Winton Primary School Early Years Class
Day Care of Children

Winton Primary School
Anderson Terrace
Ardrossan
KA22 8JP

Telephone: 01294 464 443

Type of inspection:
Unannounced

Completed on:
16 May 2023

Service provided by:
North Ayrshire Council

Service provider number:
SP2003003327

Service no:
CS2014329538

About the service

Winton Primary Early years operates from Winton Primary School in Ardrossan, North Ayrshire to provide a daycare of children service to a maximum of 20 children from 2 years to those not yet attending primary school. The accommodation consists of a cloakroom, lunch room, main playroom and secure outdoor play space.

About the inspection

This was an unannounced inspection which took place on 9 May 2023 between 08:45 and 16:45. A further visit took place on 11 May 2023 between 14.00 and 17.15. One inspector carried out the inspection. To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year. To inform our evaluation we:

- spoke with children using the service
- received thirteen electronic responses from families
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children experienced warm, caring and nurturing interactions from staff
- Children were happy and settled in the service
- Effective staff deployment enabled the staff team to meet children's individual care needs
- The management team have successfully led staff to have a strong shared vision, values and aims
- Quality assurance systems should continue to be developed to ensure high quality play and learning.

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

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children/people, therefore we evaluated this quality indicator as very good.

1.1 Nurturing care and support

Children received kind, compassionate and nurturing care that supported their overall wellbeing. Staff were responsive to children's physical and emotional needs, helping to promote positive self-esteem, confidence, and independence. A parent commented:, "I could not ask for a better level of service all the staff go above and beyond to make sure all the children's needs are met, they have a vast array of activities that the children participate in and thoroughly enjoy".

Children's overall wellbeing was supported through the effective use of personal plans which were reflective of children's needs. Regular reviews of plans ensured staff had reliable information necessary to provide personalised care, staff respected children as individuals. Staff worked closely with key partners on the agreed next steps for children. Where children required extra support staff carried out this in a calm and positive manner taking time to explain to children what was happening and why. We asked the manager to consider how children who may be accessing other early learning and childcare services as part of their funded placement can share children's planning and progress working in partnership with parents.

Families benefitted from a service that promoted engagement through a range of parent groups. This allowed families to build positive relationships with the team and for children to share what they enjoyed learning about at nursery. A parent commented, "Great communication between staff and parents and many opportunities for parents to become involved".

Children experienced a relaxed and unhurried lunch ensuring a positive, sociable experience. Meals were served by a kitchen assistant who knew each child's individual preferences. Staff sat alongside children on hand to offer support. Most children ate well selecting their own vegetables and pouring their own water from the table. This helped children develop independence and a positive attitude to eating.

We evaluated this quality indicator as good where several strengths impacted positively on outcomes for children/people and clearly outweighed areas for improvement.

1.3 Play and learning

Children had fun as they played sometimes with friends sometimes on their own. They made choices from the play and learning experiences on offer to them. Children could choose to play indoors or outdoors for the majority of the session. Although children could not safely free flow to the outdoors staff had created a pictorial system to support children's choice. Staff reminded children during their session of the option to play outdoors. Children had a clear interest in exploring water play outdoors. We discussed with staff more opportunity for a wider range of sensory play would support children to develop their creative and imaginary play.

Forward planning from staff helped to enable a balance of adult initiated, child initiated and intentional experiences. Planning for play and learning mostly took account of children's interests, staff confidently knew the children who engaged best outdoors. Staff interacted well with children during play, providing

opportunities to extend their thinking and helping them to consolidate their learning through play experiences. We did however observe some missed opportunities to provide children with challenge that would extend their play and learning.

Almost all children made choices in their play and learning experiences choosing from the activities available. Staff should consider how they can further develop play by extending child led play through the quality of observation, interactions, questioning and commentary. This would ensure children voices were heard and they could be more involved in leading their own learning through play.

Children were offered some opportunity for numeracy and literacy during play. Almost all children showed an interest in sharing books choosing to have one to one stories. Children had opportunity for mark making. Staff should continue with their plan to enrich environments to support children's emergent literacy and numeracy skills.

How good is our setting? 4 - Good

We evaluated this quality indicator as good where several strengths impacted positively on outcomes for children/people and clearly outweighed areas for improvement.

2.2 Children experience high quality facilities

Children were cared for in a welcoming, bright and ventilated playroom. The playroom was furnished with suitable furniture for children. Homely touches, decoration and child led displays helped children to feel welcomed and included.

Secure entry to the service was operated by staff to keep children from leaving the building unnoticed or anyone entering unauthorised. Risk assessments were in place, and they promoted a safe and well-maintained environment. We asked staff to ensure this included the sensory room within the school if being used by the children.

