Kingsland Primary School Nursery
Day Care of Children

Neidpath Road
Peebles
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Telephone: 01721 720 025

Type of inspection:
Unannounced

Completed on:
1 March 2024

Service provided by:
Scottish Borders Council

Service provider number:
SP2003001976

Service no:
CS2003016097

About the service

Kingsland Primary School Nursery is registered with the Care Inspectorate to provide a care service to a maximum of 48 children at any one time between the ages of 3 years and entry into primary school.

The nursery is an integrated part of Kingsland Primary School in the town of Peebles, Scottish Borders. The nursery premises consist of one large, bright airy room. They have direct access to the outdoor area to facilitate free flow outdoor play.

About the inspection

This was an unannounced inspection which took place on 27 February 2024 between 09:15 and 17:15. 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 several children using the service and received comments from three parents
- Spoke with staff and managers in the service and received completed staff questionnaires
- Observed staff practice and daily experiences for children
- Reviewed documents

Key messages

- Staff knew children's individual needs well and this contributed to positive outcomes for children.
- Children were happy and confident within the nursery.
- The environment was well organised and contained an extensive variety of high-quality resources that enriched children's play and learning.
- To support children's individual needs, the service would benefit from having more staff available on a daily basis.

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?	5 - Very 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

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.

Quality indicator 1.1: Nurturing care and support

Staff were warm in their approach to children. They knew children's individual needs well and this contributed to positive outcomes for children. Parents told us, "Staff are friendly, they know you and your kids."

All children had personal plans which were detailed and these were reviewed regularly. These outlined support from other services where needed. Chronologies highlighted significant events in the children's/ families lives and enabled staff to respond quickly and sensitively to any changes. Staff were working well to support children alongside other agencies. Some children had care plans plus, these detailed what children need help with, how staff can help, and strategies to support children. As a result, children's individual needs were being met.

Children were happy and confident, and some had made positive relationships with their peers. Children were aware of nursery routines, which allowed them to feel safe and secure.

Mealtimes were unhurried and provided a sociable experience for children. Children were encouraged to eat healthy and to be independent. Staff sat with children and engaged well in conversation, as they provided support where necessary. Children chose what they wanted to eat from a range of healthy meals and snacks, this gave children a sense of choice and independence. Staff encouraged children to record what they liked for snack and used this information for planning snacks. Water was available to keep children hydrated throughout the day.

Visual signs were used to support children. We asked the service to focus on what younger children and nonverbal children, were trying to tell staff, through eye contact, facial expressions, and their body language. Looking for these cues, would allow staff to support individual children. We directed them to 'Voice of the Infant, Best Practice Guidelines and Infant Pledge' Scottish Government, March 2023.

The stay and play sessions were well attended by families who were eager to be involved with their children. Families told us, "It was a positive way to connect with my child and the nursery." and, "It was great, I had an opportunity to be part of my child's day and get involved." This provided positive outcomes for children, as they happily shared play experiences and their learning with parents. Staff used this time to chat with parents and encouraged them to review and update their child's personal plan.

Medication was stored and recorded in line with best practice, and a medication audit had been carried out.

Children benefited from well planned transitions into nursery and onto school. Detailed information was recorded in children's files. It was very clear how the school and staff planned to support the transition period for both the child and the family, to fully involve them in the process.

Families told us, "The nursery staff have been excellent at getting to know my child and what their interests are. This really helped encourage them into nursery when they were feeling reluctant. For example, a member of staff talked to my child about what they liked to play with at home and then the next day they had provided some similar toys which they were excited to explore. Even now my child is very settled, the staff regularly talk with them and help them to lead his play." and "They promote independence and really prepare children for starting school. I like how all children are greeted on arrival, so there is always an opportunity to pass on any information."

We evaluated this key question as very good, where there were major strengths that were impacting positively on outcomes for children.

Quality indicator 1.3: Play and learning

Children were leading their own play and learning through a balance of planned play experiences and spontaneous play opportunities. Children were having fun and were well supported in their play. The playroom and outdoor space were well resourced with high quality challenging experiences. Open ended play experiences provided opportunities for children to explore and develop their curiosity, imagination, and creativity. Staff observed children at play and responded to their interests.

Children moved freely from indoors to outdoors throughout the day, this benefited their wellbeing and promoted independent learning. This was enhanced by wearing the correct clothing, for example, coats, wellingtons and waterproofs. Outside, children were playing in mud and with a very good range of open ended resources. They were adapting and using the equipment available to them, which developed their physical and motor skills, their imagination and creativity.

Children had very good opportunities to develop their language, literacy and numeracy skills throughout play spaces and during familiar daily routines. Parents attending the stay and play session were involved with their child in together time, singing rhymes and songs. Staff questioned children well to support their thinking and extend their play. As a result, children were engaged in the learning experience.

Home link experiences provided children with opportunities for discussion and to recall their learning. For example, children shared experiences from home and activities they had participated in during their holidays. Children self esteem and confidence was growing as they shared their photos, memories and achievements.

Children had opportunities to visit the local care home, shops, and library. 'Welly boot' Wednesday provided opportunities for visits to local areas, such as community gardens and the woods. These visits had a positive impact on the children, their learning and the wider community. Children enjoyed a community visit from the ambulance service. Families told us, "I really like how the nursery is incorporated into the school. They get to be involved in great opportunities, like being part of assemblies and school community. For example, I like how they went to the pantomime, use the library, and have welly boot Wednesday around the school and community."

