Kinmylies Primary School Nursery
Day Care of Children

Kinmylies Primary School
Assynt Road
Inverness
IV3 8PB

Telephone: 01463 239 720

Type of inspection:
Unannounced

Completed on:
31 May 2022

Service provided by:
Highland Council

Service provider number:
SP2003001693

Service no:
CS2003017230

About the service

Kinmylies Primary School Nursery operates from within Kinmylies Primary School in the Kinmylies area of Inverness. The nursery comprises of two playrooms with kitchen facilities, toilets and a shared office. There is a separate dining area for children's lunches which leads directly into each separate nursery room. The playrooms lead directly outside to the enclosed outdoor play area.

Kinmylies Primary School Nursery is registered to provide a care service to a maximum of 74 children aged three years to not yet attending primary school at any one time. The service is provided by Highland Council and operates Monday to Friday during school term time only.

What people told us

During the inspection process, parents were contacted by the service via email with a link to complete an online survey questionnaire. Seven parents responded, with a further four providing additional contact details. All parents who responded were very positive in their feedback on the quality of the service provided.

Comments from parents include:

"Staff are great and caring."

"The staff are lovely, my child is happy to go to nursery."

"The staff in the nursery are very easy to speak to."

"I am really happy with the service the nursery provides, I think the staff are amazing."

"My child's key worker is amazing, helpful and always keeps in touch."

"Thanks to all the staff, they are doing a great job."

"The staff are absolutely lovely, can't fault them whatsoever."

Comments from children include:

"We're making rainbow mix colours."

"My colours I like are pink and purple, oh and yellow."

"The queen lives in Buckingham palace."

"Look at my picture."

"I can run fast to over here."

"This is the things I do in nursery and we put them in my book."

"That's my jacket, on my peg."

"It's not bedtime yet you know."

Self assessment

The service had not been asked to complete a self-assessment in advance of the inspection. We looked at their own improvement plan and quality assurance systems. These demonstrated the service priorities for development, detailing how they were monitoring the quality of the provision within the service, and a clear schedule for improvements.

From this inspection we graded this service as:

Quality of care and support	4 - Good
Quality of environment	not assessed
Quality of staffing	not assessed
Quality of management and leadership	4 - Good

What the service does well

During the inspection we evaluated two quality themes, care and support and management and leadership. We found important strengths in supporting outcomes for children with some areas for improvement. Both care and support and management and leadership have been evaluated as good.

Children were cared for by staff who were kind, nurturing and clearly enjoyed their role. Staff knew children well and could speak confidently about individual children's personalities and care needs. Children were offered cuddles when they needed comfort and were encouraged and praised by staff. This supported children to feel safe, secure and valued.

Children's information documents including personal plans were reviewed during the inspection and found to be in line with best practice. Information contained was individualised and helped staff to develop effective support strategies to encourage children's care and development needs. These documents were reviewed regularly with parents to ensure information was current and to provide a continuity of care to children. This contributed to parents having confidence in the care provided by the service.

The service had committed to building strong, positive working relationships with outside professional agencies. Staff had adopted a proactive approach to partnership working, sharing important information to support and identify appropriate strategies and next steps for children's development and learning skills. Children who required additional support to meet their play, learning and wellbeing needs were cared for well by kind and responsive staff. This effective approach supported staff to meet children's wellbeing needs and contributed to children being able to reach their full potential.

Mealtime experiences were pleasant, children were provided with nutritionally balanced meals and snacks. The pace of snack was unhurried and relaxed, children were able to choose when they wanted to have snack and then to return to their play once they had finished. Snack included crackers, cheese, couscous, with a choice of fruit. Some staff sat with children and spoke to them which helped the development of language, communication, and social skills. Snack times provided children with opportunities to increase independence

through, spreading, pouring, and self-serving their food. This contributed to children developing lifelong skills.

