Kincaidston Early Years Centre
Day Care of Children

25 Cranesbill Court
Kincaidston
Ayr
KA7 3YN

Telephone: 01292 612 492

Type of inspection:
Unannounced

Completed on:
26 January 2024

Service provided by:
South Ayrshire Council

Service provider number:
SP2003003269

Service no:
CS2003016142

About the service

Kincaidston Early Years Centre is part of Kincaidston Primary School located in a residential area of the town of Ayr. The nursery class, which has a separate entrance, comprises of a playroom for children aged two to three years and a playroom for children aged three to five years. The children have access to an enclosed outdoor play area.

About the inspection

This was an unannounced inspection which took place on 25 January 2024 between 09:40 and 16:30 and 26 January 2024 between 12:30 and 15:45. 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:

- gained feedback from nine people using the service through Microsoft Form questionnaires
- spoke with seven staff and management
- gained feedback from 14 staff through Microsoft Form questionnaires
- gained feedback from three other professionals
- observed practice and daily life
- reviewed documents.

Key messages

- Children benefitted from warm, nurturing interactions from staff who knew them well.
- Children were supported to lead their own play and have fun.
- Children were provided with opportunities to develop their imagination and curiosity through play experiences.
- Children had access to a safe, well maintained learning environment which was challenging and stimulating.
- Staff were committed to making improvements to provide better outcomes for children.
- Staff demonstrated commitment to their continuous professional development and were passionate about providing positive outcome for children.
- The management team were committed to making improvements and worked closely with staff.

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

Quality Indicator 1.1: Nurture, care and support

Children benefitted from warm, kind, nurturing interactions from staff who knew them very well. Staff respected children's rights by asking permission to provide personal care and they provided comfort and reassurance in response to children's cues for support. The keyworker system in place also supported positive relationships. This enabled children to feel safe and secure.

Children's needs were supported by effective personal plans which ensured staff caring for children had a clear overview of their individual needs and preferences. Staff took time to consult with children regarding their likes, dislikes and what they would like to learn. They used this information to plan appropriate strategies for support, enabling children's wellbeing, learning and development. Regular consultations and reviews with parents had taken place which enabled them to be fully involved in their child's care, and effective partnership working with families and external agencies ensured children received the right support at the right time.

Staff supported parents to be involved in their child's learning. For example, parents were invited into the service to make shortbread and read a poem with their child relating to Burns Day. The implementation of Peers Early Education Partnership (PEEP) sessions, which is a programme that supports parents and their child to learn together, also enabled parents to play alongside their child, and extend learning at home.

Children were provided with opportunities to eat in an unhurried, relaxed atmosphere which meant that they benefitted from a calm environment. Staff sat together with children to engage in meaningful discussions. Staff promoted independence and enabled children to take ownership as they helped to set up, had opportunities to select their own food and drink, and they cleared away their plates and cutlery when finished. This enabled children to develop their social skills and become more independent.

Quality Indicator 1.3: Play and Learning

Children were supported to lead their own play through a balance of spontaneous and planned experiences. Staff were responsive to children's ideas and followed children's interests in learning experiences. For example, children were playing with laptops where they pretended to chat to others. They had fun as they spoke with each other and developed different characters. This enabled children to develop their imagination as they incorporated their own ideas into play experiences. One parent commented: "There are a variety of experiences on offer".

Within the block play area, children were developing their ideas as they used photographs and images of buildings, layouts and floor plans to create their own constructions. This allowed them to develop their curiosity and problem solve during play.

Staff supported children appropriately in their play and learning. They incorporated open ended questions to support children's thinking. We observed children asking for support when dressing up. Staff encouraged them to work together asking question, such as, "What do you think we need to do" and "How can we put

this on." This showed that staff encouraged children to be independent, but they offered support when needed to extend play and learning. Staff praised children's achievement which helped build their confidence.

Children were provided with opportunities to share their views about the service. Children had been consulted about snacks, discussing their likes and dislikes. Voting systems supported children's development in numeracy as they used tally graphs and counting to determine what fruits were most popular. Staff further incorporated numeracy experiences into group and lunch times. This provided children with opportunities to consolidate their learning and develop their skills in a range of contexts. One parent commented: "I feel very confident that they are learning and developing".

How good is our setting? 5 - Very Good

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

Quality Indicator 2.2: Children experience high quality facilities

Children and families benefitted from a setting that was well furnished, stimulating and inviting. The entrance area displayed photographs and information about staff which supported a welcoming environment. Information about the service and their progress in development was also shared, for example access to an improvement plan was displayed. This helped parents feel involved in the service. One parent commented: "The setting is welcoming".