Effective procedures were in place to regularly review any accidents or incidents. Audits were regularly carried out to identify patterns of possible risks. This ensured the service was keeping children safe. Parents agreed their child was safe whilst in the service.

Children's safety and wellbeing was promoted through good infection prevention and control measures. Improvements had been made to the children's toilets and changing area since the last inspection to ensure children's privacy and dignity was respected. Infection control practice from staff supported a safe environment and minimised potential spread of infection. Children were encouraged to wash their hands at key times. For example, before meals and after personal care routines.

Resources accessible for children to choose included a range of suitable play equipment including natural materials to support children's creative and exploratory play. Children benefited from accessing a large outdoor play space. This space provided opportunity for children to play and learn outdoors whilst having space to engage in energetic play. Staff should continue with their development plan to develop the area beginning with a tidy up.

Systems for the safe storage of children's information was maintained protecting and respecting children's right to privacy and dignity.

How good is our leadership? 4 - Good

We evaluated this quality indicator as good where several strengths impacted positively on outcomes for children/people and clearly outweighed areas for improvement.

3.2 Quality assurance and improvement are well led

The management team had successfully led and sustained a clear vison, values and aims shared by all staff. This had empowered staff to bring about positive change including the use of Seesaw, a digital communication app for early learning and childcare, to communicate with families electronically. Using a small test of change meant staff could reflect on what worked well before enabling use with all families. Support for both staff and families had been offered to use this method of communication. Staff placed children and families at the centre of their work committed to enabling every child to reach their potential.

The culture within the service valued partnership working with families. Regular communication with families took place through a variety of methods including weekly parent workshops, online platforms, face to face discussions and regular progress meetings. Families told us they received regular communication and staff always made time to share what children had been learning. This contributed to the positive relationship's families had with staff. Staff should continue with their plan to use floor books to record children's thoughts and ideas enabling them to be key to the improvement cycle.

A parent commented, "Us parents are regularly encouraged to give feedback and suggestions, and I feel comfortable that if I had any concerns or ideas to share with staff".

Regular monitoring and reflection, both formal and informal, had been carried out to plan for improvement. Good written monitoring feedback was provided by the senior practitioner to staff, acknowledging good practice with areas for development. Staff were motivated and open to new ideas providing positive role models. They should continue to develop their leadership roles linking to the priorities detailed within the improvement plan to support high quality experiences for children in their care.

A clear improvement plan was in place for the early years class. We discussed with the manager the language within the plan could be more reflective of the play pedagogue approaches staff use. New processes for self-evaluation had been introduced included within the planning format. Moving forward the service should continue to embed self-evaluation into staff practice this will help to identify any specific action to influence positive change. We suggested staff should become familiar with a quality framework for daycare of children childminders and school age childcare as a self-evaluation tool.

How good is our staff team? 5 - Very Good

We evaluated this quality indicator as good where several strengths impacted positively on outcomes for children/people and clearly outweighed areas for improvement.

4.3 Staff deployment

Staff deployment had been organised to meet the varied needs of children in attendance. Effective use was made of the different experience, skills mix and knowledge of the staff team within the service.

The importance of ensuring that the service is appropriately staffed during the day was recognised as essential to the wellbeing of children. This ensured children's individual needs were met. Busier times of the

day, such as mealtimes or arrival and departure times, were recognised and planned with staff clear in their roles and responsibilities.

The model of provision within the early years class currently offered children either a morning or afternoon session. This meant staff worked set shifts resulting in shared breaks which allowed them to refresh and supported development of the team. Children were supported by a staff team who worked well together. Staff were flexible and communicated effectively as children moved between play spaces. This ensured children were safe and supported helping them to achieve.

Daily short meetings at the beginning of the day and the end of the day allowed staff some time for professional discussions. We suggested recording short notes of these meetings would be of benefit to planning and review. Staff were enthusiastic about their work, recognising the benefits of lifelong learning. As a team they presented motivated to share skills and ideas with their colleagues.

New staff are supported with an induction to the service with ongoing daily support from the team helped to create a positive and welcoming environment for children and their families. Families valued the role of staff one parent commented, "We love Winton Early Years. All the staff are incredible, kind, patient, and they work hard to make sure all the kids are thriving".

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

Winton Primary School Early Years should ensure that nappy changing facilities allows children to be changed in a manner which respects their privacy and dignity.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state; If I require personal care, this is carried out in a dignified way, with my privacy and personal preferences protected. (HSCS 1.4).

This area for improvement was made on 22 November 2019.

Action taken since then
Children's changing facilities had been improved to enable children's privacy and dignity to be respected.

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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