

Hillhead Nursery Centre

Day Care of Children

Newdyke Avenue
Hillhead
Kirkintilloch
Glasgow
G66 2DQ

Telephone: 0141 955 2317

Type of inspection:

Unannounced

Completed on:

19 December 2018

Service provided by:

East Dunbartonshire Council

Service provider number:

SP2003003380

Service no:

CS2006139710

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

This service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011.

Hillhead Nursery Centre is registered to provide care to a maximum of 100 children aged from 0 years to primary school age, of whom no more than 15 are aged 2 years to under 3 years and no more than 9 are aged 0 to under 2 years. The provider is East Dunbartonshire Council.

The service is located in a residential area of Hillhead in Kirkintilloch, East Dunbartonshire. The nursery is a purpose-built detached property situated within the grounds of Hillhead Primary School. The head teacher of the school is also the registered nursery manager.

Children have access to two large bright interconnecting playrooms and their own enclosed garden. Children can also access a variety of different sized break out rooms and an additional garden within the school grounds.

The service aims include ensuring children make excellent progress in all aspects of the provision.

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 the 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. GIRFEC is being woven into all policy, practice, strategy and legislation that affects children, young people and their families.

There are eight wellbeing indicators at the heart of GIRFEC. 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

For this inspection, we received written views from 11 parents and carers of children who attended the service. We also spoke with four parents during the inspection.

All respondents indicated that they were very happy with the quality of care their children received at the service. They commented positively on the friendly staff and the way that their children were supported to reach their potential.

Self assessment

Although the service was not asked to submit a self assessment before this inspection, they had completed one routinely, highlighting their commitment to self-evaluation. The self assessment highlighted what the service thought its strengths were. Our findings were mostly in agreement with what was recorded in the self assessment.

From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	not assessed
Quality of staffing	4 - Good
Quality of management and leadership	not assessed

What the service does well

Children attending the service were warmly welcomed, happy and settled. They told us they enjoyed being at nursery. Staff were responsive to children's needs and had worked hard to build positive attachments with children, supporting them to feel loved and valued.

In 2016, the service achieved accreditation as a language and communication friendly establishment. We found that this programme was well embedded and children had made very good progress over time in language and communication. The addition of a 'maths recovery' programme ensured similar successes within numeracy. There was a sustained focus on raising the attainment of all children attending the service.

Children's social and physical skills, confidence, self-esteem and creativity were developed through a balance of organised and freely chosen extended play, which included the use of natural and open-ended resources. The routine of the day was relaxed and allowed children lots of time to develop their thinking and ideas. For example, children spent extended periods of time creating a large playdough snake, decorating it with pom poms, glitter, sequins and lollipop sticks.

The building area in the 3-5 years room was a particularly interesting play space that supported high quality play. The incorporation of loose parts encouraged children to use their imagination, problem solve and be creative. Three children told us they were building a 'family zone house'. They spent a long time mastering the build using tubing, bricks, measuring tapes and wood.

Children were actively encouraged to play outside every day and explore a natural environment. The outdoor environment stimulated children to play and experiment. Messy, muddy play was embraced and children were having lots of fun. For example, we observed children sitting in puddles using spades and plastic containers to fill and empty using the puddle water. We also found that children were confident and building their resilience outside as they managed to master walking up and down slopes and rolling down a small hill.

Snack was a relaxed, unhurried social experience. A healthy, appetising snack was offered on a free-flow basis, allowing children to access food when they felt hungry and ready to eat. Older children independently served themselves. Children requiring support when eating were given this sensitively and respectfully. The addition of a children's healthy eating committee enriched learning about healthy lifestyles and included children in menu planning.

Children experienced high quality care from staff who were well-trained and used good practice guidance to plan how to meet children's needs. For example, the development of the outdoor area had considered the publication My World Outdoors.

A distributed leadership model supported staff to develop their interests and skills. Some staff had been networking with other colleagues in the local authority, and some staff had visited different nursery centres. These opportunities encouraged staff to reflect on their own practice and in turn implement small changes to better meet the needs of the children at the service.

What the service could do better

There had been significant changes to the staff team since the last inspection. As a result, there was a mixture of knowledge and skills amongst the team. We discussed with the service the benefits of staff meeting more regularly to share learning and agree a shared vision for the service. This would support them to meet children's needs collectively.

The senior staff team met regularly to discuss ways to support children requiring additional support. Staff told us they would like more detailed feedback from these meetings to allow them to support children to the best of their ability. The service agreed to share with the staff more fully, the very good support being agreed at these meetings.

The service was going through a period of transition with regards to recording children's personal plans. As a result, children's plans did not set out clearly how their individual needs would be met. We discussed with the service the importance of ensuring that personal plans were in place for every child, and detail clearly how their health, welfare and safety needs will be met. The service agreed to do this.

The service had identified a need to create some nurturing spaces for children to relax. We agreed that this would be a positive step to support meeting children's needs.

The local authority had recently developed systems to ensure that staff registration with the Scottish Social Services Council was appropriately monitored. We discussed with the service the importance of embedding this system to ensure there were no discrepancies within registration.

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

Inspection and grading history

Date	Type	Gradings	
15 Mar 2017	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	Not assessed
		Management and leadership	Not assessed
24 Mar 2015	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
18 Apr 2013	Unannounced	Care and support	6 - Excellent
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
22 Sep 2009	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	4 - Good
		Management and leadership	5 - Very good
21 Aug 2008	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	4 - Good
		Management and leadership	4 - Good

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