St. Kenneth's R C Primary School Nursery Day Care of Children

Hill Road
Ballingry
Lochgelly
KY5 8NQ

Telephone: 01592 583 458

Type of inspection:
Unannounced

Completed on:
24 August 2023

Service provided by:
Fife Council

Service provider number:
SP2004005267

Service no:
CS2003015944

About the service

St Kenneth's primary school nursery is in Ballingry, Fife. They are registered to provide a day care of children service to a maximum of 35 children from three years to an age not yet attending primary school.

The nursery is close to green spaces, shops, other local amenities and can be reached by transport links. Children have access to a designated playroom, large enclosed garden, dining facilities, toilets within the infant corridor and other areas within the school agreed by the headteacher.

About the inspection

This was an unannounced inspection which took place on Wednesday 23 August from 08:30 and 16:15 and continued on Thursday 24 August between 08:30 and 13:00. The inspection was carried out by one inspector 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 a number of children and observed their play
- spoke with five families on the day and received feedback from 10 via an electronic link
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- spoke with visiting professionals

Key messages

- Children had fun as they led their play and learning.
- Children experienced nurturing, warm and kind interactions from staff.
- Staff had a very good understanding of children's rights and promoted these through play.
- Play and learning experiences were rich, inviting and creative.
- Staff and families worked well together to ensure transitions met children's individual needs.
- Children developed important life skills through everyday routines.
- Staff were committed to their role in ensuring children reached their full potential.
- Staff and management took appropriate actions to ensure children were safe and secure in the setting following a previous incident.

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?	5 - Very Good
How good is our setting?	5 - Very Good
How good is our leadership?	5 - Very Good
How good is our staff team?	5 - Very Good

Further details on the particular areas inspected are provided at the end of this report.

How good is our care, play and learning? 5 - Very Good

We evaluated this key question as very good, where significant strengths supported positive outcomes for children.

Quality indicator 1.1-Nurturing care and support

Children experienced warm, nurturing and kind approaches from the team. Staff had a very good understanding of every child's needs and preferences. They engaged with them at their level, offering cuddles and reassurance to support wellbeing. Staff were skilled at interacting with children, reading their cues and meaningfully engaging in their play. This supported children to have ownership of their learning. As a result, positive attachments had been made and children had fun in the setting.

Staff had a very good understanding of children's rights and the importance of the wellbeing indicators. They supported children to learn about their wellbeing through everyday discussions and interactions. This meant that children were learning how to keep safe, healthy and celebrate achievements in their play.

Children had choice over their mealtime routine as they choose when to eat, meaning there was no disruptions to their play and learning. Mealtimes were unhurried and staff valued the importance of sitting with children, using the opportunity to have meaningful conversations. Children were involved in setting the table, selecting foods, and taking responsibility for clearing their dishes, meaning they were developing important life skills. Staff had made very good use of best practice guidance to reflect and improve this routine as they valued the opportunities a rich mealtime experience offered children.

Personal plans were in place that were reviewed with families. Families told us they had opportunities to discuss their child's learning and agree next steps every term. Families also shared they were able to meet regularly with staff if additional support was required. This was consistent with what was recorded in plans and ensured every child was supported to reach their full potential.

To support children's emotional wellbeing there were spaces indoors and outdoors where they could rest and relax and enjoy activities that supported their wellbeing. Staff were mindful that for most children coming to nursery for a full day was a big transition. They worked closely with families to ensure they were getting it right for the child in line with their routine and preferences.

The team promoted partnership working with other agencies to support children and families. They made very good use of connections with professionals and signposted families to services when required. Families felt staff were approachable and provided great support. This promoted positive outcomes for children.

Quality indicator 1.3-Play and learning

Children were meaningfully engaged as they led their play and interest throughout the day. Staff had a very good understanding of children's right to play and their role in promoting these rights. Play spaces offered children rich and well-resourced areas to explore and investigate. Staff had created inviting and cosy spaces, using a variety of authentic furnishings and resources to complement their core provision. They had done this by engaging in professional development, reading of best practice guidance, and reflecting as a team. As a result, children were learning by investigating and experimenting at a pace that was right for them.

Language, literacy, and numeracy experiences were rich and woven throughout the provision. Staff had a very good understanding and creative approach to promoting these. For example, a variety of interesting objects promoted children's curiosity and sparked their imagination. Staff were skilled at encouraging thinking and problem solving using effective questioning, supporting children to deepen their learning.

We observed staff use sign along and some symbols to promote children's communication and language development. The team had begun to make the environment communication friendly using pictures and symbols. This supported children's understanding and helped them to make choices and follow their interests.

Planning approaches valued where children were at in their stage of development and ensured they made progress through a child centred curriculum. Staff knew their keyworker children, their preferences and offered activities to meet their needs. For example, some children preferred to explore a variety of tactile provision, painting their hands, and making 'mud pies'. Staff valued the importance of this stage and engaged in meaningful conversations. One parent commented "The nursery staff are brilliant at St Kenneth's and really engage my child". As a result, children's needs were met, and they had fun exploring different textures.

Learning experiences were documented in floor books and contained children's work, their ideas and their voice. Children were able to revisit their learning and share experiences with friends and family. This supported families to be included in their child's learning.

Children and families benefitted from a staff team who were attuned to their needs as they had a very good understanding of child development and practice. Parents felt staff were "inclusive and welcoming" and felt supported on matters regarding their child. Children told us they liked that staff read them stories, played board games and being out in the community. This meant that play experiences were rich, child led and met children's individual needs.

Children benefited from frequent learning in their village. This included visits to the woods, library, and other local facilities. Children regularly visited the care home to extend their learning. Families liked that the nursery made use of other resources to enhance learning. This meant that children developed a sense of self in their wider community.