How good is our setting? 5 - Very Good

We evaluated this key question as very good, where there were major strengths that were impacting positively on outcomes for children.

Quality indicator 2.2: Children experience high quality facilities

The playroom was welcoming, comfortable, clean, and well-maintained, with plenty of natural light and ventilation. All areas available to children were well-resourced to offer an exciting and challenging environment for children to play and learn. Children were able to move around independently, and the layout presented many fun and interesting play opportunities.

Spaces used by the children contained an extensive variety of high-quality resources that enriched children's play and reflected their interests and curiosities. For example, it allows children to learn in different ways, has a very good range of books, technologies, and open ended materials. As a result, all children were happy and engaged in their learning. Staff encouraged children to respect and care for their environment.

The nursery is an integral part of the school and benefits from the range of facilities, library, gym hall and the surrounding natural grounds. Children had opportunities to take part in assembly with the whole school, for example, they demonstrated a dragon dance for Chinese New Year. This helped to build their confidence within the school environment and supported transitions.

Children were protected from harm through various safety measures. Risk assessments and a secure door entry system, with staff monitoring the doors to ensure the safety and wellbeing of children. Staff made children aware of safety issues in their play. For example, keeping bikes to identified areas and learning about road safety during welly boot Wednesday.

Children were aware of handwashing and toothbrushing routines. Handwashing sinks were easily accessible in the playroom and staff encouraged effective handwashing with children. Children confidently washed their own hands and provided support to younger peers.

Clear child protection procedures were in place and staff were aware of their responsibilities in safeguarding children. Children's information was stored safely and securely which complied with best practice guidance. Accidents and incidents were recorded and audited to identify risks and keep children safe.

How good is our leadership? 4 - Good

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.

Quality Indicator 3.1: Quality assurance and improvement are led well

The management team and staff worked together to ensure a positive ethos within the setting. The nursery had aims, visions and values that provided a nurturing and stimulating environment, where children can feel happy, secure and are ready to learn.

The children's voice was heard throughout the nursery and they had opportunities to express what they liked in the setting. This included what they liked for snack and what activities they wanted to take part in. This meant that children's views were valued.

Families are kept informed about the setting through various different methods. This includes noticeboards, newsletters and the school website. Families are involved in providing ideas and suggestions to make improvements in the setting. They shared: "The staff and management are very approachable and I know that any significant conversations are followed through and that any issues or suggestions I might have would be acted on accordingly." and "This is my fourth year of having a child attend the nursery and I continue to be very happy with the care and experiences it provides."

The school improvement plan 2023/24 outlined how the service planned to improve the play spaces and environment for children. For example, the setting looked to provide open ended play and learning, and to be responsive to every child's learning needs and interests. The service were monitoring and auditing the spaces, resources and play experiences available to children. It was evident that improvements had been positive in providing a high quality learning environment for children.

Showbie had been introduced to staff as an online tool for recording, reflecting, and reporting on children's observations and learning. Staff had undertaken training to support their understanding of the online tool. They were successfully sharing children's observations and next steps in learning with their parents. Families shared, "Showbie is great for seeing what the children have been learning and links to the curriculum."

How good is our staff team? 4 - Good

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.

Quality Indicator 4.3: Staff deployment

The staff team worked well to build strong relationships with each other. They understood each other's knowledge, skills and experiences and used this information to care for the children. For example, staff used their knowledge and experience of outdoors to plan fun outdoor learning experiences and activities for children.

There were enough staff in place to meet minimum requirements of child-staff ratios. Staff were busy with routines, outdoors play areas and seeing to children's personal care. We recognised, on the day of inspection staff worked well together and communicated with one another, however minimum staff-child ratios, made it difficult to meet the needs of all children. The provider should consider the developmental stages, and needs of children (See recommendation 1).

The staff made good use of the time available to them, for example, meeting regularly at the beginning and end of session. They used these opportunities to discuss children's individual needs and ways they could support them. Staff were motivated and committed to providing a high-quality care and a learning environment. For example, staff were undertaking specific training, such as deaf awareness to care for children. This gave the staff confidence in communication with children and providing an inclusive environment. Staff told us they were flexible and supportive of each other, as a result they worked well as a team to support children. Parents shared: "Staff are welcoming, knowledgeable and seem experienced." and "The staff are all very caring, committed and experienced and present as a strong team."

Areas for improvement

1. The provider should consider the numbers of staff available and the deployment of staff within the service. Having more staff available would support the team in caring for children and meeting their developmental stages, and needs.

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

'My needs are met by the right number of people." (HSCS 3.15).

'People have time to support and care for me and to speak with me'. (HSCS 3.16).

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

Staff should develop personal plans for each child to support their care, health and wellbeing. These should be made in consultation with parents and reviewed at least once every six months.

National Care Standards for Early Education and Childcare up to the age of 16: Standard 4 - Engaging with children, Standard 5 - Quality of experience.

This area for improvement was made on 15 November 2016.

Action taken since then
Personal plans were in place for each child to support their care, health and wellbeing. This area improvement was met.

Previous area for improvement 2

The complaints policy should be reviewed and updated to include the name, address and contact details of the Care Inspectorate. This should be made available to parents for their information.

National Care Standards for Early Education and Childcare up to the age of 16: Standard 14 - Well-managed service.

This area for improvement was made on 15 November 2016.

Action taken since then
The complaints policy had been reviewed and updated to include the name, address and contact details of the Care Inspectorate. This area improvement was met.

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	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?	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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