Staff felt supported by the management team. The manager visited the nursery daily and had an open-door policy in place to enable staff to discuss any matters arising or identified areas for improvement. Regular team meetings gave some of the staff team the opportunity to come together to discuss matters arising, also to identify strengths and areas for development within the service. Both the manager and staff spoke about the difficulties of trying to get the whole staff team together for meetings. Moving forward, the manager had identified how this issue could be resolved enabling the whole team to meet. This approach provided an active focus on effective teamwork, communication and evaluation of the service provided for children and families.

Staff received regular support and supervision from the manager, both as a group and individually. This enabled them to identify priorities for training, discuss wellbeing and receive effective and supportive feedback. Staff spoke about feeling valued and supported, this helped to contribute to effective and positive relationships between them and the manager.

Management monitoring of practice had been carried out recently, with the last focus being quality of observations, planning and learning journals. This was following the development of a more responsive planning system. Feedback from this monitoring was shared individually with staff, then they were encouraged to carry out their own evaluation of the quality of their written observations. This approach provided a good focus on self-evaluation and effective quality assurance processes to provide quality play and learning experiences for children.

Quality assurance systems were of a good standard and supported improvements within the service. Self-evaluation was carried out regularly, most recently using the HGIOELC practice document ('how good is our early learning and childcare?' - Education Scotland quality audit tool), to support the team to measure the quality of experiences and outcomes for children. This allowed the team to reflect on practice, identify strengths and successes, and plan for future developments.

What the service could do better

Staff should review their play and learning experiences to give children more freedom and choice. At times, children's play was interrupted to take part in adult led activities, this led to children becoming disengaged. Children's creativity was sometimes limited through the overuse of colouring templates in a variety of art and craft activities. We signposted staff and management to best practice documents available on the Care Inspectorate hub, including Realising the Ambition and the Quality Framework for daycare of children, childminding and school aged childcare. This would support staff to deliver play and learning experiences that were consistently of high quality to support children to develop their knowledge and skills.

There were missed opportunities for children to be independent and develop skills during the lunchtime experience. We discussed with the manager exploring opportunities for children to be more active, for example selecting their cutlery and pouring drinks. This would mean that staff would have more time to sit with children and to support them when they needed help. Also, reviewing the current arrangements for when children had finished their lunch and the waiting time to return back to their play. This would contribute to a more sociable and positive mealtime experience.

There were some open ended, natural and loose parts available to children, more evident in the outdoor area. Children would benefit from more real life resources, natural and loose parts within the indoor

environment, to further support their learning in all areas. We found that while each playroom had some loose and natural play resources, these were not accessible for children. We suggested increasing the amount of natural resources and their availability for children to engage with. This would encourage children to explore and develop their creativity and imagination skills.

We found an induction process was in place to support new members of staff. We suggested to the manager that this could be further developed to enable staff to reflect on areas of their induction which supported their understanding and helped identify any potential gaps in their knowledge. We signposted the manager to the National Induction Resource, available on the Care Inspectorate hub. This would support staff to reflect on practice and knowledge to support high quality care for children.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

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

Previous requirements

There are no outstanding requirements.

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

Previous recommendations

Recommendation 1

The manager to work with staff to review and improve storage arrangements in toilet areas. Additionally review current arrangements linked to infection control within the setting generally and specifically the toilet and nappy changing areas used by the children attending. This is to ensure updated best practice guidance is known and acted upon.

This is to meet National Care Standards, Early Years and Childcare: Standard 2, A safe Environment.

This recommendation was made on 23 January 2018.

Action taken on previous recommendation
All signs have been laminated to be more clinical and to minimise spread of infection as can be wiped clean.

Clothing items are kept in sealed units to ensure that the change of clothes are stored hygienically.

Shelves have been cleared so that the surface area can now be easily cleaned within the toilet area to minimise the spread of infection.

This recommendation has been actioned and met fully.

Inspection and grading history

Date	Type	Gradings	
23 Jan 2018	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 4 - Good Not assessed Not assessed
4 Nov 2014	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good 4 - Good 4 - Good 4 - Good
26 Feb 2009		Care and support Environment Staffing	5 - Very good 4 - Good 5 - Very good

Date	Type	Gradings	
		Management and leadership	4 - Good

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