How good is our setting? 5 - Very Good

We evaluated this key question as very good, where significant strengths supported positive outcomes for children.

Quality indicator 2.2 -Children experience high quality facilities

Children and families benefitted from a service that was maintained, inviting, and furnished to a high standard. Play spaces were warm, cosy, and sparked curiosity. The playroom was spacious and reflected children's interests and planned learning experiences.

Children made very good use of all spaces and particularly the garden area. This offered opportunities to take risks when climbing, creating, and transporting loose parts in their play. This meant that children developed important life skills in assessing and managing risks.

Outdoor spaces were secure and supported children's overall development. Staff valued the importance of outdoor play and had plans to continue to develop this area in consultation with children.

The service had a system in place for the monitoring and repair of equipment and resources. The playroom and other facilities had been painted and created lighter play spaces. We encouraged staff to be mindful of higher traffic areas that would benefit from being refreshed. This would ensure children continued to learn in high quality facilities.

Children benefitted from embedded infection prevention and control measures as the service had arrangements for regular cleaning. Staff were confident in their practice to ensure children's health and wellbeing as good hand hygiene took place at key times.

Clear policies and risk assessments were in place and staff were involved in reviewing these. This ensured a consistent approach across the team as everyone's contribution was valued and supported positive outcomes for children.

How good is our leadership? 5 - Very Good

We evaluated this key question as very good, where significant strengths supported positive outcomes for children.

Quality indicator 3.1 -Quality assurance and improvements are led well

The service had clear aims, vision, and values embedded where children's right to be healthy, happy, and secure were at the heart of the setting. These were promoted through staff working together to create a welcoming ethos that valued children as individuals. As a result, children developed at a pace that was right for them in a happy and stimulating environment.

Children and families' views were valued. They were consulted through questionnaires, face to face chats and consultations at family engagement groups. Their views and suggestions supported the services ongoing improvement journey. This meant they were valued partners in the nursery.

Staff took part in regular self-evaluation of the provision. They used best practice guidance such as 'How good is our early learning and childcare'. This year they had begun to use the Care Inspectorate document 'A Quality framework for daycare of children, childminding and school aged childcare' to further support their evaluation. Their commitment to continuous improvements through ongoing reflective practice ensured high quality experiences that put children and families at the centre.

Staff were clear about their role in the service and had high aspirations for children as they experienced support and care from a committed team. Strong leadership and a committed staff team ensured the smooth running of the provision. Families described the team as "amazing, approachable, brilliant and always go above and beyond". As a result, staff felt valued and included as they had a clear understanding of the important part, they played in improving outcomes for children.

We recognised the commitment from the team who had taken on additional leadership roles. These included family learning, promoting children's rights, garden development and ensuring a rich core provision. Staff spoke with confidence about the positive impact these professional development opportunities had on them as practitioners and the wider experiences for children. As a result, children and families benefitted from a team that were forward thinking in their approach to play and learning.

The service valued the importance of working in partnership with families through clear communication and building positive relationships. Families were welcomed into the setting and staff took time to talk with them. They received regular updates through their online platform, daily face to face discussions, emails, and journal meetings. Families felt communication was very good and that they always knew what was happening in the nursery. They liked that learning was shared daily on the app. This helped them feel included in their child's learning.

The service had a clear and effective quality assurance system in place. This included staff regularly monitoring children's journals and reviewing their planning to ensure children experienced a breadth of learning across the curriculum. As a result, children made progress at a pace that was right for them.

How good is our staff team? 5 - Very Good

We evaluated this key question as very good, where significant strengths supported positive outcomes for children.

Quality indicator 4.3 -Staff deployment

The deployment of staff within the service was well managed and effective to meet children's needs. Staff worked together and ensured children were able to access the full provision across the whole day. Staff skills, knowledge and interests complimented one another and resulted in quality experiences for children. Staff told us they felt supported by each other and the management team. As a result, staff were happy and felt valued in their role.

There was a consistent approach to communication in the team through regular staff meetings where staff had ownership of the agenda. They took turns to lead the meeting and detailed minutes were recorded. This ensured all staff received communication updates and had a clear understanding of developments within the service and next steps for children. One parent commented on how all staff know the children and not just their keyworker. As a result, children and families experienced continuity of care and support.

Staff were committed to engaging in professional development. They accessed a wide variety of training to enhance their knowledge and learn new skills. Staff had a very good understanding of the importance of play. Members of the team had the opportunity to present at a training event to promote play in the early years and raise the profile of how a play-based environment can enhance learning. This meant that children experienced quality play opportunities.

Staff worked effectively as a team. The skills mix and experiences promoted children's learning and fun. For example, staff sat with children and supported their learning where they played. One parent commented "They are a credit to the nursery". As a result, children experienced quality interactions that gave a strong message that they mattered.

Across the whole day, staff worked well together and deployed themselves effectively. For example, staff breaks were managed to ensure their wellbeing without disruptions to children's care and learning. This supported children's sense of security and happiness. As a result, children's right to play was not compromised.

Staff had opportunities to develop skills in mentoring colleagues using the national induction resource. This meant that they received individualised support in line with best practice guidance at a pace that was right for them. The whole team valued the importance of the national induction resource and were using this to ensure consistency and a shared understanding of how local and national guidance enhances experiences and promotes positive outcomes for children.

Children benefitted from a very good service that valued their rights to play and have fun through quality interactions, positive relationships, and enabling environments. As a result, children, families, and staff were very happy at St Kenneth's primary school nursery.

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?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very Good

How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good

How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good

How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very 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 cànain eile ma nithear iarrtas.

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.