King's Oak Nursery Class
Day Care of Children

King's Oak Primary School
35 East Crawford Street
Greenock
PA15 2DX

Telephone: 01475 714 680

Type of inspection:
Unannounced

Completed on:
30 April 2025

Service provided by:
Inverclyde Council

Service provider number:
SP2003000212

Service no:
CS2003016351

About the service

This service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 01 April 2011.

The service operates from King's Oak Primary School. in Greenock. At the time of the inspection the service was registered for 24 children aged between three years to those not yet attending primary school.

Children have access to a playroom within the school building and a fully enclosed outdoor play area.

About the inspection

This was an unannounced inspection which took place on 29 and 30 April 2025 between 09:15 and 15:30. 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 registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

In making our evaluations of the service we:

- Spoke with the management team.
- Spoke with seven members of staff.
- Observed staff practice and daily life.
- Reviewed documents.
- Received feedback from four parents/carers.

As part of this inspection, we undertook a focus area. We have gathered specific information to help us understand more about how services support children's safety, wellbeing and engagement in their play and learning. This included reviewing the following aspects:

- staff deployment
- safety of the physical environment, indoors and outdoors
- the quality of personal plans and how well children's needs are being met
- children's engagement with the experiences provided in their setting.

Key messages

- Nurturing relationships supported children to feel valued and secure.

- Children were engaged and motivated in their play.

- Spaces for children were clean, safe and well maintained. As a result children felt valued.

- Effective leadership supported staff to feel respected and motivated.

- Children received continuity of care through effective staff deployment.

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?	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? 4 - Good

We evaluated different parts of this key question as very good and good, with an overall grade of good. Several strengths impacted positively on outcomes for children and clearly outweighed the areas for improvement.

Quality indicator 1.1: Nurturing care and support.

Warm and nurturing care supported children to be settled, happy and relaxed. Cuddles and reassurance were offered when children became tired and upset. One parent commented: "The staff are lovely, I feel confident and reassured that my child is being well looked after and that their needs are being met." This contributed to children feeling secure and developing positive attachments.

Personal plans were in place for all children. These plan had been developed in consultation with parent and contained a variety of information to ensure staff had a clear understanding of children's individual health and wellbeing needs. Whilst staff knew children very well, some children's personal plans could contain more detailed strategies. This will further support staff in ensuring children's individual needs continue to be met. The management team agreed to monitor this moving forward. This will ensure children continue to receive care and support that is right for them.

Children's privacy and dignity were considered and personal care routines were carried out sensitivity. A whole nursery approach to children's rights, supported children to have a clearer understanding of this and how it impacted them daily. Staff were respectful in their interactions with children and families and they encouraged children to kind and respectful to their peers. As a result, children felt valued and respected.

Mealtimes were a calm and unhurried experience and children were encouraged to eat at a time that was convenient to them. There were some opportunities for children to develop life and independence skills, for example pouring their own water and putting away used dishes. Whilst staff did sit with children, at times they did appear task orientated. We discussed with the management team how this could be further developed to support a quality mealtime experience for all children.

A clear medication policy and procedure was in place. Staff understood children's health needs and were clear in their responsibilities. As a result children were kept safe.

Quality indicator 1.3: Play and learning

Children were having fun and engaged in their play. One child told us they enjoyed "reading books and singing" A good balance of planned and spontaneous opportunities supported children in leading their learning. For example children enjoyed making their own jam and spending time outside making an obstacle courses.

Planning approaches were in the early stages of development. Staff told us they were mindful of children's individual needs and interests when considering experiences and the environment.

Observations supported staff in assessing children's learning and a new tracking system allowed staff to monitor progress and set meaningful next steps in learning. Staff should continue to further embed these approaches to ensure breadth and depth in children's learning.

Opportunities to develop skills in literacy and numeracy were promoted. For example, children enjoyed 'writing' their own stories and pouring and measuring the water area. The management team discussed how new environmental audits will further support the development of spaces for children. This will support staff in enhancing experiences and outcomes for children.

Parental involvement in children's learning was encouraged. For example, home links bags supported staff in engaging families, contributing to a collaborative approach to learning. One member of staff told us: "The parents are invited to book bug sessions and stay and play sessions within the nursery. The are invited in for parents nights and can ask for meetings at any point in their child's nursery journey if they have any concerns or discussions they would like to share with staff." Families were invited to share children's achievements outside of the service, and these were discussed and photographs displayed for other children and families to see. As a result, children and families felt valued and included.

Staff recognised the benefits to children of building connections within the local area. Staff and parents spoke positively about children having the opportunity to regularly attended book-bug sessions at the local library and 'Dinky Diggers' in a nearby local park area. This enhanced children's opportunities to learn about and become active members of their local community

How good is our setting? 4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality indicator 2.2: Children experience high quality facilities

Spaces for children were bright, clean well cared for. Furniture both indoors and outdoors for children were of a good standard and appropriate for use. Cosy spaces provided children with the opportunity to rest and relax if they wished. Decorative displays of children's work, photographs and comments were available across the playroom. This gave the message to children that they mattered.

Children benefited from spaces and resources that were clean and well maintained. Good infection prevention and control procedures supported children to be cared for safely. For example, children were encouraged to wash their hands at key time, including lunch time and before snack.

Resources and materials for play and learning were readily available and accessible. This supported children's choice. Recent environmental audits had supported staff in making some changes to spaces for children. To further enhance real life experiences and inspire children's curiosity, staff should continue to incorporate more loose parts and natural materials.

