

# Hillbank Early Childhood Centre Day Care of Children

North West Kilmarnock Area Centre  
Western Road  
Kilmarnock  
KA3 1NQ

Telephone: 01563 521064

**Type of inspection:**

Unannounced

**Completed on:**

18 July 2018

**Service provided by:**

East Ayrshire Council

**Service provider number:**

SP2003000142

**Service no:**

CS2003039259

## About the service

The Care Inspectorate regulates care services in Scotland. Information about all care services can be found on our website at [www.careinspectorate.com](http://www.careinspectorate.com)

This service registered with the Care Inspectorate on 1 April 2011.

Hillbank Early Childhood Centre is a local authority daycare of children service based in purpose built accommodation in the town of Kilmarnock. The service is located close to local amenities, including health facilities, schools and parks.

The service is registered to provide for up to a maximum of 59 children aged from 6 weeks to primary school age, of whom no more than 9 will be aged under 2 years, no more than 20 will be aged 2 - 3 years and no more than 30 will be aged 3 years and over.

The service may also operate a crèche service for a maximum of 12 children aged 0 -5 years or 15 children aged 2 - 3 years.

Most children attend on a part time basis however full time placements are provided when required.

Examples of service aims include:

- to provide a welcoming environment and a service which is responsive to the needs of all children, staff and carers.
- to offer a balanced programme ensuring depth and breadth progression of learning experiences and opportunities which enable all children to achieve their own potential.
- to provide support and guidance through appropriate early interventions for parents and carers.

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure 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 (also known as GIRFEC). Set up by Scottish Government, GIRFEC is a national approach to working in a consistent way with all children and young people. It is underpinned by the principles of prevention and early intervention. The approach helps services focus on what makes a positive difference for children and young people - and what they can do to improve. Getting it right for every child is being woven into all policy, practice, strategy and legislation that affect children, young people and their families.

There are eight wellbeing indicators at the heart of Getting it right for every child. They are: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, and Included. They are often referred to as the SHANARRI indicators. We use these indicators at inspection, to assess how services are making a positive difference for children.

## What people told us

Parents and carers who spoke with us during the inspection were extremely happy with every aspect of the service. They discussed how they had benefitted from the warm, welcoming, supportive and inclusive ethos that underpinned the service. They felt that a key strength was the centre's approach to building positive relationships with children and their families, and their approach to meeting children's individual needs. One parent commented that everyone involved in the service went 'above and beyond' what was expected of them to provide a quality service. Everyone who spoke with us felt that the premises and resources were safe, very well maintained and of a very good quality. They felt that staff and management were highly skilled and professional, as well as friendly and warm.

Parents who completed and returned questionnaires prior to our inspection were also very happy with every aspect of the service. All of the 11 parents who returned questionnaires strongly agreed that they were happy with the quality of care and support provided. Their comments included:

"Staff and management at the nursery are so nice, helpful, trusting, pleasant and kind. The communication is fantastic and nothing is a problem. I am delighted leaving my children as I know they will be well looked after."

"The staff have supported me to access appointments with my children and help with one of my children's health needs. My children love going to nursery and enjoy telling me about all the different things they have learned and experienced."

"Hillbank Early Childhood Centre is a fantastic nursery. The staff are professional, engaging and extremely helpful. The staff make this nursery an exceptional learning environment."

Children told us that they had lots of fun at the centre. They talked about their favourite things to do, which included playing outside, playing with their friends and having lunch and snack. They thought that the people who worked at the service were "nice", "kind" and "fun" and that the things they had to play with were very good.

We have made further reference to the views of children, parents and carers throughout this report.

## Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their own improvement plan and quality assurance paperwork. These demonstrated their priorities for development and how they were monitoring the quality of the provision within the service.

## From this inspection we graded this service as:

Quality of care and support	6 - Excellent
Quality of environment	not assessed
Quality of staffing	not assessed
Quality of management and leadership	6 - Excellent

## What the service does well

During this inspection, we focussed on how management, leadership and quality assurance approaches supported staff to promote children's safety, health and well-being. We found that there was excellent practice in these areas.

