

MACS Hillview Day Care of Children

Hillview Primary School
Springhill Road
Barrhead
Glasgow
G78 2SE

Telephone: 01418870002

Type of inspection:
Unannounced

Completed on:
15 August 2025

Service provided by:
Mearns After School Care Service
Limited

Service provider number:
SP2003000772

Service no:
CS2023000307

About the service

MACS Hillview is registered to provide a care service to a maximum of 40 primary school aged children at any one time, term time only. On the first day of inspection 25 children were present. On the second day of inspection, 10 children were present at breakfast club and 20 children at the afterschool session.

The service is located in a residential area in Barrhead, East Renfrewshire. The service is close to local shops, parks and other amenities. Children are accommodated in a gym hall, dining hall and an enclosed outdoor playground.

About the inspection

This was an unannounced inspection which took place on 14 and 15 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 previous inspection findings, registration information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- Spoke with ten children using the service
- Gathered feedback from nine families through online questionnaires
- Spoke with five staff and management
- Observed practice and daily life
- Reviewed documents
- Spoke with visiting area manager

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 who accessed the service on the day of inspection were happy, confident, and having fun.
- Staff treated children with kindness, respect and patience.
- Children's wellbeing was supported through regular opportunities to play outdoors.
- Children's voices were valued. They were empowered to influence decisions about the afterschool care.
- The team should continue to develop the play spaces available for children.
- The manager was visible, friendly and approachable. They should continue to develop their quality assurance processes to ensure positive outcomes for children.
- Staff promoted a positive team ethos and were respectful in their interactions with each other and the children.
- Staff were committed to improving their skills and practice.
- The provider promoted staff's health and wellbeing creating a positive working culture.

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

How good is our care, play and learning?	4 - Good
How good is our setting?	4 - Good
How good is our leadership?	4 - Good
How good is our staff team?	4 - 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

1.1 Nurturing care and support

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this quality indicator as **very good**.

Children experienced warm, kind, and fun care from staff who enjoyed their role encouraging children's play. We found children sought out staff to engage in their play across the sessions. Staff were kind and respectful when engaging with children, taking time to listen to them, sitting at their level on the floor or at a table. As a result, children were happy, comfortable, and having fun on the day of inspection. One parent told us the service is "well organised with fantastic staff - my child loves going" .

Children experienced snack times that were unhurried and sociable. The staff team had been developing their approach to a rolling snack approach which enabled children to eat when they chose, reducing interruptions to their play. Children's independence and life skills were developing through opportunities to self-select and self-serve their own snacks. On the second day of inspection, we observed snack helpers prepare the fruit that was on offer using appropriate utensils, with support from a staff member. Water was available throughout the session to ensure children remained hydrated.

Children's individual care, health, and wellbeing was supported by personal plans which outlined their likes and dislikes linked to the SHANARRI wellbeing indicators (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included). Children were fully involved in completing their "All about me" booklets which highlighted their goals for the future. Enrolment forms contained key information regarding any medical or dietary requirements. This information supported families' personal preferences and helped promote children's independence, privacy, and dignity. This ensured the team had up-to-date information to support consistency and continuity of care for children attending the service.

Children's health was supported by staff that understood their role in promoting individual health and medical needs. Several staff members were trained in first aid should children require medical assistance. We sampled the storage and administration of medication policy, procedures and paperwork and found they were in line with current best practice guidance. As a result, children were kept safe and healthy at the service.

Children's wellbeing was protected as staff were aware of their roles and responsibilities to keep children safe. They had recently attended child protection and chronology training which meant they knew how to address any concerns appropriately. Child protection was now a rolling agenda at team meetings where the manager and staff discussed scenarios and actions they would take. This ensured staff's understanding and knowledge was kept up to date and in line with the current provider and national guidance.

1.3 Play and Learning

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

Children were actively involved in leading their play and learning experiences on the day of inspection which respected their right to play and to have their voice heard. This demonstrated respect for children's rights to play and participate in decision-making regarding their play and learning journey.

