King's Park Primary School Nursery
Day Care of Children

20 Croft Street
Dalkeith
EH22 3BA

Telephone: 01312 714 610

Type of inspection:
Unannounced

Completed on:
14 December 2023

Service provided by:
Midlothian Council

Service provider number:
SP2003002602

Service no:
CS2003016399

About the service

King's Park Primary School Nursery is registered to provide a care service to a maximum of 94 children aged 3 years to entry into Primary School.

The service operates from stand alone premises within the grounds of King's Park Primary School. The setting benefits from a large open plan room, office and staff room, additional space for running groups, toilets and nappy changing facilities. enclosed garden, use of school playgrounds and gym hall.

King's Park Primary School is situated in Dalkeith and is close to local amenities.

About the inspection

This was an unannounced visit which took place on 5 December 2023 between the hours of 9:00 and 16:00. The inspection was carried out by one lead inspector with one other inspector shadowing 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 children and observed their play.
- Spoke with two and received feedback via an electronic link from seventeen families.
- Spoke with staff and management.
- Observed practice and daily life.
- Reviewed documents.

Key messages

• Children experienced nurturing and caring interactions from staff.

• Children's right to play was promoted as they led their learning.

• Children were supported to reach their potential at a pace that was right for them as staff worked with families and other agencies.

• Children made progress in literacy and emotional wellbeing through creative and engaging play experiences.

• Staff engaged in regular self-evaluation for improvement to ensure they continued to provide high quality learning.

• Staff showed commitment to continuous professional development to support positive outcomes for children and families.

• The service promoted participation and leadership at all levels.

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: Nurturing care and support

Children and families experienced warm and nurturing care and support from a committed team. Staff were calm and caring when interacting with children and knew their individual needs and preferences. As a result, children were happy and engaged and their routines were well managed. One parent commented "I love how much the staff care about the children. I feel they really know my child and in fact our whole family".

Personal plans were in place and updated regularly to ensure the wellbeing needs of all children were met. Detailed care plans were also in place for children who had other agencies involved. Regular meetings ensured the principles of 'Getting it right for every child' were followed. This meant everyone was clear about their role and responsibilities to support children to make progress at a pace that was right for them. One parent commented "my child loves her key worker and has made lots of friends". Another told us staff had "the ability to recognise and support a range of individual needs".

The service had established a rich mealtime experience that promoted children's independence and encouraged them to eat well. We observed this routine to be a time for children and staff to connect and enjoy talking together. This experience promoted engaging conversations, supported children to develop confidence and independence as they had ownership of the routine. Mealtimes were well planned, unhurried, and relaxed. There were two lunch time sittings due to the number of children. Children had choice of what they ate and dietary requirements were catered for. Staff continued to reflect and evaluate the experience to ensure children continued to have the opportunities to develop independence and life skills.

The service had systems in place for the administration, monitoring and storage of children's medication. This included monthly reviews of medication and children's medical information. This offered assurance that the healthcare needs of all children were met.

Quality indicator 1.3: Play and learning

Children were actively leading their play and learning through a balance of planned and freely chosen activities. They talked confidently about their learning. This was documented in daily planning, children's journals and shared with families on Seesaw. One parent told us "it's good being able to receive updates via Seesaw". Staff used children's interests and ideas to extend learning through quality observations and meaningful interactions. Staff engaged with children at their chosen activities and used the opportunities to capture what they wanted to learn. They included children's ideas in planning, journals, and learning walls. This meant children's voice was recorded and their right to play and learn valued.

Play experiences were high quality, rich and supported children to engage in sustained learning. Staff supported this through quality interactions at the child's level, use of effective questioning and showing a genuine interest in children's play. One parent commented "there is so much to do and learn". Stay and play sessions offered parents first hand experiences of nursery life.

Indoor and outdoor spaces offered children rich and well-resourced core provision. Staff had been creative in their approach that offered children well-structured and inviting spaces to play, explore, and investigate. Children were able to experiment and learn about cause and effect, for example, when mixing up their own paint. They were able to estimate, problem solve and predict what would happen. This meant that children were challenged in play that deepened their learning and sustained their engagement.