The building was well maintained. Playrooms were clean, tidy and uncluttered which ensured a welcoming space for children. Areas and items that required repair had been appropriately actioned. Appropriate risk assessments and mitigations were in place to reduce risks to children and keep them safe. These were reviewed regularly to ensure they were current. Children were also encouraged to review risks within the environment and complete outdoor risk assessments. This enabled them to develop their skills, highlight risks and keep safe.

Children had access to a wide range of resources. Well considered play spaces supported children to develop their curiosity, imagination, and problem solving. For example, 3d modelling and loose parts were available which encouraged children to use creative thinking and problem solving strategies as they developed their ideas through play.

Most children could move freely between indoor and outdoor areas with a staff member based in the outdoor area throughout the day. This enabled children to choose where they would like to play and supported their wellbeing as they had regular access to fresh air. Staff skilfully used the outdoors as an extension of the indoor learning environment as we saw children reading books with staff as well as exploring loose part materials.

The staff team were passionate about the experiences and plans they offered children. They continually reviewed their learning environments to ensure they were fun, exciting spaces for children to play and learn. This meant that children had access to a high quality environment that support them to make progress in their learning and development.

Effective handwashing by staff and children minimised the spread of infection. This ensured a safe, secure environment for children.

How good is our leadership? 5 - Very Good

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

Quality Indicator 3.1: Quality assurance and improvement are led well

Children and families experienced a welcoming, warm, and inclusive environment. Effective methods of communication, such as newsletters, surveys and parent feedback supported parents to be included in evaluating aspects of the service and driving improvement. Parents told us: "The staff are excellent, visible and welcoming, they keep us informed of all relevant activities".

The management team were committed to making improvements and worked closely with staff. They had regular meetings to discuss progress and reflect on practice. Quality assurance processes supported management to have a good overview of the service. Leaders supported staff within playrooms by role modelling good practice and guiding staff. This supported staff to develop their practice and ensure positive outcomes for children.

Staff were supported to develop their skills through personal development reviews which enabled them to highlight their skills and interests. This was used to identify lead 'champion roles', to support improvement within the service. Staff were passionate about their roles and enthusiastically discussed changes they had made, for example the implementation of nurture principles and ensuring children's wellbeing through self regulation. This empowered staff to make well informed changes which supported improved outcomes for children and families.

Systems were in place to support self evaluation and improvement across the setting. An improvement plan was in place and was reflective of the current needs of the service. We saw evidence of where identified tasks had been taken forward and implemented in practice. For example, family engagement and children's voice, staff consulted regularly with children regarding their likes, dislikes and learning. They involved parents in children's learning through Peers Early Education Partnership (PEEP) sessions, parents were involved in reviews of children's plans and questionnaires and evaluations from parents on various aspects of practice. This meant children benefited from high quality early learning and childcare that was tailored towards children and family's particular needs and choices.

How good is our staff team? 5 - Very Good

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

Quality Indicator 4.3: Staff deployment

Staff were welcoming, caring and worked well together. Parents agreed telling us, "The staff are very friendly and welcoming." We saw that staff were supportive of each other and communicated well when tasks took them away from their responsibilities. This avoided disruptions to children's play and provided consistency for children, ensuring they were familiar with the staff caring for them.

Staff demonstrated commitment to their continuous professional learning and development through training and this was observed in practice. For example, the implementation of the United Nation Convention on the Rights of the Child (UNCRC) as children's rights were respected and evident in practice as staff regularly

consulted children. This enabled children to feel valued and respected as their views and opinions were listened to.

The deployment of staff was well managed and effectively met children's needs. Staff were based in areas within the learning environment and engaged well with children. This enabled staff to maximise the use of space and children could move around freely and choose where they wanted to play with appropriate supervision and limited disruptions to their play and learning.

Children sat with their keyworker at the end of the day before they were collected to go home. This supported good communication with families as information could be shared when children were collected.

Arrangements for absences, such as supply staff and management cover, were appropriately organised and this supported minimum disruptions to children's routines. Staff were supported by management, and appropriate policies and procedures were in place to maximise attendance. This supported staff wellbeing and provided consistency in children's routines.

Staff were aware of their individual roles and responsibilities and spoke confidently regarding procedures in place, for example, the appropriate administration of medication, child protection procedures and knowledge of children's allergies. They were passionate about improving outcomes for children and knowledgeable in best practice guidance. This promoted positive outcomes for children. Staff told us: "We are a nurturing staff team who are always responsive to the needs of our children".

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

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