

Maxwellton Park Nursery & OSC Day Care of Children

West Primary School
Newton Street
Paisley
PA1 2RL

Telephone: 01418 899 528

Type of inspection:
Unannounced

Completed on:
29 August 2025

Service provided by:
Maxwellton Park Nursery & OSC

Service provider number:
SP2003001012

Service no:
CS2003004849

About the service

Maxwellton Park Nursery and Out of School Care (OSC) is registered to provide a day care service to a maximum of 46 children at any one time. The Nursery caters for children from 2 years 6 months to children not yet attending primary school. The Out of School facility is offered to children attending primary school. The service currently operates during term time from 08:00 to 18:30, Monday to Friday. The service is located within West Primary School in Paisley.

The service states that it aims to provide a broad, balanced and progressive curriculum consistent with national and local authority guidance, relevant legislation and codes of practice which are responsive to children's individual needs. The service is in partnership with Renfrewshire Council to provide preschool education.

About the inspection

This was an unannounced inspection which took place on Wednesday 28 August 2025 between 09:30 and 17:30.

We continued the inspection on Thursday 29 August 2025, between 08:00 and 16:45. We gave inspection feedback to the management team on Thursday 29 August 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 registration information, information submitted by the service and intelligence gathered throughout the inspection year.

In making our evaluations of the service we:

- spoke with some of the children and reviewed survey responses from seven parents
- spoke with the service manager, depute and staff.
- observed practice and staff interactions with children
- 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.

This information will be anonymised and analysed to help inform our future work with services

Key messages

- Children experienced warm, nurturing interactions from staff who knew them well, helping them feel secure and supported.
- Resources were thoughtfully arranged to reflect children's interests, and staff regularly refreshed activities to maintain engagement.
- Planning systems were in place however were at the early stages of embedding
- Management and staff teams worked very well together, with a collaborative approach to the continued improvement of the service.

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

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|--|---------------|
| How good is our care, play and learning? | 4 - 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?

4 - Good

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

Quality Indicator 1.1: Nurturing care and support

Children experienced warm, nurturing interactions from staff who knew them well and were building trusting relationships with new children who had recently joined the service. Returning children had formed secure attachments with staff, seeking comfort and reassurance. Staff responded with sensitivity and care, helping children manage their emotions and re-engage positively in play. Families commented positively on the relationships that their children had developed with staff. One parent shared "The staff take the time to build relationships with the children & their families." This supported a strong sense of security and belonging.

All children had personal plans in place. Staff worked in partnership with parents to create and review these, sharing key information such as routines, healthcare needs, likes, and dislikes. Most parents felt involved in this process and told us "we are always asked for updates on anything new from dislikes to likes as we know children change all the time and another shared "We are regularly invited in to chat about and check personal plans." This supported children's overall wellbeing.

Children and families were at the heart of the service. The team demonstrated a strong commitment to family wellbeing, helping beyond the nursery environment and fostering strong community connections by providing practical support, such as a toy fund and community pantry.

Families were welcomed into the setting each day which helped them build trust with the staff. The team, including the manager, demonstrated a deep understanding of each child's individual needs, delivering targeted support in areas such as communication, eating, and emotional regulation. Staff engaged in effective multi-agency working, collaborating with external professionals such as health visitors, educational psychologists and school staff to ensure coordinated planning and tailored interventions. This collaborative approach ensured that children received the right support to thrive and reach their full potential.

Mealtimes were calm and sociable, with lunch provided by an external caterer following a rolling menu. Children were encouraged to make choices, supporting independence and decision-making skills such as pouring drinks and clearing plates. Staff sat with children to promote conversation and social interaction while ensuring safety. Parents spoke positively about how individual needs were met, with one noting, "My little one is fussy, but they always have snacks they like and encourage them to try new things" and another sharing, "My child can choose, or sometimes I provide the food." As a result, children developed important self-help and social skills in a nurturing and inclusive environment.

Quality Indicator 1.3: Play and learning

Children were observed to be happy, confident, and actively engaged across both the nursery and out of school care environment. Many children participated in experiences for extended periods of time. Nursery-aged children particularly enjoyed role play in the home corner, block play, and playdough, while out of school care children were engaged in bracelet making, drawing, and outdoor play. Staff regularly re-set areas and activities to ensure these were inviting for children.

