Kilchuimen Primary School Nursery
Day Care of Children

Station Road
Fort Augustus
PH32 4DL

Telephone: 01320 366 296

Type of inspection:
Unannounced

Completed on:
6 December 2022

Service provided by:
Highland Council

Service provider number:
SP2003001693

Service no:
CS2003017223

About the service

Kilchuimen Primary School Nursery is registered to provide a day care of children service to a maximum of 20 children aged 3 to 5 years old. The nursery is operated by The Highland Council and the depute head teacher is the registered manager of the nursery.

The nursery is an integral part of the Kilchuimen 3-18 Primary and Secondary campus. The nursery has shared main access with the school. Within the school grounds the nursery has its own entrance and reception area, one playroom with kitchen facilities, toilets and direct access to an outdoor space.

About the inspection

This was an unannounced inspection which took place on 6 December 2022. 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:

- spoke with four children using the service and one of their family members
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children were happy and settled in the nursery
- Snack and mealtimes were a positive, relaxing, and sociable time for children
- Children benefited from interactions with staff which were warm, caring and promoted language development
- The service should develop planning approaches further to support depth and progression in children's learning
- The management team were committed to continuous and sustained improvement
- The staff team worked very well together to ensure positive outcomes for children.

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?	4 - 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

From the evidence gathered, we evaluated this quality indicator as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

1.1 Nurturing care and support

Children were happy, settled and had fun engaging with staff throughout the session.
Relationships between the staff and children were strong and children experienced nurturing and supportive care. Staff were very responsive to children's individual needs by offering reassurance, praise and physical comfort to children when needed. This supported children to feel safe, confident, and secure within the nursery environment.

Children's overall well-being was supported through effective personal planning for each child. This was carried out in collaboration with families and partners to promote consistency and continuity in care. Staff spoke confidently and knowledgeably about the individual care needs of children, the strategies in place to support them and their next steps. As a result, all children received well-planned care and support to meet their individual needs.

Snack and mealtimes were a positive, relaxing, and sociable time for children. Children were fully involved in the preparation and delivery of snack. For example, children were supported to chop and prepare various fruits, set and arrange the table and collect and serve their own food and drinks. This promoted children's independence and skills for life. Staff had used best practice guidance to support healthier foods choices for children. They had worked closely with parents to promote more varied, healthy and nutritious snack and packed lunch choices. This resulted in children have opportunities to taste and experience new foods which supported their overall health and wellbeing. At snack and lunchtime, staff engaged in nurturing conversations with children which supported their sense of belonging as well as their language and communication skills. We discussed with the management team how they could further develop the lunchtime experience to offer more opportunities for children to develop their independence skills, for example serving their own meal accompaniments and drinks.

Staff understood their roles and responsibilities to keep children safe and protected from harm. They had recently completed child protection training and could confidently tell us how they would respond if they had any child protection concerns. This contributed to keeping children safe. Accident and incident records were completed by the staff and shared with parents in a timely manner. We reminded the management team to ensure an audit was in place to regularly review these records in order to monitor and address any issues which could impact children's safety and wellbeing.

1.3 Play and learning

Children were having fun and were engaged in their play throughout the session. There was an effective balance of play experiences for the children to be involved in. We observed children smiling, chatting and laughing as they took part in a wide range of opportunities, including construction, puzzles, stories, arts and crafts and playdough. Children had access to story books and materials for mark making which supported them to develop skills in early literacy. We saw the children playing and interacting with each other, using a range of resources that supported their problem solving skills, creativity and imagination.

Children's ideas and opinions were listened to and respected by staff. This was evident in the floor books to capture children's voice and any potential next steps in learning. Planning approaches were mostly responsive to children's interests and life experiences. This impacted positively on children's emotional wellbeing and development. However there was scope to develop planning approaches further to support depth and progression in children's learning.

We observed some good examples of staff effectively extending and building on children's play and learning. On the day of the inspection, we saw staff engaging positively with children in the home corner reading stories. Children were all highly engaged at this time. This experience contributed positively to the children's ability to understand and reproduce new words and promoted the development of their vocabulary and communication skills.

How good is our setting? 4 - Good

2.2 Children experience high quality facilities

From the evidence gathered, we evaluated this quality indicator as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

The nursery playroom was clean, bright and comfortable with plenty of natural light and ventilation. This provided a welcoming environment for both children and families. The nursery layout enabled children to access resources independently and provided ample space for exploration and play. Consideration had been given to the variety of activities and experiences on offer within the indoor space to stimulate the children's curiosity and imagination. We observed children having fun hammering nails in the woodwork area and exploring light with torches in darker spaces of the nursery.

Children benefitted from access to a good range of resources to support their developing numeracy and literacy skills. Paint, craft and sensory play opportunities were available during the session as well as small world, construction resources and objects for counting, sorting and investigating numbers. We spoke with staff about including a wider range of loose parts and more open ended resources within the learning environment to support the development of children's imaginative and creative play.