Staff were responsive to children's requests or ideas which extended some aspects of their play and learning. One child told us staff "have ideas of fun stuff to do." We asked the team to be mindful and ensure equipment and resources offered were in good working order. For example children asked to play with bubbles but all tubes on offer were empty. This would ensure there were no missed opportunities in supporting children's imagination and creativity.

On the first day of our inspection most children chose to play outdoors with balls, skipping ropes and parachute. On the second day of inspection, we observed children engaging in a wider range of experiences. These included active play on large gym equipment, imaginative play with a wooden kitchen and dress-up clothes, and opportunities to relax in a cosy corner with a tent and books. Children also engaged in construction and problem-solving activities using blocks, bricks, and Lego. We asked the team to be mindful when organising the areas in the play space and when planning activities to ensure they provided challenge and stimulation for children of all stages of development attending the service. The manager agreed to progress this with the team.

We found planning approaches were child-centred and responsive to children's current interests. Children were meaningfully involved in making suggestions of new activities and resources for the after-school care through mind maps and discussions with staff. Ideas and suggestions from children were then incorporated into a monthly activity planner. We found children were spoken with and listened to in ways that promoted their self-esteem, encouraged them to feel valued, as well as be responsible for their play choices.

The team were developing the use of floor books in the new service. We found they shared children's play and learning experiences through pictures of the activities undertaken. We made some suggestions on how the team could expand their floorbook to further support the full planning cycle, with the addition of children's comments, team evaluations, next steps, and links to the Playwork Principles or SHANARRI indicators. This would help celebrate children's achievements and continue to extend their play and learning opportunities in the service. In supporting the team to develop more meaningful ways of recording children's experiences, the manager advised that they were currently linking with another childcare colleague, who has floorbooks well established.

Access to the local community had been impacted by recent staff changes within the team. The manager and staff were keen to progress more trips to local spaces such as the libraries, parks and Barrhead water works, in response to children's requests. Expanding opportunities for children to engage in their local community would foster a sense of belonging and support making connection to their local area.

How good is our setting?

4 - Good

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

Children accessed a large gym hall and separate dining area within the primary school. The space was spacious, with natural light and ventilation. The environment enabled children to have the freedom to play safely, use their imagination, enjoy physical play, and take part in activities set out in the space. Children were able to decide what they wanted to do through a resource book with pictures of equipment. We suggested that the manager replace the book, as its worn condition made it less appealing to children.

On the first day of inspection, we highlighted children's ability to extend their play, and learning had been impacted as some areas needed to be set out with more consideration. Areas within the playroom were not inviting or stimulating for children. There were improvements made on the second day of inspection which we found increased children engagement in play and learning opportunities available. We encouraged the manager and team to regularly review resources, children's engagement, and provocations available to ensure high quality play and learning experiences were consistent for children.

Free flow access between the indoors and enclosed outdoor playground was well managed and ensured children's rights to lead their play and learning was respected. We found children had lots of fun as they played outdoors with footballs, skipping ropes, a parachute and chess board. This approach enabled the children to be physically active, supported their wellbeing, and encouraged them to explore the outdoors.

Risk assessments with well-considered mitigation measures were in place which supported staff to understand their role in keeping children safe. Staff worked well together and in collaboration with children to support risk beneficial play. The team had engaged well with the SIMOA campaign, introducing a purple elephant and health and safety checklist for children to complete. This supported children to be responsible and learn about keeping themselves safe at the out of school care.

We were satisfied with the Infection prevention and control measures in place. We found procedure were in line with current best practice guidance. Daily cleaning schedules were established. Children and staff were confident in good hand hygiene routines. Personal Protective Equipment (PPE) was available, if required. This supported children and staff's health and wellbeing in the setting.

Children's personal information was stored securely in locked cabinets. Staff were able to access key information when needed. This meant children's personal information was being stored and managed securely and their privacy respected. The service was appropriately registered with the Information Commissioner's Office.

How good is our leadership?

4 - Good

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

We found that the staff, manager, and provider engaged well in the inspection process. They were motivated to support the new service to continue to grow and evolve. The service had been through a period of change within the staffing team which had impacted the service's improvement journey. The new team told us they had now come together and were keen to drive improvements in the setting to ensure positive outcomes for children in their care.