These experiences supported children to lead their own learning and explore their interests.

Children confidently moved between playrooms, independently selecting resources that supported their learning and interests, for example art and craft supplies. This supported children's creative skills. Individual interest boxes helped children self-regulate and engage meaningfully. A balanced range of natural and manufactured materials, including loose parts such as junk modelling, real-life objects, construction toys, books, and sensory items like sand and water, enriched the environment. Children enjoyed role playing with tea cups supporting their imagination and problem-solving skills while building with LEGO. We discussed with the management team opportunities and resources to support STEM (Science, Technology, Engineering, Arts, and Mathematics) would enhance children's learning.

A planning format had been developed that included key elements such as children's interests, individual needs, and learning outcomes in literacy, numeracy, and health and wellbeing. While the planning vision was clear, implementation across the setting was still in the early stages. However, the setting had a clear action plan in place to support progress. Continued focus on embedding planning will help ensure learning experiences are intentional, responsive, and tailored to children's developmental needs, leading to improved outcomes in learning and wellbeing.

Play experiences and daily routines provided meaningful opportunities for children to develop language, literacy, and numeracy skills. These included stories, songs, number games, and counting during transitions, for example the "magic number of children present." As a result, children were supported to build on literacy and numeracy skills in a fun, meaningful way.

The nursery operates with two key groups based on stage of development, while maintaining flexibility, allowing children to interact with all staff. All practitioners contribute to observations, supporting a shared understanding of children's development. Children's learning and progress was recorded in individual online platforms and shared with parents. A system for tracking children's learning was in place. We discussed with the management team how the system could be further strengthened by clearly linking children's individual next steps to planning and personal plans.

How good is our setting?

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.

Quality Indicator 2.2: Children experience high quality facilities

The nursery and afterschool care were located within West Primary School, which had a secure fob-entry system to ensure children's safety. Playrooms were bright, well-furnished, and filled with natural light. Resources were easily accessible, promoting independent play and choice. Spaces were thoughtfully arranged to support social interaction, small group play, or individual exploration. A dedicated calm playroom supported children's emotional regulation and sensory needs, contributing positively to their overall wellbeing.

Children had access to a wide range of opportunities to develop their curiosity, imagination and problem solving. For example, a well-resourced creative area and construction areas supported children's creativity. Innovative approaches, such as QR codes were available to allow children to read stories independently.

Nursery and out of school care children could free flow between two playrooms allowing children independence and choice in their play. A shared outdoor garden space supported outdoor active play. In addition, children also accessed the school gym hall, library and dance studio. As a result, children benefited from a varied and stimulating setting that supported their learning and development.

The environment was clean and well-maintained, with staff demonstrating good knowledge of infection prevention and control. For example, children were consistently supported to wash their hands at key times, such as after blowing their nose and before meals helping to reduce the risk of cross-infection and maintain a hygienic setting. A designated nappy area was available for personal care. During the inspection, we identified and suggested improvements to further strengthen practice, such as closing doors to ensure privacy and dignity is maintained and removing aprons after nappy changes before re-entering playrooms and reducing glove use during mealtimes.

There were systems in place to keep children safe. Accidents and incidents were recorded and shared with parents, with an audit system in place to identify trends and actions. Risk assessments were in place to support a safe environment. To further strengthen practice, we recommended updating risk assessments to reflect the specific risks associated with a childcare setting. This included moving beyond generic formats to address playroom-specific hazards, such as sand and water play, the use of small objects, and scissors. Staff were vigilant in monitoring attendance and updating visual boards to reflect the number of children present. Gates were locked to prevent children from leaving the garden, and individual risk assessments were in place for children requiring specific measures to keep them safe. Outdoor supervision was well managed, regular headcounts and staff used SIMOA resources to support safe transitions back indoors. (SIMOA) is the Care Inspectorate's safety campaign.

Children had access to quiet areas for rest and relaxation. School aged children could relax in small groups and access iPads and digital devices. We discussed with the management team the benefits of developing a designated sleep area, including the use of sleep mats, to further support children's comfort and wellbeing during rest periods and reflect children's individual home routines.

How good is our leadership?

