Killin Nursery
Day Care of Children

Main Street
Killin
FK21 8UW

Telephone: 01567 820 889

Type of inspection:
Unannounced

Completed on:
21 March 2023

Service provided by:
Stirling Council

Service provider number:
SP2003002689

Service no:
CS2003043686

About the service

Killin Nursery is a daycare of children service which is provided by Stirling Council. The service is located in the centre of the village of Killin on the same site as the Primary School and is close to local amenities.

The service is registered to provide care to a maximum of 32 children not yet attending primary school at any one time of whom; no more than six are aged under two years. The manager and principal early childhood educator work together to manage both Killin Nursery and Crianlarich Nursery.

The accommodation comprises of two playrooms, an office and toilets off the main corridor. An enclosed outdoor area and use of the local community provided children with quality outdoor learning experiences. Staff benefited from access to a small staff room within the school, giving them a quiet space for breaks.

About the inspection

This was an unannounced inspection which took place on 21 March 2023 between 8:45 and 17:00. The inspection was carried out by one inspector 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 several children in the service
- spoke with two families on the day of inspection, one family by telephone, and reviewed emails from seven families
- spoke with staff and management
- observed practice and interactions with children
- reviewed documents.

Key messages

- Nurturing and caring approaches from staff created positive relationships with children and families.
- Children were happy, confident and engaged in leading their play.
- Planning approaches were child centred and responsive to children's interests.
- Staff worked well together to ensure children were safe, busy and having fun.
- Children had daily access to outdoor play opportunities.
- The service had developed strong links with the local community.

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 these supported positive outcomes for children, therefore, we evaluated this key question as very good.

Quality indicator 1.1 - Nurturing care and support

Children experienced a warm and nurturing approach from a caring staff team. Staff knew children well and as a result were able to offer appropriate care and support to individuals. They understood the importance of developing secure relationships with children and families. One parent told us, "The staff are excellent at communication and clearly have the children's best interests in mind." It was evident in the interactions we observed that strong attachments had been formed. This meant that children's emotional wellbeing was supported and their needs were being met.

Snacks and meals were nutritious and offered choice for children. This supported them to develop an understanding of healthy eating options. Children with dietary requirements were sensitively and appropriately catered for. We observed children developing important life skills as they helped to prepare snack, for example, by cutting up fruit. Lunchtime was calm and unhurried. We saw children relaxing and chatting happily with friends as they ate. Staff were close by to support children and keep them safe. We encouraged the service to reflect and explore ways to enhance this social experience and further promote children's independence skills. They should consider creating opportunities for staff to sit with children at these times. This would support daily routines and provide rich opportunities to enhance close attachments.

Children's overall wellbeing was supported through the effective use of personal planning. Staff gathered the views of families and took account of the wellbeing indicators as plans were developed. We suggested that children's voices could be represented more clearly within their personal plan, as staff involved them in sharing their views, wishes and choices.

Quality indicator 1.3 - Play and learning

Children were meaningfully and actively involved in leading their play and learning throughout our visit. They benefited from a skilled staff team who were responsive and planned play experiences that promoted children's choice, based on their interests. We observed children being supported to extend their thinking by staff through the use of effective questioning. Staff spoke knowledgably about providing provocations to promote children's natural curiosity and imagination. For example, 'Pirate Pete' had hidden treasure in the local outdoor community. Staff told us how excited children were to find the treasure and how some children, who wouldn't normally participate, were tempted by this prompt. As a result, children were progressing well and were happy and confident.

The service recognised the importance of working in partnership with families and the positive impact this could have on children's lives. Weekly rhyme time sessions were delivered by nursery staff in the local library. Nursery children were invited to join in and have fun as literacy and language skills were promoted and developed. Families from the local community were also invited to come along. Parents told us how much they enjoyed the sessions with their child and that they came along every week. This gave parents an opportunity to be involved in their child's learning and promoted positive relationships.

It was evident that strong links with the local community were well-established. The service had recently won an award 'Valuing Generational Diversity.' The award recognised the links the nursery had made, and the work they had done, with residents in the local retirement home. Families told us how important they felt this was. One parent said, "I really believe in the benefits of elderly people and children mixing together and so glad my kids get the opportunity. I love that about Killin Nursery."

