Kinross Primary School Nursery
Day Care of Children

Station Road
Kinross
KY13 8TG

Telephone: 01577 867 272

Type of inspection:
Unannounced

Completed on:
8 May 2025

Service provided by:
Perth & Kinross Council

Service provider number:
SP2003003370

Service no:
CS2003017334

About the service

Kinross Primary School Nursery provides a daycare of children service in Kinross. The service is registered to provide a care service to a maximum of 85 children at any one time aged 2 years to those not yet attending primary school of whom a maximum of 5 children are aged between 2 years up to 3 years of age.

The service is located within a residential area of Kinross and is close to local woodland, parks and shops. The nursery consists of one large playroom, a quieter space referred to as the nursery nook, a large outdoor play space, and a courtyard garden area.

About the inspection

This was an unannounced inspection which took place on 6 May 2025 between 08:45 and 16:30. Feedback was shared with the service on 8 May 2025.

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 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 using the service;
- received five completed questionnaires from parents and also from staff members;
- spoke with staff and the management team;
- observed practice and daily life;
- reviewed documents.

As part of this inspection we undertook a focus area. We have gathered specific information to help us understand more about how services support children's safety, wellbeing and engagement in their play and learning. This included reviewing the following aspects:

- staff deployment;
- safety of the physical environment, indoors and outdoors;
- the quality of personal plans and how well children's needs are being met;
- children's engagement with the experiences provided in their setting.

This information will be anonymised and analysed to help inform our future work with services.

Key messages

- Interactions between staff and children were kind, caring and nurturing.
- The staff team were reflective which supported ongoing development.
- Parental engagement was continuing to develop through a range of groups, sessions, and workshops.
- Children were having fun while leading their own play and learning.
- Well-resourced environments both indoors and outdoors supported challenge and progression within children's play and learning.
- The service had recently developed a wildlife garden where groups of children could explore their natural environment and further develop their play experiences.

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

Interactions between staff and children were warm, caring and nurturing. Staff were down at the child's level during play and interactions. Some children had developed positive relationships with specific members of staff and would go to them for reassurance or support. Comfort and cuddles were offered to children when required or if requested. This supported children to be confident and feel safe and secure.

Personal care was respectful, and privacy and dignity was maintained. Infection prevention and control measures were followed throughout including handwashing and the appropriate use of PPE. Quality interactions took place between the staff member and child throughout the whole experience. Independence was promoted and encouraged to support learning and development.

Each child had a personal plan in place which was reviewed at least every six months with families. One parent commented 'Can chat to staff anytime. Child's plan is filled out several times a year.' These plans included detailed information to support staff to fully meet the needs of children. The information recorded in the plans was linked to the United Nations Convention on the Rights of the Child (UNCRC) with specific articles being referred to. The service had a clear overview of children's support needs, interventions, strategies and other professionals involved. This provided clear and accurate information to ensure staff could fully meet the needs of all children.

Staff took part in annual child protection training to refresh their knowledge and skills. Chronologies were in place for children where significant events and information was recorded. These documents gathered important information and identified any emerging patterns of concern. This supported staff to meet the needs of children and keep them safe from harm and abuse.

Systems were in place which ensured the safe management and administration of medication. The service was currently reviewing their processes to make them more robust to maintain the health and wellbeing needs of all children.

Mealtimes were a valuable social experience for children during which independence and life skills were developed. Children helped to prepare snack, served themselves using tongs, poured their own drinks and washed their dishes. Most children had lunch in the school dining hall and were supported as required by staff. Quality discussions took place with children, and this was supported by a talking tin which provided staff with prompt questions which they used to help facilitate discussions and reflections. This engaged children in meaningful discussions. A smaller group of children had lunch in the café in the playroom. This provided a quieter and more relaxed environment for younger children to develop independence, life skills and social skills.

Comfortable and quieter spaces were provided within the playroom, the courtyard garden and nursery reception area. This ensured that children had protected quiet spaces to move away from busier areas and to take part in quality one to one interactions. Comfortable spaces were also provided for children to rest or sleep throughout the day. This ensured children could rest and relax when required in a safe space.

QI 1.3 Play and learning

Children were leading their own play, having fun and were engaged in their play and learning experiences both indoors and outdoors. A balance of planned and spontaneous play and learning experiences offered challenge and supported and encouraged children to develop their imaginations, creativity and problem-solving skills.

Children spent time designing and creating at the workbench using a range of tools. Quality discussions took place, and children were supported to identify potential risks and how to keep themselves safe.

Language, literacy and numeracy was evident both indoors and outdoors and was naturally incorporated into play. Books were available in most areas of the playroom as well as outdoors which supported and extended play. A variety of toys and resources including clocks, rulers and signs encouraged children to develop language, literacy and numeracy skills. Focused group time included singing and the use of Makaton signing which supported an inclusive environment while further developing language and communication.

