Kilpatrick Early Years Service
Day Care of Children

Kilpatrick School
Mountblow Road
Clydebank
G81 4SW

Telephone: 01389 804 430

Type of inspection:
Unannounced

Completed on:
2 June 2023

Service provided by:
West Dunbartonshire Council

Service provider number:
SP2003003383

Service no:
CS2003016377

About the service

Kilpatrick Early Years Service is incorporated within Kilpatrick School and is delivered by West Dunbartonshire Council. The service is registered to provide a care service to a maximum of 10 children from birth to those not yet attending primary school.

The service is located in Clydebank, West Dunbartonshire, children have access to two interconnected playrooms, outdoor garden and the Kilpatrick school campus. The service is located near to local amenities and schools.

About the inspection

This was an unannounced inspection which took place on 01 June 2023. 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 information, intelligence gathered and information submitted by the service.

In making our evaluations of the service we:

- observed and spoke with children using the service
- sent out a family questionnaire and received four responses
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children are care for by staff who are nurturing, loving and caring. We found children's care and wellbeing was at forefront of their practice.
- The play and learning environment stimulated, encouraged and challenged children's curiosity and exploration.
- A key strength of the nursery is family engagement, families told us they valued the support they received from staff.
- Staff and management worked in partnership to achieve high quality care experiences for children attending the setting.

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. We evaluated this key question as very good.

Quality Indicator 1.1: Nurturing care and Support

We observed nurturing, caring and loving interactions between children and staff. Staff knew children extremely well and responded to their needs and wishes with care and sensitivity. One parent commented, "The staff! The staff make keys! Every single member of staff is a friendly, welcoming and a constant cheerleader for not just my child but all the kids at Keys."

We found the transition process from home to the setting was child-centred, nurturing and responsive to children's and families preferences and wishes. Home and settling-in visits, KEYS Club (Kilpatrick Early Years Club) meetings and regular conversations supported this process. Staff told us they found these approaches extremely valuable in understanding the specific care needs of each child. This supported them in maintaining the consistency and continuity in of care between home and the setting. One staff member said, "In KEYS we first meet our children when they start KEYS club. KEYS club offers families and their children the opportunity to meet us all in an informal setting.

Children's health, safety and wellbeing were supported through effective use of personal planning and individualised care. Reflections by staff outlined children's learning journeys from starting nursery, they included their social, physical and communication highlights and successes. We found one child was observed approaching some of his peers independently and interacting with them by stroking their hands, this was celebrated and reflected in their personal plan. Plans also contained 'being me' information which detailed key people in children's lives, their likes, dislikes and specific dietary and medical requirements.

Staff and families worked in partnership with other healthcare professionals to support children to reach their full potential. Physiotherapists, occupational and speech and language therapists worked closely with children, families and staff to support the health and wellbeing needs of children. Individual health care plans detail children's specific medical requirements and supports; including physical support procedures, fluids and doses. We found these plans were regularly reviewed and updated with families.

We observed children transition from play to lunch, children were gently encouraged to the lunch table with objects of interest and social pictures. Children and staff sat together and enjoyed a warm, caring and nurturing mealtime experience. We saw staff promote children's independence by using encouraging words and gestures; smiles, eye contact and well done.

Families told us they received daily updates about their children's day in the setting. App updates, telephone calls and conversations at pick up and drop off made them feel part of their children's nursery life. One parent commented, "Class Dojo is the perfect place for updates of my child's day and seeing the pictures every session is great."

Quality Indicator 1.3: Play and Learning

We observed children having a 'soft start' to their nursery day, this meant they could take time to explore their environment and resources at their own pace. One staff member said, "Play is not rushed so as to

offer children the time to process at their stage of development." Staff told us resources were reviewed and changed to meet the health, safety and wellbeing needs of children attending on the day. We observed staff who were attuned to the play and learning interests of children and encouraged them to engage in play and have fun.

Sensory objects including reflective discs, wooden blocks and shapes, treasure baskets and a range of coloured materials were easily accessible throughout the playrooms. We observed children exploring and developing their interest in discovery. The use of these types of resources supports children's social interaction, awareness and comfort. We saw one child enjoying the light touch of materials on their face, they were laughing, smiling and delighted in that moment. One parent commented, "Keys have an amazing set up for children to explore their sensory needs. The indoor bit is amazing as is the outdoor facilities."

