

# Hilton Early Learning and Childcare Day Care of Children

Hilton Primary School  
Temple Crescent  
Inverness  
IV2 4TP

Telephone: 01463 230435

**Type of inspection:**

Unannounced

**Completed on:**

25 June 2018

**Service provided by:**

Highland Council

**Service provider number:**

SP2003001693

**Service no:**

CS2003017217

## About the service

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

This service has been registered since 2002 and is registered to provide a day care service to:

1. A maximum of 55 children aged three years up to primary seven children.
2. Buzzy's room may be used for a further 16 children of Primary 1 to Primary 7 school age for an interim period each day until the ELC accommodation is available to them, and for an extended period until 6pm if required. In addition, the school gym hall can be used for a further 27 children Primary 1 to 7 school age for an interim period each day until the ELC accommodation is available to them.
3. Staffing ratios as stated in the NCS - Early Education up to the age of 16 (Appendix A) must be maintained at all times. A minimum of two adults must be present at all times.

We carried out an unannounced inspection of Hilton Early Learning and Childcare on 20 June and 25 June 2018. At the inspection we spoke with 10 children attending the service and four parents/carers of children using the service. We observed practice and checked documentation relevant to the inspection. We gave feedback to the management team on the 25 June 2018.

The service premises are within the primary school building located in a residential area of Inverness close to transport, leisure facilities, shops, businesses and schools. The service predominantly operates from two classrooms which have independent access to a dedicated outside play area.

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. 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

We issued 30 care standards questionnaires before the inspection. We received 13 completed responses prior to the inspection and comments helped inform the inspection process.

Comments shared included the following;

"Lovely, kind well educated staff. They look after my son marvellously and he is always happy in his nursery."

Another wrote;

"The care my child's keyworker has provided is beyond amazing there are no words to describe how she has helped me feel reassured that my child is growing, learning and thriving."

One parent was less positive and highlighted issues linked to staff turnover earlier in the year and failure to provide appropriate sized seating for older children in the out of school provision as areas requiring to be addressed.

In addition to information provided through care standard questionnaires we spoke with four parents during our inspection. All indicated they were very happy with the quality of the service. Parents spoke highly about the staff and told us they were easy to talk with and that their children loved attending the service.

## Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We sought information linked to their own improvement plan and quality assurance paperwork.

These helped us assess the priorities for development and how the service was monitoring the quality of the provision within the service.

## From this inspection we graded this service as:

<b>Quality of care and support</b>	4 - Good
<b>Quality of environment</b>	4 - Good
<b>Quality of staffing</b>	not assessed
<b>Quality of management and leadership</b>	not assessed

## What the service does well

The service was operating at a good level and we found that the children were well cared for and happy in the service.

Staff were responsive towards the children and their interactions with them were positive, warm, gentle and fun and there were examples of very good non-verbal communications. This meant that children were happy and comfortable with the staff caring for them. Children had opportunity for co-operative play allowing them to develop friendships and to learn about social interactions and rules.

Staff demonstrated and maintained a range of nurturing approaches, providing children with reassurance and space and time to express their wishes, thus leading to the children feeling nurtured and valued. Children throughout the service had opportunities to engage in areas of interest, mind maps and floor books assisted with supporting children in purposefully shaping their learning. We noted that the staff group, following some consultation with stakeholders, have agreed that hard copies of the children's learning journeys will be reinstated in partnership with parents/carers.

It was clear that this work is on going and yet to be fully embedded. Once this is established further the records will help support improved interaction and child lead learning within the setting.

We discussed with staff and children the planned activities linked to transition to Primary 1. These plans included visits from class teachers, contact with various linked schools in the area, a buddy system with the upper school,

regular visits to the P1 classrooms. It is clear the transitions had been well planned and the children spoken with were happy and looking forward to their moves to the various schools in the area. The planning for transitional arrangements between Early Learning and Childcare (ELC) and Primary 1 was deemed to be child centred and took into account the needs of the children attending the service. Children were supported to help prepare snacks promoting independence, confidence building and teamwork. Snacks were not rushed and children appeared to enjoy the social element of this time with their friends.

Children could easily choose activities and access most resources available. This valued children's choices and developed their independence. We observed staff arrange resources to assist children's choice and extend opportunities for active play.

The service had developed the outside area considerably since the last inspection. Staff were keen to discuss further plans to promote ongoing free flow opportunities and possibilities to support further children's interest in the natural world and the growing of their own vegetables and fruit.

Staff supported children to explore the management of risks. This helped the children gauge their capabilities and manage their environment to have a fun time whilst promoting responsibility and learning from their experiences.

Infection control measures were discussed and staff responded promptly to identified issues around the organisation of the toilet areas. Staff agreed to review their practice in line with updated infection control guidance and recently published nappy changing guidance to support the maintenance of best practice.

## What the service could do better

We saw staff interrupt children's play with planned "tidy up time" to attend to routine events such as snack time. This did not fully value the children's play or acknowledge the importance of children exploring and independently extending their imagination and curiosity. Staff assured the inspector that play is not routinely stopped in this way.

We acknowledged the relatively new staff team were working to a plan linked to identified areas of development such as further developing the environment and the ongoing promotion of children's understanding of numeracy and literacy.

It was evident that staff knew the children attending well however we discussed elements of their record keeping that could be developed further to ensure information held remains complete and up to date. We therefore recommended that the service review how children with medical conditions are supported. Information held should be regularly reviewed and recorded in such a way that it easily provides staff with the knowledge to care for children in line with best practice guidance. **(See recommendation 1)**

This is to ensure that care and support is consistent with Health and Social Care Standards which state that as a child, 'I experience high quality care and support based on relevant evidence and best practice.' (HSCS 4.11)

## Requirements

Number of requirements: 0

## Recommendations

Number of recommendations: 1

1. The service review how children with medical conditions are supported. Information held should be regularly reviewed and recorded in such a way that it easily provides staff with the knowledge to care for children in line with best practice guidance.

**This is to ensure that care and support is consistent with Health and Social Care Standards which state that as a child, 'I experience high quality care and support based on relevant evidence and best practice.' (HSCS 4.11)**

## 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
30 Oct 2015	Unannounced	Care and support 4 - Good Environment 4 - Good Staffing 4 - Good Management and leadership 4 - Good
25 Oct 2012	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good
17 Dec 2009	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 4 - Good

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