Kirkcudbright Primary School Nursery Class
Day Care of Children

Kirkcudbright Primary School
Kirkcudbright
DG6 4JT

Telephone: 01557 332 610

Type of inspection:
Unannounced

Completed on:
23 June 2023

Service provided by:
Dumfries & Galloway Council

Service provider number:
SP2003003501

Service no:
CS2003015476

About the service

Kirkcudbright primary school nursery class may provide a care service to a maximum of 60 children at any one time aged from 2 years to not yet attending primary school, of whom no more than 10 children are under 3 years.

The nursery is located in a residential area in the town of Kirkcudbright Dumfries and Galloway. The service is close to local shops, parks and other amenities. Children are accommodated in two indoor playrooms and an enclosed outdoor play space.

About the inspection

This was an unannounced inspection which took place on the 12th and 13th June 2023. 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 people using the service
- gathered feedback from families by online questionnaires
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- spoke with visiting professionals

Key messages

- Children were happy and settled at nursery; they had developed positive relationships with staff and their peers.
- Children benefited from free flow access to the outdoor play area daily.
- The manager, in partnership with staff, should continue to develop personal plan next steps and strategies for each individual child.
- The manager, in partnership with staff, should continue to develop quality assurance and tracking processes to support sustained improvements in the service.

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 made an evaluation of good for this key question as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

Children were supported in the nursery by warm, caring and nurturing staff. Children were happy and settled throughout the inspection and it was evident they had formed positive relationships with staff and other children attending. Children approached staff for help and comfort, confident their needs would be met. This ensured children felt safe and loved in the nursery. One parent told us "It is clear to see how dedicated the staff are and they know my child so well".

Staff knew children well and could tell us all about their individual needs and personalities. All children had personal plans in place, in line with current legislation. However, personal plans should continue to be developed and streamlined to ensure next steps and strategies for each individual child are clear and meaningful. See area for improvement 1.

Children enjoyed mealtimes that were relaxed, unhurried and sociable. The team had focused on improving lunch time experiences over the past term and we could see the positive impact and rich opportunities available for children. Children were able to choose when they wanted to eat, due to the rolling lunch arrangements, which ensured their play was not interrupted. Children made choices; from what snacks they would like to be on offer each week, what they wanted to eat for lunch and who they would like to sit beside. Their independence and life skills were promoted with opportunities to collect plates, cups, cutlery, and clean up after their meals. We suggested the next steps for the lunch experience could be opportunities for children to self-serve aspects of their lunch. Meals available were nutritious and in line with current guidelines. Water was available throughout the session to ensure children remained hydrated.

Personal care and sleep routines were planned in relation to children's individual needs and preferences from families which were noted in personal plans.

We sampled the nurseries medication policy and consent forms and found these were in line with current good practice guidance which ensured the health and wellbeing of the children.

Children with additional needs were supported to feel safe and nurtured by the manager and staff who recognised the benefits of partnership working with parents and other agencies. Regular communication with key agencies ensured the team had up to date information to support children's current needs and any changes in the child's life.

1.3 Play and learning

Children were leading their play on the days of inspection which ensured the pace of the day was guided by them. This was supported by staff who skilfully interacted with children to promote their creativity and self-esteem. Children could access a variety of areas and resources within the nursery for example a home corner, block play, woodwork and story corner. However we have made some suggestions that will be detailed under 2.2 children experience high quality facilities.

Children's learning, development and sense of belonging in the local community was supported with weekly opportunities to visit the local tennis club and other amenities.

Staff were conducting some observations and assessments of children's learning. This was then recorded on learning journals online. However, we suggested a consistent approach to recording evaluative and meaningful observations should be embedded and monitored more effectively to develop children's individual next steps and strategies.

Children were keen to engage with staff in their play throughout the day. We found staff were skilled and mindful not to interfere in play and supported children to be respectful and kind to each other.

We observed staff being responsive to children's changeable interests and demands. Children were spoken with and listened to in ways that encouraged them to feel valued and included. We discussed with management further ways of recording the child's voice and interests through considering the use of ideas and learning walls. This will support staff in documenting and tracking children's learning undertaken.

