Kinloch Rannoch Primary Nursery - Perth
Day Care of Children

Kinloch Rannoch Primary School
Pitlochry
PH16 5PL

Telephone: 01882 632358

Type of inspection: Unannounced
Inspection completed on: 1 May 2018

Service provided by:
Perth & Kinross Council

Service provider number:
SP2003003370

Care service number:
CS2003016081

About the service

Kinloch Rannoch Primary Nursery - Perth operates from a large classroom within Kinloch Rannoch Primary School, in the small rural village of Kinloch Rannoch.

The nursery is registered to provide a care service to a maximum of 20 children aged three to those not yet attending primary school.

We check services are meeting the principles of Getting it Right for Every Child (also known as GIRFEC), Scotland's national approach to improving outcomes and wellbeing for children by offering the right help at the right time from the right people. It supports them and their parent(s) to work with the services that can help them. There are eight wellbeing indicators at the heart of Getting it Right for Every Child: safe, healthy, achieving, nurtured, active, respected, responsible and included. They are often referred to as the SHANARRI wellbeing indicators.

The nursery and school have a vision of a learning community where every individual is supported to realise their full potential and encouraged to be creative, motivated and independent lifelong learners. They aim to provide a safe, caring and happy environment which allows individuals to flourish academically, socially and emotionally.

What people told us

We provided the service with six questionnaires for parents of children using the service. Two completed questionnaires were returned to us before the inspection. Both of those who completed our questionnaires strongly agreed that they were happy with the quality of care and support their child received while in the service. They told us:

'I think the nursery is very good. I recently stayed for a stay and play session and I was amazed at how independent my child was. Staff share plenty of information with us and the nursery really feels like part of the school.'

During the inspection we observed the children at play and found them to be happy and confident, enjoying their activities and snacks. The children were happy to tell us about the nursery and the things they enjoyed doing there. They showed us some of the activities they were involved in and included us in their routines. They told us:

'I like to play in the kitchen.'
'It's toast, this is butter.'
'I'm finding gems. This is pink, blue, white and purple. Two pinks!'

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their own improvement plan and quality assurance paperwork. These demonstrated their priorities for development and how they were monitoring the quality of the provision within the service.

From this inspection we graded this service as:

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

What the service does well

During the inspection we considered the quality of care and support, from the evidence gathered during our inspection we evaluated this theme as very good. We also looked at the quality of the environment which we evaluated as very good.

We talked to staff about the service's child protection policy. We were satisfied that they had a good working knowledge of their responsibilities and the procedures to ensure that service users were protected.

We saw that the staff knew the children and their parents well, they enjoyed positive nurturing relationships. We found staff to be very respectful and accommodating with children's personal care routines. Positive and nurturing relationships were evident throughout the nursery and school. Children approached staff for help and reassurance throughout the session which demonstrated that they had developed trusting relationships. Staff were respectful and encouraging giving children time, where needed, to find their own solutions to problems encountered during their learning and play.

Staff were very responsive, providing children with resources and activities to meet their learning and development needs. Individual targets had been set and written collaboratively with children and parents. Children's learning journals were updated regularly and good use was made of photographs.

Family learning was a major strength of the service. Staff within the school were trained in the 'Solihull Approach' (a parenting intervention to support children's emotional health and wellbeing). This was having a very positive impact on children within the nursery and across the school.

Children within the nursery were very much a part of the whole school community. They enjoyed a range of learning experiences with school classes and visiting specialist staff. On the day of our inspection children enjoyed a session with the Gaelic teacher. This helped to ensure good transitions between nursery and primary school. The nursery's contribution to the running of the 'Little Acorns' baby and toddler group supported children transitioning from home to nursery.

We observed the outdoor area to be safe and secure whilst providing an excellent range of natural and more traditional experiences and resources. The garden had a range of loose parts to encourage creativity, problem solving and collaborative play. Children were encouraged, with support from staff, to take and manage risks.

What the service could do better

We discussed improvements in the planning and documenting of children's learning to ensure planning formats reflected some of the learning which was taking place within the nursery. Staff had made a start in developing a template and were looking to make further changes to ensure planned activities were responsive and relevant to the children attending the service.

We looked at children's learning journals. Staff observations were descriptions of children's activities. We suggested that staff should ensure observations were significant and reflected children's individual achievements. Next steps in learning, where identified, should be recorded and reviewed on a regular basis. Children would benefit from reviewing their own learning and identifying their own next steps.

The service should begin to increase the provision of loose parts and natural resources within the indoor environment. Staff were about to attend a training session provided by Perth and Kinross Council about loose parts and were keen to use their learning to develop this area. We made some suggestions about the removal of some of the plastic resources to encourage creativity. We discussed the benefits of a more neutral environment and how the introduction of real crockery during snack times could help to promote respect and responsibility.

Staff carried out regular risk assessments. We suggested that children could be involved in this process to identify risks for themselves and begin to take some responsibility to ensure their safety.

The toilets were located away from the nursery classroom. Children's learning had to be stopped to allow the staff member to take children to the toilet as a group. They were managing this well however we felt it did not support children who were at the early stages of toilet training. Staff were aware that it was not ideal and were working with the council to consider a solution.

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	
22 Mar 2016	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good
24 Oct 2012	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good
18 Feb 2009	Announced (short notice)	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 4 - Good 4 - Good

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