Hillview Early Learning and Childcare Centre
Day Care of Children

100 Blackstoun Road
Ferguslie
Paisley
PA3 1EX

Telephone: 01416 185 363

Type of inspection:
Unannounced

Completed on:
4 October 2021

Service provided by:
Renfrewshire Council

Service provider number:
SP2003003388

Service no:
CS2018372189

About the service

Hillview Early Learning and Childcare Centre registered with the Care Inspectorate on 29 March 2019. The service is provided by Renfrewshire Council and is registered to provide a care service to a maximum of:

- 6 children aged 0 to under 2 years,
- 9 children aged 2 to under 3 years,
- 23 Children aged 3 years and over.

Hillview Early Learning and Childcare Centre is based in Paisley, Renfrewshire, and consists of three playrooms and an accessible large outdoor play area; this includes a covered outdoor veranda.

The service values, visions and aims include: 'To provide, a warm safe, welcoming, and nurturing environment that promotes the individual wellbeing of every child. We work in partnership with parents and the wider community to ensure our children learn and develop holistically.'

As part of this inspection, we considered Key Question 5 - Operating an early learning and childcare setting (including out of school care and childminders) during Covid-19 with a specific focus on Quality indicator 5.2: Infection prevention and control practices support a safe environment for children and staff. We will report on the overall performance of this indicator in Theme 1 Quality of care and support.

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure that they have the best start in life, are ready to succeed and live longer healthier lives.

We check services are meeting the principles of Getting It Right For Every child (GIRFEC), Scotland's national approach to improving outcomes and wellbeing for children by offering the right help at the right time from the right people. It supports them and their parent(s) to work with services that can help them. There are eight wellbeing indicators at the heart of GIRFEC: safe, healthy, achieving, nurtured, active, respected, responsible and included.

We wrote this report following an unannounced visit that took place on Tuesday, 21 September 2021. We gave feedback to the service on Monday, 4 October 2021.

Two inspectors carried out the inspection from the Care Inspectorate.

What people told us

There were 23 children present over the course of the inspection. Children were observed to be happy and settled in the care of staff and were engaged in their play both indoors and outdoors.

Throughout this report, any reference to 'parents' also includes carers and guardians.

We received feedback from three parents through email and by telephone. All responses were very positive about the individual care and support provided by the management team and staff over the Covid-19 pandemic. All comments highlighted the good communication methods which were in place. This had enabled them to feel included, informed and have their views and suggestions respected. Specific examples were shared with us which had improved outcomes for children and their families.

Self assessment

The self assessment was not requested prior to this inspection.

From this inspection we graded this service as:

Quality of care and support	4 - Good
Quality of environment	4 - Good
Quality of staffing	4 - Good
Quality of management and leadership	4 - Good

Quality of care and support

Findings from the inspection

Children were settled and familiar with their daily routines. Staff were nurturing in their approach to caring for children, which helped them feel safe, secure, and loved. Children who had recently transitioned into their new playroom experienced responsive and individual care.

The service has systems in place to support children's health, safety and wellbeing. For example, the child protection policy guided staff in understanding the processes to follow with safeguarding concerns.

Children's personal plans were in place to support the child's routines and personal care, which were recently reviewed with parents in line with legislation. We advised on specific sections within personal plans and chronology records where updated information was not clearly recorded. The management team had recently updated the personal plan format and agreed that additional staff training on updating and completing these would be beneficial. This will contribute towards consistency and continuity of care for all children. (See recommendation 1)

We spoke to three parents who told us that communication was great. They received information daily through the Seesaw app and a regular newsletter that includes forthcoming holidays. Including activities undertaken and planned for children. However, one parent commented that they would like the Seesaw app to be utilised more, staff time allowing, with more opportunities for optional home learning.

We sampled medication procedures and found these to be managed safely and in line with best practice guidance. In addition, staff were first aid trained and aware of children's medical conditions. This contributed to children's health, safety, and wellbeing.

We reviewed the services Covid-19 infection prevention and control measures and found them to be effective in ensuring the health, safety and welfare of children and families attending the service.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. The management team should continue to monitor the content of the personal plan and chronology records to ensure the consistency and continuity of care for all children. This should include reviewing information gathered and recorded by staff and details of any support strategies used.

This is to ensure care and support is consistent with Health and Social Care Standards 1.15 'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices.'

