

# MaxPlay2

## Day Care of Children

North West Resource Centre  
College Road  
Lincluden  
Dumfries  
DG2 0BX

Telephone: 01387 279 637

**Type of inspection:**  
Unannounced

**Completed on:**  
29 August 2025

**Service provided by:**  
Maxwelltown Playcare

**Service provider number:**  
SP2003003193

**Service no:**  
CS2007143331

## About the service

Maxplay2 is registered to provide a daycare service to provide a care service to a maximum of 30 children at any one time aged from 12 weeks up to and including primary 7, of whom no more than 9 children are under the age of 2 years.

Maxwelltown Playcare voluntary committee is the provider of the service. A peripatetic manager has overall responsibility for the management of the nursery. The nursery supervisors plan and provide the day-to-day management and care for the children.

The nursery is located within North West Resource Centre, Lincluden, Dumfries. The nursery accommodation includes a 0-3 years playroom, a sleep room, a 3-5 years playroom, a dining room, large enclosed outdoor play space and toilet and nappy changing facilities.

## About the inspection

This was an unannounced inspection which took place on 27th and 28th August 2025, with feedback being given on 29th August 2025.

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 attending the service and members of their family
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

As part of this inspection, we undertook a focus area. We have 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.

## Key messages

- Children were well supported and cared for by a friendly, kind and attentive staff team who were tuned into their emotional and physical needs. This helped children feel safe and supported.
- Parents felt actively involved in planning their child's care and next steps. They were warmly welcomed into the setting. Feedback from parents highlighted strong communication, staff knowledge of individual children, and high care standards.
- Children were highly engaged and had fun during play. Their right to play was respected. There was a strong focus on the development of skills like numeracy and communication and parents were positive about the variety of activities and how they linked to children's interests.
- Children were cared for in a welcoming, spacious and well-resourced setting, which had recently been refurbished to a high standard. Creative use of space enhanced children's learning.
- The staff team was committed, professional and well-established with a strong mix of skills and experience. They were deployed effectively, communicated well and responded warmly children's needs and to one another.

## 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

How good is our care, play and learning?	5 - Very Good
How good is our setting?	5 - Very Good
How good is our leadership?	4 - Good
How good is our staff team?	5 - Very Good

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

## How good is our care, play and learning?

## 5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

### 1.1 Nurturing Care and Support

Children were well supported and cared for by a friendly and kind staff team, who were attentive to their individual needs and interests. Children had formed secure attachments to staff who were consistently tuned into their emotional and physical needs. Children were comforted sensitively and warmly, and in ways that respected what they wanted. This responsiveness ensured that children felt safe, supported and well cared for throughout the day.

All children had personal care plans, which were stored within their individual learning folders. Plans were informed by the wellbeing indicators and included strategies to support children emotionally and socially, as well as with specific needs like allergies and dietary preferences. Staff worked collaboratively with parents to develop and review plans during regular care and share meetings, an online app and daily handovers.

Parents confirmed that they were regularly consulted and actively involved in planning their child's next steps. They told us, "All staff have taken the time to get to know my child and his like/dislikes. His care plans are up to date and if there have been any changes I have found it very easy to communicate this with the staff. Information is clearly cascaded amongst staff also and the standard of care from everyone is exceptional."

Whilst staff did know children well and it was clear that parents were involved in all aspects of their child's care, we observed that the format of care plans made tracking more difficult and we discussed this during our visit. For example, we have asked that staff always ensure that documents are dated and initialled by everyone involved.

Parents were warmly welcomed into the setting, joining their children and staff in the playrooms. Relationships were positive, with parents praising staff as approachable, caring and easy to talk to. As well as care and share meetings and daily handovers, parents were invited to participate in planned activities like stay and play sessions. The setting was actively working to improve parental involvement as part of its improvement plan.

Transitions within the setting were well-managed with children moving easily between rooms. Shared mealtimes also allowed siblings to spend time together during the day. Mealtimes were sociable and engaging, with staff sitting alongside children, encouraging conversation and supporting children to be included. Children had some opportunities to develop independence but could be more involved in tasks, like self-serving and setting the table. We discussed reviewing meal routines to ensure consistency and support independence. Staff were very attentive to allergies and dietary needs, ensuring that food was safe for all children. While fruit was always available, the morning snack had been removed. We have suggested that when checking whether children have had breakfast staff also check when they last ate, to ensure that their daily energy requirements are met.

Children's safety and emotional security and wellbeing were supported through sensitive arrangements for sleep routines. We observed staff soothing children to sleep and that they understood the importance of sleep children's overall development. A cosy space was available for older children who need to rest or chill

out. Parents told us: "my child has never enjoyed being pressured to sleep at certain times. The staff support him by identifying sleep queues rather than having a set nap time and providing him with a safe sleep environment that mimics his own home environment."

Appropriate systems were in place for recording medication, including parental permissions, storage information and records of administration.

### 1.3 Play and Learning

Children were having a lot of fun as they played. Staff clearly respected children's right to play, leading activities appropriately and acting as positive role models. Children made choices about what, where and with whom to play, often opting for outdoor play. They told us that they enjoyed playing in the rain.

Numeracy and communication & language were key focus areas. Numeracy was a particular strength, with numbers and shapes visible throughout the setting and children were confidently using the language of number as they played. Staff used open-ended questions and encouraged curiosity and prediction, though this was not consistent across the team. With younger children, staff built vocabulary through descriptive language, singing and storytelling. Children knew the words of many nursery songs and were confident as they sang together. Communication cards were used to support language development but their use was not consistent.