Children had access to quiet and cosy spaces indoors to rest and relax. Staff and children also used these areas for sharing stories. We observed nurturing attachments between staff and children during these experiences. This supported children's language development as well as their sense of well-being within the nursery.

Although children had free-flow access to the outside area throughout the day, on the day of inspection children did not choose to play outside. We discussed with staff the importance of monitoring the learning environment and making necessary adjustments to resources to ensure children's daily opportunities for outdoor play are maximised. For example, setting up experiences outside which would engage children's natural curiosity, encouraging them to explore their outdoor environment.

We were satisfied that the service had appropriate infection control procedures in place to minimise the potential spread of infection. We observed children being supported to understand the need for good hygiene and hand washing at necessary times. Risk assessments were in place and implemented effectively by staff to ensure that the environment was safe for the children attending.

How good is our leadership? 4 - Good

3.1 Quality assurance and improvement are well led

From the evidence gathered, we evaluated this quality indicator as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

The management team and staff promoted the service values of kindness, respect and aspiration. This was evident through the effective teamwork and positive ethos observed on the day of inspection.

A collaborative approach towards quality assurance and improvement was a priority for the management team. Weekly staff meetings and regular visits to nursery from the management team supported self-evaluation. Quality assurance processes were in place to ensure aspects of the service were routinely monitored. The staff team worked well together and staff welcomed feedback and suggestions for improvement. Staff were encouraged to be part of the service development and reflect on their practice together. This showed the service were committed to improving outcomes for children.

Staff reflected effectively as a team to bring about positive change for children. As part of their current improvement work, the staff team had recently reviewed their indoor learning environment with the support from the local authority. Staff could confidently talk about changes made to the learning environment which included the addition of a woodworking bench to the indoor space. This was a popular space for play and provided opportunities for children to consider and manage risks. The addition of cushions, pillows, small sofas and plants to make rest areas more homely supported children's health and wellbeing. The home corner had been developed to include more real life objects and examples of environmental print which supported children's developing literacy and numeracy skills.

An improvement plan had been developed for the service, however, this did not fully reflect all improvement work. The management team and staff had identified further areas for development through their ongoing self-evaluation and quality assurance processes. For example, improving the quality of the learning environment and increasing opportunities for children's independence during the snack and lunchtime experience. We discussed with the management team using relevant guidance and best practice documents to support improvement planning to be more focussed and meaningful.

The views of families were actively sought through questionnaires, stay, and play sessions and open days to support development work of the service. Regular communication between home and nursery was promoted though a closed social media group, weekly news bulletins and informally at pick up and drop off times. One parent commented that "Communication is great, my child has come a long way since starting here." We found this promoted inclusion and allowed families regular opportunities to be involved and share in their children's successes and achievements.

How good is our staff team? 5 - Very Good

4.3 Staff deployment

From the evidence gathered, 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.

Children were supported throughout the day by staff who were caring, nurturing and who worked very well together to support the children's needs. Staffing levels were observed to be very good with sufficient numbers of staff to meet children's needs. At lunchtime, staff breaks were well planned to minimise impact

on the children whilst enabling staff to rest and be refreshed. Continuity of care for children was consistent throughout the day with minimal changes to staffing. This ensured positive transitions for children and very good communication with families at pick up and drop of times.

The staff team communicated well with each other when a task took them away from their designated area. They informed each other when leaving the room or when attending to a child's needs. The ethos between team members was positive and interactions between staff were kind and respectful. This helped to create a positive atmosphere for both staff and children to feel comfortable and secure in.

Children benefitted from the weekly visit of another child and staff member from a neighbouring nursery. Staff were flexible in the change of routine at this time and worked very well together to ensure effective supervision and quality engagement with children. This provided enhanced social experiences for the children from both services and promoted the development of children's self-esteem and wellbeing.

The management team had effective induction procedures in place to support new staff as well as a clear process in place for mentoring and supporting new and temporary staff. Staff commented that they felt supported in their role and enjoyed working in the nursery. Staff development reviews were conducted in a collaborative way and were linked to the service areas for development as well as the personal development goals of staff. For example, one staff member had recently attended training around understanding the language development of bilingual learners. This resulted in the staff member gaining more confidence to support bilingual families and children attending the service.

What the service has done to meet any requirements we made at or since the last inspection

Requirements

Requirement 1

The provider must ensure that adequate nappy changing facilities are installed for the wellbeing, dignity and safety of children and staff.

This is in order to comply with:

The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011, SSI 2011 - No 210, Regulation 4(1)(a) - Children's Welfare; A regulation which ensures proper provision for the health, welfare and safety of young people.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that; "If I wear nappies, there is a suitable area with a sink and some privacy for me to be changed." (HSCS 5.7)

This requirement was made on 2 November 2018.

Action taken on previous requirement

Suitable nappy changing facilities had been installed to support the wellbeing, dignity and safety of children and staff.

This requirement has been met.

Met - within timescales

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?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good

How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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