The manager, staff and provider had a clear vision, values and aims for the new service. We found the team had embedded the principles of nurturing care and empowering children's rights into the service. Children's voices and opinions were respected and valued by the team. Children were encouraged to provide their thoughts and views on the service through face-to-face discussions, mind maps and in floor books. As a result, children and young people felt connected to the service.

Parents were welcomed into the setting by the manager and staff. Parents dropped off and collected children directly from the dining room. We observed staff taking the time to talk to parents about the routine of signing in and out for new parents, discussing children's day and checking in how parents were feeling with the new term starting. This showed a genuine interest in families and a commitment to building strong relationships. One parent told us "You feel welcome as soon as you walk in." Another parent told us the manager "is fantastic, they know every parent that walks through the door, is always keen to interact when we collect." We encouraged the manager to add staff names and pictures, including staff covering at the service, to the welcome board. This would support children and families to know who was working each day, get to know the wider team and make strong connections to the service.

The new manager was visible, friendly, and passionate about their role, which created conditions where people involved with the service felt confident to give their views and opinions. One parent told us "A fantastic manager who is approachable, knowledgeable and I feel completely comfortable with them." The directors were fully involved in the service delivery and committed to ongoing developments of the new service to ensure high quality play, care and learning for children and their families. This showed us the new service had capacity to make and sustain changes to ensure positive outcomes for children. We suggested some changes to the manager to develop their monitoring and quality assurance calendar, incorporating the areas we had highlighted during this inspection such as floorbooks, planning, observations of the environment and resources. Establishing a robust quality assurance process will support the service to continue to develop and deliver consistent high-quality care.

We found the culture of self-reflection and evaluation was emerging in the service and being influenced by the manager. We found that now the team had formed, staff were eager to take on lead roles to support the development of the new service. We suggested the team consider the PDSA (Plan, Do, Study, Act) cycle with a focus on both the evaluation stage and "so what?" question that we ask within the 'Quality Framework for day care of children, childminding, and school-aged childcare'. The manager agreed to progress this with support from the area manager.

How good is our staff team?

4 - Good

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

Children were supported in a service that was well staffed to meet their individual health, safety, welfare, and care needs. One parent told us "The people are great, and excellent with my child." We observed staff maintaining good supervision as they were flexible in their deployment and moved with children. This enabled staff to respond to individual children's needs and interests without compromising other children's experiences. We asked the manager and area manager to consider providing additional supports for some staff to feel more confident engaging in restorative practice with children when they have disagreements with their friends.

Staff engaged in annual appraisals and Strength, Weakness, Opportunity and Threat (SWOT) analysis with the manager. This highlighted personal achievements and any training requirements for the year ahead. This was then incorporated into a team training plan. The team had access to a variety of training through online portals and within the setting at team meetings and training days. We encouraged the manager and team to continue to develop their knowledge, skills and practice using best practice guidance and frameworks to support positive outcomes for children and the development of champion roles in the service. We directed the team to the Care inspectorate HUB, Playwork Scotland and Scottish Social Service Council open badges.

Staff spoke positively about working at MACS, sharing that they felt valued, respected, and able to contribute their ideas with colleagues and the manager. The provider recognised the importance of staff health and wellbeing and offered a range of employee supports. This contributed to a positive team culture and supported staff in delivering high quality care and learning experiences for children.

All staff were caring, patient and nurturing in their approach to children and each other, leading to a positive ethos in the service. Throughout our visit, we observed staff treat children with respect and could see that positive relationships were forming. One parent told us the service is "a friendly personable service, with caring staff." Another parent told us "The staff at Hillview are exceptional."

Staff communicated very well with each other through face-to-face discussions and using walkie talkies. This ensured the effective supervision of children across the dinning hall, gym hall and outdoors.

We found all staff were appropriately registered with the regulatory body, the Scottish Social Service Council. This ensured compliance with professional standards and supported accountability in their roles.

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

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

How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good

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

How good is our staff team?	4 - Good
4.3 Staff deployment	4 - Good

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iartras.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.