Staff ensured children experienced rich numeracy and literacy opportunities indoors and outdoors. There was print displayed around play spaces, good quality books, inviting areas and a very good amount of various loose parts that children used to create their ideas. High-quality play experiences and creative use of resources meant children were supported to develop skills in fun and meaningful ways.

Staff were passionate and committed to the benefits learning outdoors had on a child's development and wellbeing. They valued these experiences as an important part of the planned learning offered. This meant children developed a strong connection with the world around them. Two parents told us they would like to see more outings in the local community and management acknowledged this.

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 benefitted from a large playroom and direct access to an enclosed garden space. The playroom offered children play spaces that were calm, well structured, and met their stages of development. This gave a strong message that children mattered.

The setting was homely, comfortable, and furnished to a high standard. Children's wellbeing was promoted through lots of natural light and ventilation. Children benefitted from regular fresh air and exercise. Some children preferred to play outdoors for extended periods of time and staff had sensitively structured this space to ensure there was a breadth of rich and meaningful learning opportunities. This meant that children's needs and style of learning was being met. One parent commented they "get a good feeling as soon as you walk in the door".

Children played in a safe and secure environment. They helped staff carry out daily risk assessments of play spaces. This supported them to develop an understanding of risks and how to manage these in their play. As a result, children were developing important life skills in meaningful ways. One parent told us the environment was "always warm, clean and tidy as well as bright with all their creations".

Staff were very confident in their practice in promoting effective infection, prevention and control practice to ensure children's health and wellbeing. Hand hygiene routines were embedded and cleaning of areas before children ate were robust.

It was clear staff took pride in creating and maintaining high quality spaces that met children's holistic needs. The setting had a system in place for reporting the maintenance of the provision. Boundary fencing in the garden, high handles on doors and effective staff deployment meant children's safety 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 improvements are led well

Children and families experienced a welcoming, warm, and inclusive ethos that valued them as partners. Management and staff promoted a shared vision for the setting that provided a safe, caring, supportive learning environment that inspired learning through quality play. This ensured positive outcomes for children. One parent told us "There is a real sense of community".

Staff were clear about their role and expectations. The management team promoted leadership opportunities at all levels. This meant staff were invested in driving forward improvements through rich experiences for children and families. One parent told us management were "very involved and appear to have vast experience and knowledge".

The team had leadership roles that supported the nursery improvement plan that included observations and outdoor learning. Staff demonstrated commitment to their professional learning through training and reading of best practice guidance. This included supporting children's emotional literacy, creating inspiring spaces and delivering 'helicopter stories' that support children's communication, language, and love of books and drama.

Staff were able to reflect on training and talk about the positive impact this had on outcomes for children. As a result, children benefitted from a team that showed commitment to ensure children made progress through rich and creative play and learning.

Families experienced a varied family engagement programme led by staff. This included social groups and story telling. Staff recorded families views and used these to evaluate the experiences and plan future learning sessions.

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 deployment of staff was well managed and effective to meet children's needs. Staff worked well together and ensured children were able to follow their interests and access the full provision. Parents described the team as friendly with a good community spirit that focussed on children's emotions and interests. This meant that children and families benefitted from strong partnerships that supported children to thrive and flourish.

Staff skills, knowledge and interests complimented one another and resulted in quality experiences for children. Staff told us they felt supported by each other and the management team and 'loved' being part of the team at King's Park. As a result, staff were happy and felt valued in their role.

There was a consistent and effective approach to communication. Regular team meetings provided opportunities for staff to come together, and discuss the service. Information on individual children, best practice documents and planning for a breadth of experiences created opportunities for staff to reflect on

practice and ensure they were meeting the needs of every child.

Staff worked effectively as a team as their skills, commitment and understanding of quality engagement promoted children's learning and fun. Staff sat with children and supported their learning where they chose to play. One parent commented " staff are wonderful. I'm very confident my child is in excellent hands". As a result, children experienced quality interactions that gave a strong message that they mattered.

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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