The approach to providing and accessing support for families and meeting children's individual needs, was a significant strength of the centre. Highly effective management and leadership arrangements fostered a culture where everyone involved strived to provide an inclusive, nurturing learning environment. Highly supportive and innovative approaches helped children to overcome barriers to their learning and achieve their potential. This inclusive nurturing learning environment was fundamental to the centre achieving the UNICEF Rights Respecting Schools Award at Silver - Rights Aware level in May 2018.

A strong focus on promoting children's self esteem, confidence and rights underpinned the centre's work. Staff were skilled in talking and listening to children and effectively implemented strategies to meet their needs. They took the lead from children's interests building on previous learning and adapting their plans to maximise opportunities for fun learning experiences. Children had ownership of their 'special' books and floor books, which were very accessible to them. They enjoyed showing us these, which were very well-maintained and included lots of examples of their favourite work and photographs of their learning experiences. Staff effectively and consistently provided support and assistance when needed and celebrated children's achievements. Children were very confident and settled in their nursery life.

Detailed children's personal plans, developed to record information about children's progress and next steps for learning and development, indicated that staff knew children very well. These also demonstrated that parents and children were very involved in setting targets and reviewing children's progress. Where children needed additional support, the centre effectively supported parents to access this. Staff worked with visiting professionals to implement strategies tailored to individual children's needs.

Transitions from home to the centre, and within the centre, were managed very well. Children's key workers and community practitioners worked with children and their families, building positive and trusting relationships and providing tailored support. Innovative home links approaches, including lending bags developed to support learning in areas of interest or identified learning needs, were developed by staff and shared with families. This impacted on positive outcomes for children.

Staff had worked hard to develop innovative and play based approaches to support children to learn about and exercise their rights. Children were becoming familiar and vocal about these rights, which helped promoted safety, health, well-being and their right to be respected and included.

A commitment to continuous improvement was a significant strength of the service. The highly effective head of centre, assisted by a strong management team, strongly encouraged and supported the staff team to be innovative in their approaches to improving outcomes for children. Staff had embraced the challenge of taking the lead in various aspects of service development, and effectively evaluated how these improved outcomes for children. The management and staff team was motivated, reflective and forward thinking. A robust range of monitoring systems, that included effective consultation with everyone involved in the service, ensured consistently positive outcomes for children and their families. Involving everyone meaningfully in developing the service resulted in a shared vision and plan for the future.

## What the service could do better

We discussed the potential to further develop a shared understanding and awareness of the SHANARRI well-being indicators. This has the potential to further develop partnership working and effective communication.

## Requirements

Number of requirements: 0

## Recommendations

Number of recommendations: 0

## 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)

## Inspection and grading history

Date	Type	Gradings
16 Jun 2016	Announced	<div>Care and support</div> <div>5 - Very good</div> <div>Environment</div> <div>5 - Very good</div> <div>Staffing</div> <div>5 - Very good</div> <div>Management and leadership</div> <div>5 - Very good</div>
5 Feb 2015	Unannounced	<div>Care and support</div> <div>5 - Very good</div> <div>Environment</div> <div>5 - Very good</div> <div>Staffing</div> <div>6 - Excellent</div> <div>Management and leadership</div> <div>6 - Excellent</div>
11 Dec 2012	Unannounced	<div>Care and support</div> <div>6 - Excellent</div> <div>Environment</div> <div>6 - Excellent</div> <div>Staffing</div> <div>6 - Excellent</div> <div>Management and leadership</div> <div>6 - Excellent</div>
13 Dec 2010	Unannounced	<div>Care and support</div> <div>6 - Excellent</div> <div>Environment</div> <div>Not assessed</div> <div>Staffing</div> <div>Not assessed</div> <div>Management and leadership</div> <div>Not assessed</div>
28 Jan 2010	Unannounced	<div>Care and support</div> <div>6 - Excellent</div> <div>Environment</div> <div>Not assessed</div> <div>Staffing</div> <div>5 - Very good</div> <div>Management and leadership</div> <div>Not assessed</div>
18 Feb 2009	Unannounced	<div>Care and support</div> <div>6 - Excellent</div> <div>Environment</div> <div>5 - Very good</div> <div>Staffing</div> <div>5 - Very good</div> <div>Management and leadership</div> <div>5 - Very good</div>

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