Curiosity and creativity were well supported through well-resourced construction areas, arts and crafts, and technology. Children used real items in play and developed imaginative games with self-made rules. Children were learning about people in the community who help us through role play and visits. Physical development was well supported with both gross and fine motor activities.

All children had learning and development folders which were created in partnership with parents, and informed by staff observations and children's interests. These folders were a rich source of information and showed individual progress, but varied formats made it difficult to consistently identify the child's voice and track development. Floor books were used for planning and we discussed the importance of using evaluative comments consistently to identify next steps. The management team had a useful tracking format to monitor children's achievements.

Children had regular opportunities to explore their community through outings and visits to and from local services, enriching their understanding of the world around them.

Parents spoke positively about the wide range of activities offered, noting that children engaged in learning experiences linked to their interests? They highlighted strong relationships between children and staff, and the development of friendships. Parents valued the opportunities for community engagement and real-life learning, recognising that staff effectively used children's interests to enrich learning. Overall, feedback reflected high levels of satisfaction and a strong sense of partnership with the setting.

## How good is our setting?

**5 - Very Good**

### 2.2 Children experience high quality facilities

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Children were cared for in a welcoming, spacious, and well-resourced environment, recently refurbished to a high standard. Creative use of space, such as sensory rooms and corridors, enhanced the learning

experience. The imaginative design of the sleep room for younger children provided them with a calm and relaxing place to rest. Indoor and outdoor play was freely accessible, with older children spending most of their time outdoors, supported by appropriate clothing and shelter.

Resources promoted numeracy, literacy, and creativity across all areas. The mud kitchen in the 3-5 room was well used, though water provision was inconsistent in the younger room. Rooms were bright, ventilated, and clean, with effective infection control procedures in place. The inclusion of child and adult sinks supported safe role modelling of hygiene practices, though handwashing timing before meals could be improved. Environmental print in toilet areas was limited and we suggested that this be reviewed.

Digital learning was developing well, and we are encouraging staff to explore national resources to enhance provision and online safety. The setting was safe and secure, with robust visitor procedures and secure outdoor areas. While some children were involved in risk assessment, this was not consistent. A child-friendly checklist could support purposeful mark-making and deeper engagement.

Information was stored appropriately, and some staff had completed GDPR training. Extending this training to all staff would strengthen digital security and data protection practices.

Parents praised the outdoor environment, highlighting the variety of activities and opportunities for nature-based learning. Children were actively engaged in outdoor play, with staff prioritising children's wellbeing, which helped build trust and reassurance. The setting was consistently noted as clean, safe, and well maintained, with staff demonstrating a strong commitment to hygiene and safety.

## How good is our leadership?

4 - Good

### 3.1 Quality assurance and improvement are led well

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

The setting has a clear Values, Aims, and Objectives statement available to parents, and which sets out what parents and children can expect from the setting. The service is managed by a voluntary parent committee, offering regular opportunities for parental involvement in the running of the service. However, we have advised that provider details now need updating on the portal to reflect the current office bearers.

Improvement planning is well structured, focusing on environmental refurbishment and the development of numeracy and literacy. Staff efforts in these areas were evident and commendable. A monitoring calendar supports quality assurance, including parental surveys and document reviews.

Staff appraisals are in place, with plans to make them more frequent and focused. Introducing wellbeing check-ins and exploring different formats could enhance this process. Practice observations were informal and unrecorded; formalising these would strengthen reflective practice.

Parental involvement is recognised as an area for further development, with plans to increase engagement. Self-evaluation is progressing and will be embedded further with the launch of the new framework. Ideas such as interactive displays and voting tokens were discussed to involve staff and parents more actively.

Staff felt confident that their views were valued, and regular opportunities for them to have a say were provided. To ensure inclusivity, alternative methods for quieter staff to contribute were being considered. Staff were aware of relevant frameworks and documents, and the use of challenge questions and case studies at team meetings was suggested to deepen reflection.

Parents confirmed they felt involved and listened to, with their views contributing to the setting's improvement journey. They told us, "We are always asked our thoughts and the staff will share their visions for improvements."

## How good is our staff team?

5 - Very Good

### 4.3 Staff deployment

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Children were cared for by a committed, professional, and well-established staff team with a strong mix of skills and experience. Staff were deployed effectively, communicated well, and responded warmly and respectfully to children's needs, creating a secure and nurturing environment.

Staff felt supported and worked well as a team. While task allocation was informal, introducing clearer roles and linking staff interests to training and champion roles was discussed. New staff were supported through the national induction resource and peer guidance.

Staff engaged positively with the inspection, sharing their work confidently and demonstrating pride in the setting. Information was shared effectively, including with children, and regular team meetings supported planning, self-evaluation, and reflection. A mobile app was also used to share updates and training opportunities.

Staff were motivated to learn, with all having first aid and epipen training. Individual staff learning plans were in place, and we discussed how these could inform an organisational learning plan. While staff understood their safeguarding responsibilities, formal child protection training was overdue, and plans to address this were in place.

Parents consistently praised the staff as friendly, approachable, and caring, highlighting strong relationships and trust in the team's ability to support their children's wellbeing. Children were described as happy, settled, and thriving, with noticeable progress in confidence and development. Staff were recognised for their respectful communication, discretion, and attentiveness to individual needs.

Overall, feedback reflected high levels of satisfaction, strong relationships, and a nurturing environment that supports children's development and emotional wellbeing.

## 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

How good is our care, play and learning?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very Good
How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good
How good is our leadership?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good
How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good



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