Kirkhill Primary School Nursery
Day Care of Children

St. Mary's Road
Kirkhill
Inverness
IV5 7NX

Telephone: 01463 831 543

Type of inspection:
Unannounced

Completed on:
3 May 2022

Service provided by:
Highland Council

Service provider number:
SP2003001693

Service no:
CS2003017231

About the service

Kirkhill Primary School Nursery operates from within Kirkhill Primary School in a rural village eight miles from Inverness. The purpose-built accommodation comprises of a playroom with kitchen facilities, a reception area, office, and toilets. The playroom leads directly outside to the outdoor play area.

Kirkhill Primary School Nursery is registered to provide a care service to a maximum of 32 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.

What people told us

Following the inspection, parents were contacted by the service and offered the opportunity to give feedback on the service to inspectors. Four parents responded and were very positive in their feedback on the quality of the service provided.

Comments from parents include:

"Communication is very good, I get an email if there is anything I need to know, Seesaw app, drop off and pick up times staff are happy to chat to me."

"I am very happy with the care they provide."

"It is a nice environment, the staff are really nice, the children are outside quite a bit. My child always has fun and learns lots while they are there."

"The nursery room is lovely, new furniture, wooden toys, nice set up. Children were asked and given choices on what they wanted to have in their nursery room."

Comments from children include:

"The tadpoles will get legs."

"Pour the water down there, now get the balls too down the pipe."

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 observed to be happy, having fun and actively engaged in their play. Staff had developed warm, caring, and nurturing relationships with the children, supporting them to develop their play and learning skills with confidence. Children directed their own play and were fully engaged in purposeful, fun experiences, through a mix of planned and spontaneous learning, especially evident in the outdoor environment. Staff used open-ended questioning to extend children's curiosity, problem solving skills and promote development of imagination. As a result of this approach by staff, children are enabled to develop lifelong skills, feel valued and secure.

The service had committed to building strong, positive working relationships with outside professional agencies and partner centres. 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 adult care to meet their play, learning and wellbeing needs were supported 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.

Mealtimes were mostly a positive experience for children, they were able to choose when they wanted to come for snack and where to sit. The pace of snack was unhurried and relaxed, children were able to return to their play once they had finished. Snack was a healthy option of toast and fruit with water to drink. We discussed with the management team to explore increasing opportunities for children to develop skills and independence, especially during lunchtimes. such as pouring their own drinks and clearing away their lunches once finished. This would support children to develop independence and lifelong skills.

Staff felt supported by the management team. The head teacher 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 staff meetings gave most of the staff team the opportunity to come together to reflect and discuss individual children's needs, also to identify strengths and areas for development. This approach provided an active focus on reflection and evaluation of the service provided for children and families.

Staff received regular support and supervision from the management team, both as a group and individually, which enabled them to identify priorities for training, discuss wellbeing and receive effective and supportive feedback. This led to staff feeling valued and helped to build effective and positive relationships between them and the management team.

Management supported staff to take the lead in effective self-evaluation with a focus on improving outcomes for children. Staff had reflected on the planning and improvement of the service based on their own observations of how the children engaged with the play and learning environment. The team had identified developing the indoor and outdoor areas as something that would bring positive changes for the children's play and learning experiences. They had reflected on what a quality learning environment looks like and had implemented positive changes including introducing more natural and real-life resources, loose parts, and areas where children could relax and rest. This supported children to develop curiosity, creativity, and problem-solving skills.

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 introduction of a new online learning journal platform. Feedback from this monitoring was shared with staff during team meetings and individual support and supervision sessions with management. This approach provided a good focus on self-evaluation and effective monitoring to provide quality play and learning experiences for children.

What the service could do better

Regular monitoring of accidents, incidents, and medication were being carried out by staff then reported to management, however, this was not being recorded. Formal monitoring and recording by management would support robust quality assurance procedures to be carried out effectively. This would contribute to children being safe and protected and having confidence in the care provided.

Mealtime experiences used a wide range of plastic resources including plates, cups, trays, and there were limited opportunities for children to be actively involved. Exploring opportunities for promoting and supporting children's independence during mealtimes, introducing more real-life resources, and reviewing the length of time children wait during lunch, would help make the mealtime experience a more homely experience.

Personal plans were in place for all children, which were reviewed regularly with parents and staff. These could be developed further to contain important information on significant events in children's lives, to support children's individual care needs as they change. Linking to the SHANARRI wellbeing indicators (come from the GIRFEC approach and say that children should be safe, healthy, achieving, nurtured, active, respected, responsible and included) would support effective support strategies to help children reach their full potential.

Management and staff have engaged with self-evaluation processes to evaluate the service provided. They should consider developing this further, looking at the Quality Framework for daycare, childminding and school aged children to support high quality outcomes and experiences 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

There are no outstanding recommendations.

Inspection and grading history

Date	Type	Gradings	
7 Feb 2019	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good Not assessed Not assessed
9 Dec 2015	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good
1 Oct 2012	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good
15 Dec 2009	Announced	Care and support Environment Staffing	6 - Excellent 6 - Excellent 5 - Very good

Date	Type	Gradings	
		Management and leadership	6 - Excellent

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