Children's learning and progress was recorded through carefully considered observations. These were shared with children and families in journals, floorbooks, and attractive wall displays. Staff had recently reviewed how they planned for children's learning. By gathering information from tracking and monitoring processes, they planned play opportunities which aimed to fill gaps in learning and raise attainment. This new approach complemented the existing child centred responsive planning that was also being used. As a result, children were recognised as individuals and supported to achieve their potential.

How good is our setting? 5 - Very Good

We found significant strengths in aspects of the care provided and 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 benefited from a calm, welcoming environment that had been well thought out, with children's needs and interests in mind. The organised playrooms supported them to lead their play and have fun with their friends. Restful, quiet areas had been thoughtfully considered to offer children space to rest and relax during the day. Indoor spaces were furnished to a very high standard and were safe, secure and well maintained. This gave a strong message to children that they mattered.

Staff had a very good understanding of the positive impact that outdoor play had on children's overall wellbeing. Children had daily access to an enclosed outdoor area which had been developed to offer choice and challenge, and was appropriate to their stage of development. Good quality loose parts resources encouraged children's creativity and problem solving skills. For example, they worked together using pipes and balls to create a 'marble run.' Several children told us that this was their favourite thing to do at nursery. The service also made use of the rich, natural environment offered within the local community. This provided children with many opportunities to explore and further develop their gross motor skills. Outdoor experiences meant children were learning about the benefits of an active lifestyle that promoted their health and wellbeing.

Risk assessments ensured that children's safety was promoted as potential risks had been minimised. Robust infection prevention and control routines were embedded and supported a safe environment. Playrooms were clean and ventilated throughout the day. Children were encouraged to wash their hands at key times and regular cleaning procedures meant that the spread of infection was kept to a minimum.

How good is our leadership? 5 - Very Good

We found significant strengths in aspects of the care provided and 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

The enthusiastic staff team were committed to delivering quality experiences for children and families. Their vision, aim, and values were evident in the kind and nurturing interactions we witnessed throughout our visit. Staff felt valued and supported by the manager. Leadership opportunities for staff developed their confidence further, as they understood the impact of this on improving outcomes for children. The positive ethos meant they were proactive in taking shared responsibility for change. As a result children benefitted from a staff team who were motivated and responsive to meeting their needs.

Staff understood the important role they each played in meeting the needs of children and families. They took opportunities at quieter times in the day to reflect together and share information to support children's learning and overall wellbeing. We suggested that this information should be recorded and available for all staff. This would ensure a clear and consistent approach is effectively communicated.

The service had created an improvement plan that had been developed through self-evaluation. To further promote partnership working we encouraged them to include the views of children and families in future improvement planning. Effective policies, procedures and quality assurance processes were in place and also supported the development of the service. This helped to provide positive outcomes for children and families and ensured the service met their needs.

How good is our staff team? 5 - Very Good

We found significant strengths in aspects of the care provided and these supported positive outcomes for children, therefore, we evaluated this key question as very good.

Quality indicator 4.3 - Staff deployment

Children benefited from a staff team who had a range of skills, knowledge and experience. Staff communicated very well with each other and worked together to ensure children were safe and engaged in quality experiences throughout the day. This allowed key tasks and responsibilities to be carried out whilst ensuring children were appropriately supported and outcomes for them remained positive.

Staff knew children well and secure relationships between them were evident in the kind and compassionate interactions we observed. One parent told us, "The staff are brilliant. We are so lucky to have so many who seem to be born to do this job, in such a small community." This meant that children felt safe, secure, and happy in a service where a caring staff team nurtured and supported them.

An effective mentoring process was in place to support staff who were new to the service and to students working within the service. Although they had an experienced mentor with direct responsibility for supporting them, staff told us how they felt well supported by the whole team.

The management team recognised and valued the importance of ensuring that the service was appropriately staffed at all times. Staff were flexible and breaks were planned to minimise the impact on children whilst making sure staff had time to rest.

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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