The service had created a wildlife garden for children to access daily. Children were supported and encouraged to explore the natural environment around them and develop an awareness of potential risks and how to manage these. One parent shared 'my child gets an opportunity to spend a lot of time outside and on short trips to gardens and forests to learn things through play.' Children were happy and having fun in a calming environment which supported them to investigate, problem solve and develop their curiosity.

Planning for children's play and learning was responsive to children's current interests and incorporated intentional learning to support further learning and progression. Staff observed children's play and recorded their observations within the learning journal app which was shared with families. Observations identified specific learning, and some included next steps. Keyworkers had an overview of next steps and targets which supported ongoing learning and progression for children.

The service promoted learning at home through the opportunity for children to take home story bags, bags with information relating to road safety and safety at home and rights knight's bags which develop an awareness of the UNCRC. Parents were also regularly invited into the service to take part in a range of sessions which included Bookbug sessions, workshops, stay and play sessions and information events. This ensured that families were included in their child's learning and were involved in the daily life of the service.

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

The nursery was welcoming and inviting for children and their families. The reception area provided a welcoming space with staff photographs displayed, information for parents and the nursery nook area where parents could attend a variety of groups. Children's artwork and photographs of their families were displayed at an appropriate level around the playroom. This supported children to have a sense of belonging and to feel valued and respected.

The nursery environment was well thought out and each specific play area had a wide range of resources including real life items which supported and extended children's play and learning. Resources were age and stage appropriate, and children were challenged and encouraged to develop critical thinking skills, imaginations and creativity. Children had free flow access to the well-equipped outdoor play area throughout the day. Outdoors benefited from a range of loose parts such as cable reels, logs, crates and planks of wood which were supporting children to build, balance and climb. For example, one child said 'look at my house,' they were proud and eager to show what they had built. Children took part in planting and growing opportunities outdoors which developed their awareness of the food to fork concept. One parent shared 'the environment offers great stimulation.'

The service provided a safe and secure environment for children to play and learn. Risk assessments were in place for all environments which also included trips and outings. Risk checklists were completed daily by staff which ensured all safety checks had been completed prior to children arriving. These measures maintained a safe environment for children to play and learn. One parent commented 'great care in a safe and nurturing environment.'

Infection prevention and control measures were in place and were well managed. Handwashing was taking place at appropriate times by staff and children and surfaces were cleaned before and after use. The service was proactive and responsive to suggestions we made about storage of specific cleaning items. The measures in place minimised the risk of spread of infection within the service.

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 improvement are led well

The service had a whole school vision and values. These were displayed within the entrance area to the nursery which ensured parents were aware of them. Staff reviewed these regularly and identified what they were doing well to fully embed these within their practice and the daily life of the service. We discussed that it may be beneficial to include parents in the next review of these.

There were many opportunities for parents to be involved in the life of the service through stay and play sessions, rhyme time, sensory workshops, and transition events. The service was passionate about parental engagement and regularly asked parents to share feedback with them to support ongoing development. Feedback shared about a parental engagement sessions stated, 'great fun really engaging and interactive.'

The service had an improvement plan in place which included their focus priorities for supporting ongoing improvement. This was used as a working document and was updated to identify progress made and the impact this had on outcomes and experiences for children.

Quality assurance systems were in place which supported the ongoing self-evaluation of the service. This included monitoring of practice, environments and children's experiences as well as regular audits and reviews of documentation taking place. Action plans were developed as a result of this monitoring, and these were evaluated to highlight the impact on outcomes for children.

The national induction resource was being used to support a robust induction process for new members of staff. These documents were reviewed and updated regularly with staff which ensured effective mentoring was in place to support their professional development.

Annual appraisal meetings took place which provided the opportunity for discussions in relation to what was going well, strengths and possible training opportunities. There were regular wellbeing check-ins between management and staff to support staff wellbeing. Staff shared with us that they felt valued and enjoyed working at the setting. One staff member told us 'we are well supported by our seniors on a daily basis in our nursery setting.'

Staff took part in regular training to update their knowledge and skills. Training had included supporting our youngest children, promoting language, literacy and numeracy, and trauma informed learning. These training opportunities developed staff knowledge and skills which had a positive impact on outcomes for children.

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 service was appropriately staffed throughout the day including over busier periods which ensured children's needs were fully met. Staff were flexible and moved between areas of the setting including indoors and outdoors to maintain supervision of children. Head counts were undertaken at key times throughout the day to ensure all children were accounted for.

The staff team were respectful of each other and were passionate and enthusiastic about their roles within the service. They worked well together to fully meet the needs of children in their care. Staff shared their knowledge, skills and strengths with each other to promote best practice and improve outcomes and experiences for children.

The staff were developing positive relationships and worked well together as a team. Staff felt well supported by each other and by management. They felt valued and listened to and felt that their wellbeing was well supported.

Staffing was consistent which supported families to develop positive relationships with them and also promoted effective information sharing. Staff used effective methods of communication to share information with each other about children to ensure all needs could be fully met. One parent shared 'I have great communication with all the staff involved in looking after my child.'

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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