4 - Good

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

Quality Indicator 3.1: Quality assurance and improvement are led well

Children and families benefited from a skilled and experienced manager and fully qualified staff team who were committed to continuous improvement. Staff reported feeling valued and listened to in their roles with children at the centre of the service. This strong team culture directly supported positive outcomes for children.

The manager and team engaged positively with the inspection process, demonstrating motivation and a strong commitment to delivering high-quality care. Leadership roles had been established, such as literacy and additional support for learning coordinators demonstrating a commitment to shared leadership across the team.

The service had a clear improvement plan outlining key priorities, with progress evident in areas such as numeracy, literacy, and communication. The management team were also working on improving lunchtime routines and personal plans and planning systems were also an improvement focus. This showed the service's strong commitment to ongoing improvement and reflective practice contributing positively to outcomes for children.

A quality assurance calendar was in place, covering key areas such as policies, personal plans, planning, and parental consultation. Quality assurance was in the early stages, we discussed with the leadership team the importance of further developing monitoring processes to consistently evaluate the impact on children's care, play, and learning. Strengthening monitoring would help identify gaps and areas for improvement, such as inconsistencies in planning documentation.

Regular team meetings provided staff with opportunities to talk about improvement priorities, new guidance and reflect on practice. Children's learning environments were reviewed regularly and well supported by the management team who provided staff with best practice guidance and links to support improvement. These professional dialogue opportunities developed staff knowledge and skills which had a positive impact on outcomes for children.

The service recognised the importance of parental involvement and actively sought parents' views through informal daily interactions at drop-off and pick-up times. Parents commented positively that the management team were always available to talk to and an open door policy was in place. A variety of communication methods were used to keep families informed, including newsletters, notice boards, learning journals and WhatsApp. One parent commented "They always pass on all information and keep us updated with everything happening there." This helped ensure that all families felt included, informed, and connected.

How good is our staff team?

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.

Quality Indicator 4.3: Staff deployment

Children benefitted from a nurturing, caring and dedicated staff team who were warm and responsive in their approach and knew them well. Staff were committed to providing a quality service. This resulted in children receiving consistent, individualised care. One parent commented "They make my child feel comfortable and happy."

A positive ethos was evident across the team. The management team were visible and approachable, with parents commenting positively on their presence. Staff expressed enthusiasm for their roles and felt valued and supported by the manager and depute, who fostered an inclusive and relationship-focused working environment. Staff told us that management within the centre appreciate, understand and allow for positive relationships to be fostered with all families.

Staff were effectively deployed across the setting to meet the individual needs of children. A visual board in the foyer supported monitoring of attendance. While staff were allocated to specific areas for consistency, they responded flexibly to children's needs, moving to where children were engaged or required closer supervision. This approach supported children's wellbeing, safety, and engagement in play.

Breaks and cover arrangements were well managed, minimising disruption to children's experiences. The management team actively supported key times, such as lunch, to ensure appropriate staffing for supervision and safety, while enabling staff to take dedicated breaks and return refreshed.

All parents stated that there were always enough staff in the service to meet their child's needs, one parent commented "There is always more staff, and they are always available if we need to know anything or to fulfil my child's need."

All staff were appropriately registered with the SSSC, and compliance was routinely monitored. This ensured that children were cared for by qualified professionals, contributing to a safe, high-quality learning environment.

The team demonstrated a strong commitment to continuous professional development, evidenced through regular team meetings and scheduled in-service days provided protected time for upskilling. Staff completed mandatory annual training via a dedicated platform and participated in a range of additional courses, including child protection, epilepsy awareness, breastfeeding-friendly practices, and communication strategies. As a result, children benefited from a skilled and confident staff team.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Detailed evaluations

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| How good is our care, play and learning? | 4 - Good |
| 1.1 Nurturing care and support | 5 - Very Good |
| 1.3 Play and learning | 4 - Good |

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|---|---------------|
| How good is our setting? | 5 - Very Good |
| 2.2 Children experience high quality facilities | 5 - Very Good |

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|--|----------|
| How good is our leadership? | 4 - Good |
| 3.1 Quality assurance and improvement are led well | 4 - Good |

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|-----------------------------|---------------|
| How good is our staff team? | 5 - Very Good |
| 4.3 Staff deployment | 5 - Very Good |

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