We found children's play and learning successes, achievements and next steps were celebrated throughout the setting. Wallboards displayed their learning and development journeys and provided insight into their numerous achievements. They included children's art, photographs and words and actions.

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. We evaluated this key question as very good.

Quality Indicator 2.2: Children experience high quality facilities

The setting was based within Kilpatrick School, we observed the playrooms were bright, clean and well-maintained. The design and layout of the setting allowed children to move freely between two interconnected playrooms. Staff told us they regularly reviewed the layout to ensure enough space to manoeuvre children's support equipment.

We found children had daily access to the wider school campus which offered a range of facilities to support children's play, learning and development. They included a hydrotherapy pool, soft play area, sensory rooms and outdoor facilities including a football pitch. Children also enjoyed visits to the primary school classes where they had built up great relationships with pupils and teachers.

A thoughtfully designed enclosed garden area offered children a variety of stimulating and interesting resources to explore and have fun, they included a fort, climbing frame and large tubes. Raised flower and vegetable beds were used to grow a variety of flowers, fruit and vegetables. The enjoyment the children had planting and growing was reflected in their pictures and drawings on wallboards within the setting.

On the day of our visit, we observed children getting ready to go into the garden. To support children going outside, we saw extremely supportive, loving and caring interactions by staff. They responded to children's words and gestures with smiles, cuddles and warm words. We could see that children loved to go into the garden.

Comprehensive risk assessments were in place both indoors and out and staff understood how to keep children safe. Staff spoke confidently about the arrangements in place to ensure children's health and safety, they included monthly audits of support and medical equipment and medication; the Occupational Therapist also participated in the audit and support processes.

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. We evaluated this key question as very good.

3.1: Quality assurance and improvement are led well

The leadership team, Kilpatrick Schools headteacher and lead practitioner of the setting worked extremely closely to establish a shared vision for the setting. This whole team approach helped staff know what was important for Kilpatrick Early Years Service (KEYS) and for children and their families. The team viewed the early years service as an integral part of the school.

A key strength of the service was the strong, caring relationships staff had formed with families. The KEYS club offered families regular opportunities to meet with staff, families and health professionals. Families told us they found this support extremely valuable. One staff member said, "KEYS club offers parents the opportunity to discuss any concerns they might have i.e. health, financial, housing with staff and other parents."

We found the whole team was committed to continuous improvement. Staff told us they undertook additional lead roles which included Forest School training, Learning through Play and Parental Education and Engagement Program (PeeP). These opportunities enabled staff to develop their early learning and childcare practice which positively impacted the wellbeing of children; forest school training supported children to experience the sensory nature of learning outdoors.

Regular team meetings, self-evaluation activities and professional dialogue helped identify areas of success, challenges and training that may be needed to support children and families. Staff told us these meetings gave them valuable opportunities to discuss each child's development, education support plan and planning strategies.

Robust transitions were in place to support children moving from the setting to primary school. Children were supported by a dedicated practitioner who worked in partnership with families and local schools to put the child at the centre of the process. Staff told us they saw the transition process as an opportunity to share best practices with other establishments.

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

The leadership team recognised the importance of ensuring the service was appropriately staffed throughout the day. Effective communication between staff and their flexible approach meant children's play and learning opportunities were not interrupted due to other responsibilities.

Staff routines reflected the pace of the day and outlined daily tasks and responsibilities including lunch, snack and medication administration. This ensured children's health, wellbeing and safety needs as well as their play and learning were supported.

We observed nurturing, loving, respectful care and support by staff. Children's wellbeing was at the forefront of their practice and interactions. We found they had undertaken specific training to support the communication needs of children, this included specific Bobath Scotland and Canaan Barry (body signs system). One staff member commented, "In KEYS we have a nurturing ethos and a real sense of team spirit and support for each other and our families."

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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

Risk assessments should be carried out for all areas accessed by the children. The risk assessments should identify any potential risks and detail how these will be addressed.

National Care Standards for Early Education and Childcare up to the age of 16: Standard 2: A safe environment.

This area for improvement was made on 17 January 2018.

Action taken since then
Robust risk Assessments in place both indoors and out.

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?	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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