Grade: 4 - good

Quality of environment

Findings from the inspection

The indoor environment was limited in size. However, the staff had recently developed defined play areas, supporting children's play experiences, creativity, and sensory development. In addition, playrooms were resourced with age-appropriate resources to support children's developing skills, with opportunities for children to extend and revisit their learning. Consideration was also given to the provision of cosy quieter spaces so that children could choose to rest and relax if they needed or wanted to.

Playrooms offered direct access to the outdoor play areas, allowing children to free flow between both spaces. As a result, children spent most of their day playing outdoors. However, we observed that not all children could play outside at a time that suited them due to other staff and children attending the forest and planned activities within the playroom. During feedback, we spoke to the management team. We asked them to consider how staff deployment could further support this, allowing children the freedom to choose and access various resources to meet, extend, and challenge their play and learning.

Outdoors we observed the youngest children taking part in sensory experiences supported by an adult. Play opportunities for the older children included recyclable resources supporting them in more adventurous physical and risky play. Resources were limited. However, through self-evaluation, the management team and staff identified this and had made plans to purchase new toys once the outdoor container was in place. This will further support children's choice, breadth, and balance of play experiences.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 - good

Quality of staffing

Findings from the inspection

Records showed that staff had registered with the relevant regulatory body, the Scottish Social Services Council (SSSC), having the role of an early year's practitioner or support worker. Staff were, therefore, responsible for maintaining their learning and professional development and adhering to the SSSC Code of Conduct.

Children were cared for by positive adults who were sensitive to their needs. Staff interacted with children at their level, demonstrating an understanding of connections and their role in helping them feel safe and secure. One parent that we spoke to told us that the staff were nurturing, their child loves attending, and their child knows all the staff names. One other parent commented that the team has ensured that their child feels nurtured and valued with innovative ways to make their learning fun despite the challenges.

The staff team demonstrated commitment to developing their knowledge and understanding of how best to meet the needs of children. A shared leadership approach was encouraged and promoted. Staff training and development plans demonstrated a pedagogy style of learning that supported positive outcomes for children's health, wellbeing, and development.

Staff were consistent within each playroom, which supported children's emotional wellbeing. It was a newly formed team with a mix of competencies that helped to ensure staff could learn from each other to support children in their care. Communication was good between staff supporting the needs of the service and each other.

Staff told us that they felt supported and appreciated in their work by the management team. They had completed appraisal paperwork that helped them reflect on their work and set new goals. However, supervision sessions had not taken place. The head of centre told us that they had read the appraisal records, regular staff meetings were in place that supported their interests and strengths. However, they were unable to complete the one to one session currently due to staff sickness absence.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 - good

Quality of management and leadership

Findings from the inspection

The service had a new head of centre and some changes to the staff team. The service was at the beginning of their self-evaluation journey and had identified their areas for improvement. The management team

focused on quality assurance, and systems were in place to support this. We advised on areas where increased monitoring of staff practice would improve outcomes for children. This included the consistency and accuracy of paperwork to support children's health, safety, and wellbeing needs. See Quality of Care and Support. (Recommendation 1)

The strong partnership between the service and families continued during the pandemic. Nurturing relationships and wellbeing support methods continued, which ensured that children's health, welfare, and safety needs were at the fore of the support offered by the service during this time. For example, systems were in place for parents to drop off and collect their children during the pandemic. This supported physical distancing within the service while offering an opportunity for both parties to update each other about the child's routines and experiences. The parents we spoke to told us the service had done well to adapt to the Covid-19 procedures.

During our discussion with the head of the centre, they spoke about the loss of face to face chats with families due to not undertaking home visits or having families in the service during the pandemic. As a result, the service had planned to launch a nurture natter bench in the garden for parents and children on World Kindness Day to help maintain relationships and support ongoing communication with families. In addition, the parents that we spoke to told us how beneficial attending the two recent outdoor parent information sessions was to support play and learning experiences for their children in the nursery and at home.

We concluded that the management team were aware of the importance of quality assurance systems. We were confident that they would use feedback from this inspection and the ongoing input from children and parents to identify future priorities to measure the impact on children's learning, development, and care needs, which we will follow up on at the next inspection.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 - good

What the service has done to meet any requirements we made at or since the last inspection

Previous requirements

There are no outstanding requirements.

What the service has done to meet any recommendations we made at or since the last inspection

Previous recommendations

There are no outstanding recommendations.

Complaints

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

Enforcement

No enforcement action has been taken against this care service since the last inspection.

Inspection and grading history

This service does not have any prior inspection history or grades.

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