Areas for improvement

1. In order to meet all children's needs, the manager should;

(a) further develop children's personal plans to identify appropriate next steps and strategies to meet children's needs, support progress and help children to achieve their full potential.
(b) embed and sustain a process for planning, tracking and evaluating children's play, learning and experiences through meaningful observations and assessments.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'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' (HSCS 1.1)

How good is our setting? 4 - Good

We made an evaluation of good for this quality indicator, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

We found the nursery was warm and welcoming for children. The space was well ventilated with natural light in each room. There was a secure entry system in place which was monitored by staff, this supported childrens safety.

Free flow access between the indoors and enclosed outdoor space enhanced children's abilities to lead their play and learning. Children were supported to engage in risk taking, problem-solving, and physical play in the outdoor space. We agreed with the service's improvement plan to further enrich literacy and numeracy opportunities in the outdoors. One parent told us "My child loves the outdoor space and enjoys playing outside in all weathers."

Children could lead their play as they could easily access toys and equipment at their level in baskets and shelves. However, we agreed with the manager that the range of toys available should be reviewed and increased to ensure developmentally appropriate challenges for each area set up in the nursery. Natural, opened ended materials were available to stimulate children's curiosity and extend their play. Loose parts play was also available throughout the environment.

Infection prevention and control measures were in place in line with current guidelines. Children were confident in handwashing routines before lunchtime. We have suggested face clothes or napkins would further support children's independence and self-care skills. Toilets were clean and accessible for children. The setting had an adequate supply of personal protective equipment which was stored appropriately.

Risk assessments were in place with mitigation measures that were reviewed and updated by the head teacher. We suggested, per previous inspection, that the nursery team consider how the risk assessments and mitigation measure impact the nursery environment.

How good is our leadership? 4 - Good

We made an evaluation of good for this quality indicator, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

The manager and team all shared a vision for getting it right for children in their care. We observed the values of the nursery embedded into daily practice. The team engaged well with the inspection process and were open to our suggestions and ideas for improvement.

The registered manager of the nursery was visible in the setting to children, families, and staff. They had created conditions in the nursery where people felt confident to discuss their ideas, opinions or if needed, concerns. Staff told us they worked well as a team to achieve high quality care and experiences for children attending the nursery. One parent told us "The manager is very approachable, always very supportive and caring towards both myself and my child."

Aspirations for the nursery were shared by all staff and supported by the manager which showed us the service has a good capacity for change. All members of the team inputted into the improvement plan for the service which supported a shared ownership. Families also inputted into the improvement plan and the team were in the process of developing a parent forum to improve engagement further. We discussed ideas to develop children's participation in the improvement process.

As a team, staff evaluated activities they offered to the children and recorded this on a daily log. We suggested peer assessments and opportunities for staff to evaluate the environment would support further improvements in the setting and planning of activities.

The manager had a vision for the nursery and should continue with plans discussed to implement effective quality assurance processes to help embed and sustain any changes. For example; recording, tracking and monitoring of planning and children's learning. Changes to the indoor and outdoor environment and the impact this has on children's play experiences.

How good is our staff team? 4 - Good

We made an evaluation of good for this quality indicator, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

Children experienced a warm, caring and nurturing setting as good working relationships and effective communication had been established between the team, manager and families. We found staff worked well together within the nursery. They were respectful in their interactions with each other, creating a positive ethos and role models for the children. One parent told us "All staff are friendly and approachable."

Staff engaged well in the inspection process. They told us of recent training they had attended and the impact on their practice. Staff should continue to develop leadership roles within the nursery to ensure positive outcomes for children. On parent told us "Excellent staff, who care hugely for the children in their care"

The service was appropriately staffed to meet the individual needs of children on the days of inspection which ensured continuity and consistency of care, including over busier periods such as collection times and mealtimes. Staff were fluid in their deployment through out the day and moved around the setting indoors and outdoors with the children. This ensured children's play and learning was not interrupted and they were safely supervised at all times.

Staff were aware of their roles and responsibilities to keep children safe. They had recently attended child protection training and knew how to address any concerns.

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	4 - 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

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