Staff worked well together to identify and remove risks to children within the setting both indoors and outdoors. Written risk assessments were in place and regularly updated to reflect current play spaces and resources for children. Children were encouraged to assess and manage their own risk. For example, when outdoors staff spoke to children about being aware of their surroundings when building large construction models and riding bikes. This helped staff keep children safe.

During our visit children enjoyed accessing the outdoor play area. Free flow access ensured children could choose where they wanted to spend time. Children had the opportunity to listen to stories, mark make and engage in larger construction. As a result, children health and wellbeing was promoted.

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.

The management and staff team engaged well during the inspection process and were open to ideas and suggestions we made over the course of our visit. It was evident that the headteacher valued the early years class and invested greatly in ensuring one community across nursery and primary. This had positively impacted on relationships and partnership working, particularly when children were transitioning on to primary school.

The vision and values were at the centre of the services ethos and were displayed throughout spaces for children and parents. The management team told us these will be reviewed, in the term and that children and families across the whole school and nursery will be consulted. This will continue to ensure children and families experience a service that is reflective of their aspirations.

Self evaluation and quality assurance systems were in place across the service. Staff spoke positively about their involvement in these processes and how use of best practice documents and guidance supported them in making informed observations. We discussed with the management team how further developments to the current systems would continue to support them to monitor the impact of the proposed changes and evaluate effectiveness. This will ensure improvements are sustained across all aspects of the service.

An improvement plan was in place which was reflective of the services current priorities and aspirations. It was evident to see where targets and actions were beginning to impact positively on experiences and outcomes for children and families. For example, new audits of the environment, had supported staff to further enhances spaces and resources for children. Staff told us their views and those of parents and children were sought to help inform improvement priorities. This supported parents and staff to feel valued and promoted a collaborative approach to improvement.

Staff were passionate about improving outcomes for children and well embedded leadership roles supported continuous improvement and enhanced relationships across the service. For example, regular book-bug sessions, facilitated by staff, provided parents with the opportunity to come along and spend time with their child. This supported parents to feel included in their children's learning.

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

Children experienced a warm and nurturing environment where relationships were at the heart of the service. The management and staff team had developed strong relationships with children and families and it was evident staff had a genuine interest in supporting positive outcomes. This contributed to children and families feeling valued and included in the service. One parent told us: "The staff are extremely good at their jobs! They are all so friendly, knowledgeable and nice. They really put me and my children at ease and made the settling in to nursery such a good experience."

Regular opportunities to meet as a team supported staff in their roles. Staff told us this gave them the opportunity to discuss different aspects of the nursery including planning for children's individual learning and wellbeing needs. Staff were very committed to their professional development and all staff had undertaken a range of relevant training. This included formal events, professional discussions, and self-directed reading. As a result children were cared for by a staff team who were highly skilled and motivated in their role.

Staff monitored children's movement closely and communicated well to ensure all children were present at all times. Regular headcounts across the day supported staff in ensuring all children were present and safe. Staff were responsive to children's choice of where to play and moved between the indoor and outdoor environment when needed. This ensured ratios were adhered to at all times.

Staff were respectful in their interactions with each other and children and families. Staff worked well together and all staff told us they felt supported by their colleagues and the management team. One member of staff commented: "Staff support each other, and we are aware of personal needs. We communicate well as a team." This meant staff felt valued and respected in their work environment.

The management team recognised and valued the importance of ensuring that the service was appropriately staffed throughout the day. One parent commented: "There is always plenty of staff available for the children and to make sure the nursery is running efficiently and effectively." Early years assistants were available to ensure minimal disruption to children's play, whilst allowing staff the opportunity for a refreshment break and time off the floor. Staff told us they valued this time to complete tasks such as reviewing learning journals and that this was managed well through use of a timetable. This meant that staff ratios were considered to ensure that children's needs continued to be met whilst balancing staff responsibilities.

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

Procedures relating to administration of medication should be updated referring to current guidance.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that as a child, 'Any treatment or intervention that I experience is safe and effective' (HSCS 1.24).

This area for improvement was made on 14 November 2018.

Action taken since then
Current procedure in place is effective and working well. This area for improvement has been met.

Previous area for improvement 2

Snack routines should be reviewed to ensure children have choice, can develop independence in helping to prepare snack and are involved in menu planning. Fresh water should be available at all times.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that as a child, 'I can chose suitably presented and healthy meals and snacks, including fresh fruit and vegetable and participate on menu planning' (HSCS 1.33) and 'I can drink fresh water at all times' (HSCS 1.39).

This area for improvement was made on 14 November 2018.

Action taken since then
Children were encouraged to give their views on what they would like for snack. Opportunities for children to help prepare snack were promoted. Drinking water was readily available for children throughout the session. This area for improvement has been met.

Previous area for improvement 3

Staff leadership skills should be further developed alongside opportunity for the whole staff team to revisit and professionally discuss their codes of practice. Self evaluation should be further developed by all staff.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that as a child, 'I have confidence in people because they are trained, competent and skilled able to reflect on their practice and follow their professional and organisational codes' (HSCS 3.14).

This area for improvement was made on 14 November 2018.

Action taken since then
Effective self evaluation procedures were in place and supported sustained improvements. Staff were aware of their responsibilities in relation to their codes of conduct. This area for improvement has been 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	5 - Very 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?	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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