themselves and their babies.

Mealtimes were calm, relaxed, and unhurried experiences for children. Staff talked with children throughout and engaged positively with them, allowing children to explore foods at their own pace. Staff were aware of children's developmental stages and supported them accordingly. Staff supported parents to feed their children at lunch and provided guidance and encouragement. This included role modelling infection prevention and control practices and appropriate weaning approaches.

Personal plans were in place for children and were developed in partnership with families. Plans contained all the information staff required to meet children's needs, and were regularly reviewed with parents to ensure children's changing needs were being met.

Staff worked closely with external agencies and other staff within the parents' support base to meet the needs of children and parents. Positive relationships and collaborative partnership working contributed to positive outcomes for children.

The service recognised the importance of establishing and maintaining positive relationships with parents and their families. Parents received a warm welcome into the service. They were comfortable within the setting and had clearly developed positive relationships with staff. Parents told us that staff supported them and helped them in their parenting role.

Staff worked in partnership with parents to plan for children's development and respected parents' wishes and choices. One parent told us, 'A few things I love about the service is that you get continuous support, guidance and love every step of the way.'

Personal care routines supported children's privacy and dignity. Staff respected the rights of children and parents by seeking permission before assisting with dressing and personal care needs. They also respected parents' wishes by asking their permission before picking up their baby for comfort. We discussed with the service that the toilet and changing areas should be reviewed to further enhance children's privacy and dignity.

Transition visits took place through visits to parents' homes before birth. Parents and children also visited the base before starting. This provided opportunities to build positive and trusting relationships with staff. One parent told us, 'The teachers are the best trio. They are so united in their work. Me and my child love them endlessly.'

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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Care Inspectorate
Compass House
11 Riverside Drive
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DD1 4NY

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